

CHAPTER 5

Genealogy of Foreign Teachers, Education, and English Language Development of Thai State for moving forward to ASEAN

5.1 The historical Part of Thai education: Neither began with the state nor knowledge

Generally the expectations of the Thai citizens towards the education of Thailand focuses on the knowledge and the arrangement of the Thai education system set by the Thai state. However, when it is traced back to the history of the education of Thailand or Siam, it is found that firstly from the period of Sukhothai, the edification commenced in houses and temples for ordinary citizens; and in the palace for royal members and noblemen. The content of knowledge was the Buddhist doctrine, incantation, astrology, martial art, herbal medicines, etc. A standard written curricula did not exist during this time. The early age of education was relying on the teachers who were knowledgeable and experts in the relevant areas. The teachers could be monks, priests, and ordinary people. Regarding the language used for teaching, foreign languages were applied depending on the origin of the knowledge, i.e., Pali, Sanskrit, Khmer, or Mon. When the first Thai scripts were generated in 1283 (B.E. 1826), the record of the written Thai language began. This way of learning and training had been carried out for more than 390 years during the Ayutthaya period (1377 to 1767). Buddhist old monks from a particular temple could be well-known in various areas. They could be entrusted by parents to tutor their children in the temple. The course fee was not charged but donated as usual when people made merit in the temple (Ministry of Education, 2003). As the teaching was generally conducted in the temple and the children had to leave home to study, boys were ordained to study as a novice when they were young and became a monk when they were older and wished to carry on to an advanced level. Some ancient lessons needed various levels of meditation; the vipassana, the Buddhist higher levels of meditation was required. There was no examination on paper but an assessment of the practical stage of mind (Leart Mahawet, 2009). According to Buddhist principle, knowledge which was never tested by the

learners or knowledge only obtained from memorizing it is not an effective knowledge. A lot of the knowledge in Buddhism requires practical results from meditation powers. Most of the testing used in meditation are purely practical.

For the ordinary Siamese or Thai girls, they were educated from home, for girls from noble families they were educated at the palace. The lessons were about housework, decorum, manners, needlework, music, cooking, perfume making, and herbal medicines, for example. This knowledge was transferred from generation to generation (Pinyakong, Virasilp, & Somboon, 2007). Education in this age, knowledge refers to a weapon which could physically protect the family when frequently facing various battles. The royal armies could call for a civil member to work as a soldier any time. To ordain was to study, to get training in the ancient time. The meaning of the Buddhist ordination was much more than just living in the monkhood. Traditionally after Thai men left the monkhood, it was an appropriate time for them to become more mature, and earn knowledge and skills to take care of their families.

Regarding the noble families, their children had to learn more in the arts of war, general and specific new knowledge that would involve their future work of serving the King. All Siamese Kings had to have very skilful martial arts and leadership. As a result, all Siamese or Thai Kings are always positioned as the Supreme Commander of the country (Uwanno, 2013).

The traditional way of Siamese education was amended in the 17th Century, the duration of King Narai, the Great (1657 – 1688 or B.E. 2199 – 2231). Constantine Phaulkon, the Greek first counsellor at the Court of Siam, built three private schools. As stated in the record of Abbe de Choisy in B.E. 2228, he set up three schools; Sirayutthaya, Namasprand, and the Novice School; in Ayutthaya for the teaching of foreign languages, religious, and technical sciences¹ (The Office of Private Education Commission, n.d.).

According to the Roman Catholic evangelism in that time, missionaries solely focused on teaching the Bible. The mission to convert people's belief was working along with the political mission of Louis XIV de France who intended to directly and indirectly use Phaulkon who worked closely with King Narai of Siam. Louis XIV wished to convert King Narai to believe in the Catholic Church as he hoped that after

¹ <http://17thcenturysiam.blogspot.com/2009/11/q.html>

converting one King, the whole of Siam would be 'a piece of cake' to convert (Bangluangsanti, 2014).

The political competing and taking advantage of trading required a lot of strategies. Opening a school could be the foreground with some hidden missions. The founder of a school was not as important as the purpose of it. Phaulkon's schools existed until the end of his life. But the traditional style of Siamese education was maintained until the early part of the Rattanakosin era. Regarding the result of the schools set up by the Catholic missionaries, around 5,000 Siamese were converted to Roman Catholic in Ayutthaya (Sor.Plainoi, *Foreigners in Thai History*, 1995).

In 1828 (B.E. 2371), when the power of the colonists was heading towards Southeast Asia, the first group of Presbyterian missionaries entered Siam. This set of missionaries practiced different techniques from the French Roman Catholic evangelists when converting other believers. Presbyterian missionaries did not just teach the Bible but they started by opening a medicine pavilion, called in Thai a 'O-Sod Saa-Laa', which provided free Western medicines and medication, e.g. M.D. Dan Beach Bradley; and some of them taught foreign languages i.e. French or English, or Western knowledge for free or charged very little, e.g. Mr. Smith. Thai people at that time called these Presbyterian missionaries either Moh (medical doctor) or Kru (teacher) as a title to their names. So, a common scene at that time was that these missionaries were giving drugs to people in Siam and once the missionaries felt trusted or adored by these people, the conversion to Christianity became easier.

One of the Roman Catholic missionaries had an important role as a foreign language teacher in Siam and his name was Jean Baptiste Pallegiox. He taught Prince Mongkut while he was a monk. He created the French-Latin-English-Thai dictionary called 'Sap-Pa-Waj-Ja-Na Paa-Saa Thai'. With regard to his outstanding roles after Prince Mongkut became King Mongkut in the Siamese court, he converted a total of 7,050 people to become Roman Catholics in Siam, 1 Bishop, 8 foreign priests, 4 Siamese priests, 30 novices, 4 nun schools, 25 nuns, 5 Catholic teachers, and 15 teacher assistances in B.E. 2377 (Sor.Plainoi, *Foreigners in Thai History*, 1995, p. 53).

The Presbyterian missionaries also played an important part in Siam and the Siamese Court during the reign of King Mongkut. Female missionaries were arranged to teach English language in the Grand palace twice a week. The lessons were started in

the August of B.E. 2349. These courses carried on for three years and then stopped. The reasons for discontinuing the English language courses being conducted in the palace by the female missionaries were specified in two ways; some said that the teaching was weak, some claimed that the missionaries tried to teach the Bible rather than teaching the English language so King Rama IV employed a new foreign teacher, who was not a missionary, to teach English language to his wives and children. Anna Leonowens who was an Indian-born British, was hired as a foreign teacher at the Grand palace for 5 years and 6 months. The Royal family and noble family members were selected to study English and other foreign languages for the administrative tasks involving international relations of Siam which was very important during the imperialism era. Ordinary Siamese citizens were not interested in learning these languages or studying in the style of the West. Reading and writing skills were also not the most important skills for Siamese citizens in the agricultural context. To be literate was associated mostly to the noblemen who worked for the King or his government (Sor.Plainoi, *Foreigners in Thai History*, 1995).

In 1852 (B.E. 2395) Mrs. Mattoon, an American missionary, began to teach ordinary children in her school which was located in the community where she lived in Siam. The second missionary-founded-private-school was set up near Wat Aroon, in the Thonburi region. This school taught Chinese children living in Siam the Chinese language. After three more years, these two schools merged and in 1859 (B.E. 2402), the first group of female students were allowed to study. One year after the schools merged they commenced teaching using the Thai language. In 1874, Wattana College was founded which was a school for girls. Then Assumption school was set up in 1877. After that John Akin, an American missionary created the first school for boys in Bangkok which was called the Bangkok Christian School (Pinyakong, Virasilp, & Somboon, 2007).

The first private school owned by a Thai citizen, Bamrung Wittaya School, opened in 1905. It was the first school to register at the Thammakarn Ministry (Ministry of Education for now) during the period of King Chulalongkorn. The first government school, Mahanapharam School, began 50 years behind the first private school. King Rama V encouraged parents to send their children to school. However people at that time did not trust the government as they were afraid that this would

finally be the way to force their children to work as soldiers. With the King's sincerity, seriousness and vigor to establish the mass education in Siam he opened the government schools, only for one year, there were 34 schools, 81 teachers, and 1,994 students. The private school registered with the Thammakarn Ministry was called, Chaloeyasak School. The private schools provided foreign language education e.g. English, Chinese, Hindi, or Ancient Thai language and were named, Chaloeyasak Piset, which 'Piset' meant 'special'. The initial foundation of the mass education in Siam faced various problems, especially by the unhurried working speed of the Thammakarn Ministry which was controlled by Mr. Pawn Bunnag, Chaophya Passakornrawong. At that time, some of the progressive educational leaders were 1) Phayavitsuriyasak, Mom Rajawongse (M.R.) Pia Malakul; 2) Krom Muen Vachirayarnvarorose, the prelate of Dhammyuttika; and 3) Krom Muen Damrong Rajanubhab and they built the educational scheme for Siam and sent this to Thammakarn Ministry to accomplish. Yet King Rama V discovered that it was sluggishly organized and the financial budget of this project was incessantly lowered, as stated in one of his written letters dated the 7th August, 118 years into the Rattanakosin era, that (translated); *"....Considering the budget of the Thammakarn Ministry, it was constantly and seriously reduced, even though education was very important for the country. It was because the leader of this ministry lacked in the art of financial defense for his ministry. Education in Siam was still so weak. Please be speedy to establish and make it happen"* (Ministry of Education, 2003, p. 124).

King Rama V then considered that it would not be possible for the first Siamese educational scheme to be extended throughout the country by the Thammakarn Ministry so he called for an official meeting on September 26th, B.E. 2441, 18:00 to 22:00 hours. He invited Mr. Pawn Bunnag, Chaophya Passakornrawong; Kitiyakara Voralaksana, Prince of Chanthaburi; Krom Muen Damrong Rajanubhab; and Krom Muen Vachirayarnvarorose to discuss and plan the education system for the entire country. In summary, the leader of Thammakarn Ministry expressed his opinion that it was unlikely to be straightforward to expand the mass education throughout the Siamese land. He seemed to foresee more problems than opportunities. Consequently, King Chulalongkorn decided to assign Krom Muen Vachirayarnvarorose, the head of council of the Buddhist clergy as the national educational expansion director. The

government schools were quickly increasing in numbers with the Consistorial Ministry and devoid of the Thammakarn Ministry. In B.E. 2441, Siamese government schools were set up in Buddhist temples throughout the nation because there were several reasons to support this scheme. For example; 1) The traditional way of education in Siam commonly occurred in Buddhist temples; 2) Regarding Krom Muen Vachirayarnvarorose's vision, to develop a school in a temple would be more resourceful than finding land and building a new school, 3) Monks at that time were teaching people, academically and morally, which saved on the budget of hiring regular teachers. Mahamakut Buddhist University operated as the first national teacher college. The Ministry of Interior was controlled by Krom Muen Damrong Rajanubhab who allocated the King's financial support, i.e., school maintenance, textbooks, teacher's salary, and apprentice teachers; to all government schools under this royal project. Both government (temple) schools and private schools had to use the same curricula, such as, the orthography rule, numbers, vocations, and morality. This initial scheme was carried out for five years. The basic education at Primary level was successfully established throughout the country. Beyond that it is handed over to Thammakarn Ministry to manage, hitherto (Ministry of Education, 2003).

The attitude, ability, and vision of the Minister of the Thammakarn Ministry seriously affected the educational development in Siam. Some problems were found when the Minister was weak and lacking in discipline e.g., ".....in the official record book, a lot of numbers were written. It showed only the quantity of the schools but no development...." (King Rama V, the Royal Meeting Opening Speech which took place on 26th September 1898, cited in the Ministry of Education, 2003). King Chulalongkorn was concerned about the quality of the education being provided and as he once stated, *"...Successful education did not only refer to the number of schools but also to their quality of providing education and its education providers. Producing good teachers was the main factor for education to be a success. To the extent of encompassing; 1) Good selection process, 2) Good teacher trainers and good teacher training colleges, 3) Good spirit of a teacher.....at this time, the problem of inadequate teachers was disappearing but there was skepticism regarding the quality issue of these teachers..."* (Ministry of Education, 2003, p. 158).

Political factors had a great impact on the Siamese education system. The Bunnag family had been powerful in the Siamese Court since early on in the reign of King Mongkut. For instance, Chow Phya Surywongse who was the Regent of Siam while the young King Rama V was still too young to undertake his duty as a king. The good relationship between King Rama V and Chow Phya Surywongse was not just in the work environment but also in their personal life. Chow Phya Surywongse's daughter, Khun Pae was the first wife of Prince Chulalongkorn. This bond permanently strengthened and stabilized King Chulalongkorn's reign on the throne (Chuamongkon, 2009).

Once King Rama V fully embarked on his duties to the throne, he was determined to develop the progress of the Siamese education. As he had visited many Western countries and visited many regions throughout Siam, his vision was to use education to build the nation-state of Siam. He wished to educate the Siamese in being well-versed with a united language, tradition, history, and beliefs so it could build a sentiment between people who were from the same state or nation. The state education reform then commenced for the first time in the 'Land of Smiles' (Ministry of Education, 2003).

The political conflict took place when Mr. Pawn Bunnag, Chaophya Passakornrawong was not able to meet the royal demand of the expansion of basic education in Siam. The power of education management belonged to one of the sons of King Rama V, Krom Muen Damrong Rajanubhab; and his younger royal brother, Krom Muen Vachirayarnvarorose rather than the Bunnag family. The conflict was expressed via a handwritten letter sent by Krom Muen Damrong Rajanubhab to his royal father that, *"...Provincial education management which I myself was responsible for has so far been taken away from everyone. However, I had to work diligently to meet the King's demands and it was because the Ministry of Thammakarn initially expressed its opinion that it possibly would not be successful. But right now, clearly the success exceeds our expectations. If Thammakarn Ministry wishes to continue to have direct responsibility, I would be more than happy to hand it over..."*

King Rama V's reply was, *"...This idea was good but Prince Kitiyakara Voralaksana had to have clear responsibility over this. Therefore he did not need to confront or be in conflict with Chaophya Passakornrawong..."* After Mr. Pawn

Bunnag, Chaophya Passakornrawong resigned there were still several people outside the Bunnag family in charge at the Ministry, and a lot of difficulties occurred most of the time. Until the new Minister, Phrayasutthiriyasak, Mom Rajawongse (M.R.) Pia Malakul, who was an explosion of ideas for Siam, came into the position, the new scheme for the entire national education system was inaugurated in the 121st year of the Rattanakosin era. As the traditional education was located in Buddhist temples, the new model of public education was not necessary to be set up as Free Education. There were two reasons discovered for this. Firstly, it was because when public education was arranged in Buddhist temples, most of teachers were Buddhist monks and usually Siamese Buddhists voluntarily contributed to the temples whether or not their children were studying in the temples. The second main purpose of public education was to produce educated Siamese citizens to work as government officials. However, Siam still needed other professions within the country. The free education policy could encourage people who only wished to study so they could work for the government. The public education system was instigated to reduce the government's budget solely by sending students to study abroad. Not every student who went abroad could possibly be successful in overseas education. The metaphor he used to explain this situation was, *'the country was like a large withered rice field in drought. Waiting only for several people to take some small buckets of water from a very far away land, but would be too late for the rice which was dying.'* Siam would not have had enough funds to send everyone abroad. Also it would take too long a time for these people to return to serve the nation. Public education was used to educate Siamese citizens nationally throughout the country, with lower costs but higher benefits for the whole country. The expansion of the basic education system was settled. The advanced knowledge was directly translated from Western textbooks as it was cheaper to utilize a translator than to study overseas. The students whose English attained the British English language proficiency test would receive the royal scholarships to study in a foreign country in order for them to work for the government once they graduated (Ministry of Education, 2003).

In the historical summary of Siamese education, foreign teachers have played an important role since the Ayutthaya era. Private education was initially set up by foreign teachers for ordinary children. Teaching of the English language was seriously conducted among the royal family members and noble families. Generally if a Siamese

The English language is a special subject that Thai people from higher social classes have a better opportunity of studying with foreign teachers. Attaining Western knowledge is perceived as being more superior or enhanced than just acquiring local knowledge. Copying textbooks and information is commonly seen at all levels in Thai education, justified by the fact that the original books are too expensive. It reflects on some Thai words such as ‘to study’, which in the Thai language is ‘Rien Nang-Seu’ literally meaning, ‘study or learn from textbooks’; and ‘to teach’ is ‘Sorn Nang-Seu’ which in the Thai language means ‘teach from textbooks’². The copying of knowledge has been a myriad of reproductions with the acceptance of the education system so much so it has become reminiscent of a tradition of the Thai educational society. Thaipost (2013) discovered that 45.7 percent of Thai students, copy and paste data and information for their homework, assignments, and reports instead of researching material or writing their own work in preparation for their graduation. Sinlarat (2011) stated that foreign knowledge should not be copied and that Thai education should create original knowledge since it has passed the starting point of Siam not having any structure, being the reason for bringing in Western knowledge. Therefore, King Rama V’s government needed to use translation as a tool to obtaining more advanced knowledge. Wasee (2014) illustrated the Buddhist point of view on ‘education’, which is ‘learning in all areas of life’ and does not separate ‘education’ from ‘life’. Education is not textbooks or content-based. Pornprachatham (2006) and Wasee (2014) found that the only function for copying mainstream knowledge from Western countries was to use it as Thai education’s medium and is devoid of any actual comprehensive understanding. This is the cause of the educational crisis in the country.

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Wasee (2014) observed that, for more than a century in Thailand, knowledge has been like moving fruit from a teacher's basket to the student's baskets. Knowledge is viewed as something that the students copy from the teachers while the teachers copy it from the authors of the textbooks. This point of view limits the learning ability of the human. Sinlarat (2011) analysed that Western development was initially applied by King Chulalongkorn's government as the preliminary structure for Western knowledge to be translated into the Thai language. Thailand should be able to create her constructive knowledge from the opening of the Siam structure by using her own content these days. However, the development of education in Thailand now is full of Western miasma and technical jargon, templates which offer a modern cover for a Thai book is sheltering old knowledge copied from the West. The effectiveness of the education's final product does not fully shine in Thailand.

Sinlarat (2011) displayed the three consequences of the 'Copy/Paste' learning model in Thai society, namely; 1) Thai academic institutions reproduce the old knowledge of the West while sustaining the 'Factory Model' by educating people to feed the demand of Western industrial businesses and not for the growth of Thailand. 2) The quality of Thai education and students is in a recession, but the teacher's and director's salaries are increasing. The teachers teach by following the textbooks which contain old knowledge from the West but this is controlled by the Thai state. The students study to acquire scores; not to gain knowledge, life skills, or morality. 3) Opportunity and equality of education in Thailand are distributed using the quantitative angle; rather than with fairness for children and people from varying backgrounds in Thailand to access the many opportunities. The term 'equality development' is exploited in many agreements with the Thai government but the power of materialism and consumerism is influenced by Western countries and their global businesses which exacerbate the situation for justice in Thai society (Sinlarat, 2011 and Wasee, 2014).

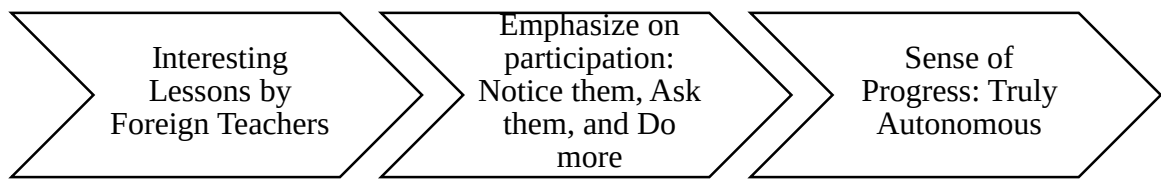
5.2 Foreign Teachers and English Language Sustainable Development in Non-English Speaking Countries

English language teaching (ELT) in a country where its people do not use English as their mother tongue is called 'Teaching English as a Foreign Language (TEFL)'. In some kingdoms, the English language is not used as their mother tongue, but used as

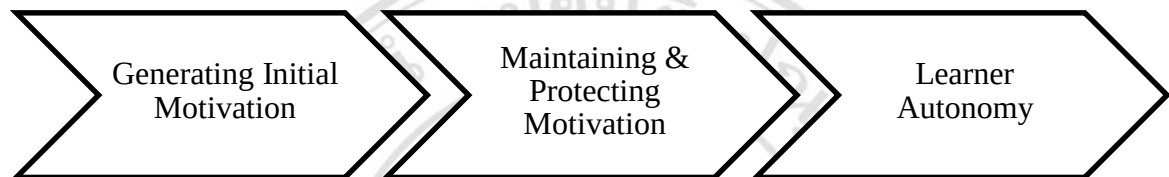
their official language or Second language (English as the Second Language: ESL) (British Council, CELTA, 2012), Trinity College London, 2014, and EF English First, 2014).

Lamb & Wedell's work, *Inspiring English Teachers: a Comparative Study of Learner Perceptions of Inspirational Teaching* (2013, p. 8) discovered that there are various factors affecting the sustainable development of learning the English language, being taught by foreign English teachers to Non-native English students, according to the research carried out by Dörnyei and Csizér (1998), Dörnyei (2001), Dörnyei and Ushioda (2011). However, the psychological factors of English Language Learners (ELLs) are illustrated as having a vital influence on every step of the learning process. With the first step, it is generating initial motivation. At this stage the ELLs should not be over-crowded with countless details of the English language. The second step is for maintaining and protecting their motivation. This stage is trying to eventually shape the ELLs towards the Learner Autonomy (LA).

The findings from Lamb and Wedell's research (2013, p. 15) were when foreign teachers motivated their students with interesting lessons and allowed them to participate at the appropriate levels, this deepened their interest in English language learning. While ELLs were interested in the activities, they wished to be noticed and questioned by the English teacher. Also they wished to participate in more activities, this way creating a feeling of progression with the language. Finally, it led to the stage that the ELLs wished to explore and discover knowledge from their own environment and venture beyond the limits of the classroom. This step was called 'truly autonomous'. The result from their survey was revealed that the learning capability of the ELLs would be augmented due to their heightened interests and self-study. It is the way to sustainably develop the ELL's skills in the countries that use English as a foreign language (EFL). McCombs (1994 cited in Lamb and Wedell, 2013) also discovered that self-determination of the ELLs worked as a long-term self-regulated effort. Eventually the ELLs found that their self-motivation was the success for learning the English language. They did not only do it to obtain good scores in the classroom or to make their teachers happy, as shown in the following diagrams.



Lamb and Wedell (2013)



McCombs (1994)

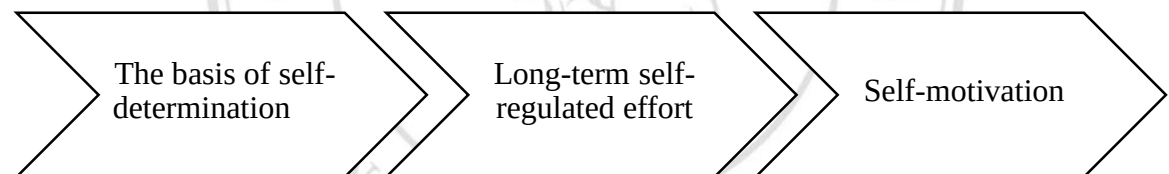


Diagram 1: Sustainable Process of English Language Learning and Teaching for EFL
Dörnyei and Csizér (1998), Dörnyei (2001), Dörnyei and Ushioda (2011)

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In another work of Lamb & Wedell (2013, p. 15), ‘Inspiring English Teachers in China and Indonesia: Implications for Indian Teacher Educator?’; presented various EFL/ESL research taught by foreign English teachers in non-English speaking countries. For example;

South Korean Classrooms:

Guilloteaux and Dörnyei (2008 cited in Lamb and Wedell, 2013) studied the motivation effects caused by various EFL instructions with South Korean students in South Korean classrooms. The most effective teaching activity influencing the ELL in South Korea was allowing the student to participate and engage in activities rather than just theoretically memorizing endeavours.

In France:

Girard (1977 cited in Lamb and Wedell, 2013) surveyed a study carried out by French ELLs of their ideal characteristics of foreign EFL teachers in France. The results were categorized into 3 groups namely; 1) Professional language teaching as a foreign/second language, 2) Personal qualities, and 3) Inspiring teachers.

Hungary and Taiwan:

Dörnyei & Csizér, 1998 and Cheng and Dörnyei, 2007 (cited in Lamb and Wedell, 2013) illustrated that the personalities and personal qualities of EFL teachers reflected their professionalism. The ELLs perceived their professionalism by way of correctly presenting EFL tasks, ensuring the learning tasks were stimulating, creating a pleasant atmosphere, and the bonus was when the EFL foreign teachers had an understanding of their local context.

Lamb and Wedell (2013) summarised the TEFL procedure, as perceived by ELLs, that by using casual links, Moskovski (2012) in diagram 2, their EFL sustainable learning process was affected.

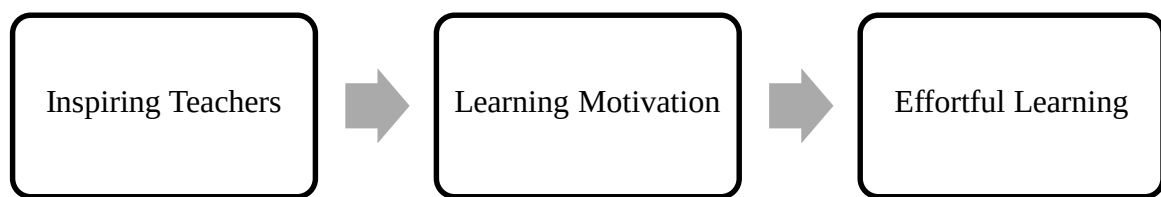


Diagram 2: English Language Learners of Casual Links Moskovski (2012)

It is in conformity with Professor M.D. Prawet Wasee (2014) who stated that students only need one teacher who can inspire them. Then their lives can be sustainably changed by themselves (see Diagram 3).

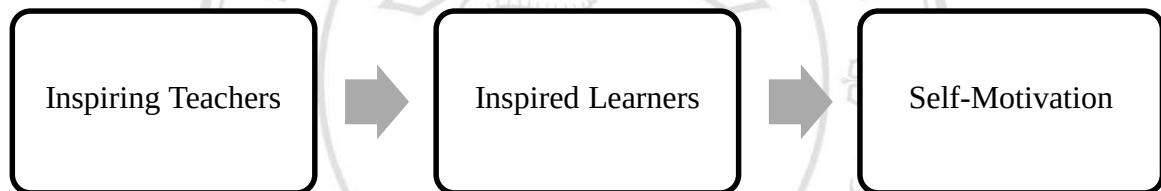


Diagram 3: Sustainable Education Development Idea (Wasee, 2014)

In short, the findings of various researches about the sustainability of English language development, as taught by foreign EFL teachers in non-English speaking countries, the intrinsic motivation factor provides the most weight. In the discussion chapter Lamb and Wedell (2013) also analysed the factors that obstruct the sustainability of EFL learning as taught by foreign teachers in non-English speaking countries, these factors being: large class size, heavily assessed curriculum, fixed textbooks, and tight daily schedule.

5.3 Good EFL/ESL Foreign Teachers

Borg (2006, p. 6) displayed the distinctive characteristics of foreign language teachers as researched by several researchers such as Girard (1997 cited in Borg, 2006) who surveyed the desirable characteristics of EFL foreign teachers as perceived by non-English native ELLs namely:

- 1) Making his/her course interesting
- 2) Teaching good pronunciation
- 3) Explaining clearly
- 4) Speaking good English
- 5) Showing same interests in all the pupil
- 6) Making the pupils participate and demonstrating great patience

Whereas Brosh (1996 cited in Borg, 2006, p.6-7) studied the unique characteristics of the effective EFL teachers as perceived by Israeli ELLs. The results are as follows:

- 1) Have a good knowledge and command of the target language
- 2) Ability to organize, explain, and clarify, also arouse & sustain interest and motivation among students
- 3) Unbiased towards all students
- 4) Available for student's inquiries

In addition, other research, i.e. Prodromou (1992), Hey McBer (200), Waslls et al. (2002), etc. reflects the symbolic meaning of good EFL teachers to teach non-native English students, namely:

- 1) Good personal qualities, e.g. friendly, positive attitude, etc.
- 2) Good TEFL skills
- 3) Able to use good English language. This demand creates the issue of native and non-native English speaking teachers
- 4) Good knowledge of EFL drawing on the context of the student's society

Borg (2006, p. 17) distinguished the characteristics of EFL teachers from other subject-teachers, for instance, History, Science, Chemistry, or Mathematics. The outcome of the research is illustrated in Table 11.

Table 11: Subjects Specialists' Views on the Relevance to their own Subjects of Statements about the Distinctive Characteristics of Language Teachers

Language Teachers	Science	History	Chemistry	Math
1. Whereas in most other subjects incorrect 'output' or 'products' by the learner are not acceptable, in language teaching 'errors' are seen as a natural and even desirable part of the learning process	No	No	No	Yes
2. Language teaching is the only field where teachers may be teaching a subject they never formally learned at school.	Yes	No	Yes	No
3. Language teaching is the only field where a distinction between native and non-native teachers exists.	No	No	Partly	Partly
4. The range of competing methodologies and methodological shifts in language teaching over the years outweighs similar phenomena in other subject areas.	Partly	Partly	Partly	Yes
5. Professionally trained non-native language teachers are often compared unfavourably to native speakers, even when the latter are not professionally trained.	No	No	No	No

Table 11 (Cont.)

Language Teachers	Science	History	Chemistry	Math
6. In language teaching, the subject and the medium for teaching it are one and the same, especially in multilingual groups where English is the only common language.	No	No	No	Undecided
7. Driven by powerful commercial forces, language teaching is characterized by a proliferation of teaching and learning resources unparalleled in other subjects.	Partly	No	Yes	Undecided
8. Language teaching is the only subject where learners want to get internationally recognized qualifications, especially those which will enable them to study at universities in the UK and the USA.	Undecided	No	No	Yes
9. In other subjects, declarative knowledge about the subject is fundamental to effective teaching; in language teaching, knowing how to speak the language (procedural knowledge is as important for teachers as knowing about the language)	Partly	Yes	No	Yes
10. All language learners have already learned their first language.	No	No	No	No

Table 11 (Cont.)

Language Teachers	Science	History	Chemistry	Math
11. Language teaching is characterized by the existence of a huge private sector.	No	No	No	Partly
12. In many places in the world, the basic professional qualification for working in language teaching is a 4-week certification course	No	No	No	No
13. In subjects such as mathematics and science, learners are happy to learn and apply formulae without worrying about their underlying rationale; in language teaching, in contrast, teachers are under pressure from learners to explain the rationale for grammatical rules.	Yes	Yes	Yes	Undecided
14. Especially in the state sector, language teachers are seen as low-status, by learners and colleagues, compared with subjects such as science and mathematics.	No	Yes	No	No
15. The student body in language teaching consists of a much larger proportion of adults than other subjects.	No	Partly	No	No

Table 11 (Cont.)

Language Teachers	Science	History	Chemistry	Math
16. Language teaching is characterized by a wide variety of specialized areas relating to the learners' goals-e.g. English for Specific Purposes, English for Science and Technology, English for Academic Purposes.	No	No	No	Partly
17. Language teaching is a subject with practical outcomes not characteristic of other subjects. As one teacher said, maths graduates will not apply Pythagoras when they go shopping.	No	No	No	Undecided
18. Language teachers must teach the target culture-i.e. British or American culture. This notion of a 'target culture' does not have parallels in other subjects.	Partly	Partly	Partly	Undecided

Note:

No = Similar phenomenon does not exist in specialist's area

Yes = Similar phenomenon exists in specialist's area

Partly = Similar phenomenon may have some parallels in specialist's area

Undecided = respondent did not or felt unable to provide an answer

There are three out of 18 issues which distinguish language teachers from subject-teachers, namely:

- 1) “In many places in the world, the basic professional qualification for working in language teaching is a 4-week certification course”
- 2) “Language teaching is the only field where a distinction between native and non-native teachers exists. Professionally trained non-native language teachers are often compared unfavourably to native speakers, even when the latter are not professionally trained.”
- 3) “All language learners have already learned their first language” while other subject-learners have not necessarily learned their mother tongue before learning these subjects.

In conclusion, in order to produce a good foreign teacher to effectively teach a foreign language is different to formulating a subject-teacher. The skills and knowledge required to teach non-native speakers a foreign language differs from teaching Mathematics, Chemistry, or Science. The length of time it takes and the costs involved training an inexperienced person, to acquire the basic knowledge and skills to teach a foreign language, are not as lengthy and costs a lot less than it does to train subject-teachers.

5.4 The Qualifications of EFL/ESL Foreign Teachers

Borg (2006) expressed that the qualifications of EFL/ESL foreign teachers, which were synthesized by various researchers, e.g. Prodromou (1992), Hay McBer (2000), Waslles et al. (2002) are namely;

- 1) Ability to use proficient English language in all skills
- 2) Pass, at least, a 4-week Teaching English as a Foreign Language (TEFL) training course
- 3) Have a positive attitude towards students’ cultures and have the ability to motivate ELLs

The British Council, CELTA (2012) identified the quality of the applicants who wished to be trained in the program called the Certificate in English Language Teaching to Adults (CELTA), as follow:

- 1) Age not less than 18 years old, the most appropriate age is 20 years old or older
- 2) Able to fluently use four skills of the English language
- 3) Personal potential in instruction development
- 4) Able to participate for the entire duration of the program and able to complete all assignments

Trinity College London (2014) stated that the ‘Teaching English as a Foreign Language’ (TEFL) training program or the ‘Teaching English to Speakers of Other Languages’ (TESOL) training program are suitable for good English speakers who wish to be trained as an EFL/ESL teacher. These programs could train people with no teaching background to be an EFL/ESL teacher. Below are some examples of the TEFL course syllabi which include both theoretical and practical parts. These courses are accepted by the British Council and foreign academic institutions. With regards to the level of these courses, they are ranked on a par with the second year of a Bachelor’s degree in the UK.

Course Syllabus of Trinity College London’s TEFL Programme (2014):

The main course content is delivered and assessed through five units. The work for Units 1, 2, 3 and 5 is marked by your internal course tutors and moderated or sampled and checked by a member of the Trinity moderators panel at the conclusion of every course. The moderator externally assesses the work for Unit 4. The Units are:

Unit 1: Teaching skills, assessed through:

- Tutors’ evaluation of six hours of teaching with real learners
- A journal including trainees’ own lesson plans, together with a self- and tutor-evaluation
- A journal covering trainees’ reflective comments, following observations by experienced teachers, of four hours of ESOL teaching

Unit 2: Language awareness including grammar and phonology, assessed through:

- A test or practical project
- Ongoing use of spoken and written English

Unit 3: Learner profile, assessed through:

- The preparation of a simple linguistic profile and needs analysis, including a basic phonemic transcription, of a single learner
- The planning of, and reflection on, a one-to-one lesson
- The preparation of recommendations for the learner's future language development

Unit 4: Materials assignment, assessed through:

- Written rationale for the development of one piece of teaching material
- Written evaluation of the use of the above in classroom teaching
- Interview with a Trinity moderator to discuss the above and the ways in which material development is beneficial to the advancement of teaching skills

Unit 5: Unknown language, assessed through:

- A journal covering trainees' reflective comments on four hours' tuition in an unknown language from the point of view of the beginner, including an analysis of the key aspects of methods and classroom management that affect the learner positively and negatively

Professional awareness and development, are an ongoing theme. Successful trainees must demonstrate an awareness of the needs of other colleagues in the team, teaching and non-teaching, and the value of mutual support in the teaching, learning and training environment. They must also demonstrate an awareness of the need for professional development during and after the course, based on a constructive response to training input and feedback from tutors and peers.

Course Syllabus of TEFL Spain (2014)**Foreign Language Experience**

The trainees receive training in an unknown foreign language to reflect on the experience of being a learner, and how this might direct their own method of teaching, and help them to understand and adapt to their English language students' needs.

Language Awareness

The trainees need to make the transition from simply being a native of their own language to being technically knowledgeable in English. While academically this includes language mechanics, it must also include cultural use and understanding. Major topics are:

- Grammar. Covers word classes, simple sentence elements, complex sentences and clauses, verb time and tense, aspect and conditionals and modals, phrasal units and voice.
- Phonology. Covers phonemics, word stress and intonation, sentence stress and intonation, rhythm and intonation, and connected speech.

Student Profile

Trainees work with individual students on rapport-building, needs analysis, error analysis and correction, and addressing individual student needs. Three meetings with the student are required, they include student profiling, transcription and error analysis of audio and written samples, and culminate in a 60-minute lesson. A documented record is required and graded.

Teaching Techniques

This component of the course covers areas such as:

- Lesson planning
- Classroom management
- Establishing rapport
- Discipline in the classroom
- Managing equipment and teaching aids
- Creating materials
- Correction techniques
- Evaluation and testing
- Teaching vocabulary
- Teaching grammar
- Teaching receptive skills (reading and listening)
- Teaching productive skills (speaking and writing)
- Games in the classroom
- Songs in the classroom
- Teaching beginner students
- Teaching individual students
- Teaching business English
- Teaching young learners

Course Syllabus of SEE TEFL Certification (2011)

Teaching Skill Development and Teaching Techniques

- The Teaching Process
- Teaching Pronunciation
- Teaching Vocabulary
- Teaching Grammar
- Teaching Speaking
- Teaching Listening
- Teaching Reading
- Teaching Writing
- Topics, Situations, Notions and Functions
- Classroom Interaction
- Classroom Discipline
- Teaching Children
- Large Heterogeneous Classes
- Lesson Preparation

Practical and Authentic Teaching Practice

A fundamental part of any TEFL course, SEE TEFL's trainees will teach 6 one-hour observed classes to real students using skills acquired during training. Levels will range from beginner to intermediate with an age range from primary to adult. One-to-one feedback will be given to every trainee by one of SEE TEFL's experienced class observers.

Foreign Language Experience

Appreciation of the difficulties involved in learning a foreign language and how this can benefit teachers.

Language Awareness – the structure and components of English

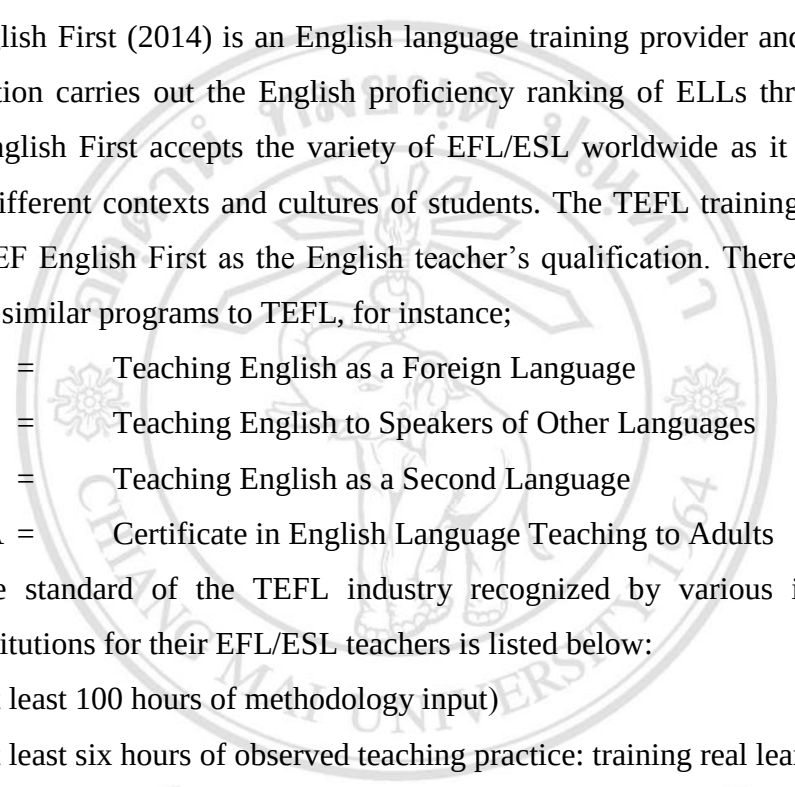
Trainees will receive an overview of grammar including all verb tenses and language components as well as a focused analysis of conditional sentences, passive verb forms and specific commonly used verb tenses. Stress, intonation and rhythm will be analyzed and practiced.

English Learner Student Profile

Trainees work with individual students on rapport-building, error analysis and correction and addressing individual student needs. A final report including a needs analysis, student analysis and summary will be prepared by trainees and discussed with the course trainer.

5.5 The International Standard of TEFL

EF English First (2014) is an English language training provider and every year this organization carries out the English proficiency ranking of ELLs throughout the world. EF English First accepts the variety of EFL/ESL worldwide as it needs to be flexible for different contexts and cultures of students. The TEFL training program is accepted by EF English First as the English teacher's qualification. There are various acronyms for similar programs to TEFL, for instance;



TEFL	=	Teaching English as a Foreign Language
TESOL	=	Teaching English to Speakers of Other Languages
TESL	=	Teaching English as a Second Language
CELTA	=	Certificate in English Language Teaching to Adults

However, the standard of the TEFL industry recognized by various international academic institutions for their EFL/ESL teachers is listed below:

- 1) At least 100 hours of methodology input)
- 2) At least six hours of observed teaching practice: training real learners

Trinity College London (2014) gave some examples of international organizations that recognized the TEFL programs such as;

ABLS: Association of British Language Schools
ACELS: Advisory Council for English Language Schools
ACTDEC: Accreditation Council for Distance Education Courses
AoC: Association of Colleges
BAC: British Accreditation Council
BALEAP: British Association of Learners of English for Academic Purposes
British Council
Cambridge ESOL

EAQUALS: European Association of Quality Language Services

IATQUO: International Association of TESOL Qualifying Organisations

TCOT: The College of Teachers

5.6 Sustainable Foreign Teachers Management

Inwang & Yimlamai (2013, p. 1) stated that in the education industry, human resource management focuses on the heart of the industry which is teacher management. The second and third factors are the academic/curriculum management and administrative management respectively. Teacher management refers to the management of employment which begins with the teacher's acquisition, retention, and termination or separation.

When teachers, including EFL foreign teachers, are the core part of the English language educational human resource, directly associate 'knowledge' and 'skills' with the students' English development, in order to achieve the quality of the English language instruction; the required points for effective teacher management are listed below:

- 1) Retaining sufficient and continuous numbers of EFL foreign teachers
- 2) Maintain good EFL teachers who are in conformity with the English proficiency
- 3) Endeavour to increase the capacity of current and new EFL foreign teachers
- 4) Undertake to retain good EFL foreign teachers by appropriately managing remuneration and fringe benefits
- 5) Appropriately managing the discipline and job descriptions of the teachers towards improving the student's English proficiency
- 6) Design effective incentive systems through appropriate appraisals, reward and punishment systems.
- 7) Establish good relationships between the EFL foreign teachers and other departments within the academic institutions.

These seven principal areas are still not adequate for the educational human resource management to manage teachers who are from varying cultural backgrounds. Bi (2012, p. 21) discovered that throughout the world Southeast Asia is one of the most

culturally varied. Human resource management differs for people from other countries due to contrasting cultural, political, and local contexts.

Thom & Zaugg (2004 cited in Ehnert, 2006, p. 7) studied human resource management in eight countries, namely, Switzerland, Germany, Italy, France, Spain, Austria, Great Britain, and the Netherlands who are members of the Human Resource Management Association. It was found that seven out of these eight countries respected cross-cultural management issues as an important part of human resource management. The cross-cultural factor could affect economic goals and sustainable management. It was also revealed that between them, efficiency and sustainability had a close relationship. In cross-cultural organizations the part that required awareness was intrinsic values.

Jerome (2013, p. 1289) mentioned that sustainable human resource management is attempting to develop the entire organizational environment for employers and employees without a rigid agenda for rules and regulations. The reflections of the sustainable human resource management could see through the satisfaction, motivation, loyalty of the staff and the good atmosphere within the organization.

Fatima & Saidalavi (2012) proposed the concept of 'cultural intelligence' (CI), which was so important for people of different nationalities having to work together. The process to develop the CI in a cross-cultural organization necessitated intrinsic and extrinsic factors, life styles, and the ability to socialise. If the management team have experience living or working abroad, it should be helpful for the understanding of cultural intelligence development among members of a cross-cultural society.

5.7 Foreign Teachers Management in Chinese schools

In China, Yao & Lu (2011) and Feng & Li (2012) researched foreign teachers' management in Chinese schools. In mainland China, it was facing a big challenge to drive the country to be the world leader. The English language development was a part of this process to link China to other parts of the world. A lot of foreign teachers are in demand throughout China to teach English. The cross-cultural interaction between local teachers and Western teachers could be both positive and negative. The foreign teacher management was looking for a way to reduce cultural conflict which could give negative feedback in terms of quantity and quality of the foreign teachers.

Chinese academic institutions needed more and more Westerners to improve their citizens' English proficiency. In the early stage of having foreign teachers teaching in Chinese local schools, without preparation of the cross-cultural management system, there were many problems, such as;

1) The cultural conflict at the institute level: When the Westerners were treated with Chinese style management in the Chinese environment.

2) Western concepts, understanding, and perceptions reflected their communication styles, i.e. Westerners always like to ask direct detailed questions and working is their foundation for efficiency, also, very important to them is their privacy. Whereas the Chinese style is much more indirect and focuses firstly on seniority and secondly on efficiency.

3) Chinese style management was a singularly cultural management rather than a cross-cultural management. The factors influencing these problems were later discovered and are listed below:

3.1) Different Languages and Communication Practice

3.2) Different Values and Modes of Thinking

3.3) Different National Characteristics and Cultural Psychologies

3.4) Measures to be taken for the teachers' cross-cultural Management

3.5) Getting to know cultural differences and fostering cultural identity

3.6) Establish cultural tolerance and partnership by mutual respect and trust

3.7) Advocating humanistic care and cross-cultural communication

3.8) Building cross-cultural management appraisal systems and incentive mechanisms

3.9) Improving cross-cultural management training and intercultural communicative skills

Feng & Li (2012) revealed the 5 main causes of cross-cultural problems found in Chinese schools amongst Western teachers and Chinese staff, are namely;

- Ethnocentrism
- Contrasting Worldviews
- Individualism Versus Collectivism
- Different Cultural Time Systems
- Different Ways of Interpersonal Communication

For the guidance of solutions for cultural conflict at academic institutions, Feng & Li (2012) proposed the following:

- 1) Understanding and respect for cultural differences by
 - a. Addressing ethnocentrism
 - b. Recognizing cultural differences
 - c. Learning about other cultures
- 2) Harmonizing the organizational cultures which support a sound cross-cultural environment by
 - a. Creating 'Family Culture'
 - b. Building trust across cultural boundaries
 - c. Creating a third organizational culture and core values

In summary, according to Feng & Li (2012) and Yao & Lu (2011), EFL foreign teacher management is important in order to reduce the conflict amidst teachers from different cultures, especially between the Chinese and Western cultures. The cross-cultural management for EFL foreign teachers gives a positive outcome which will ultimately affect the improvement of the student's English proficiency.

5.8 English Language Development Discourse of Thai State

Thailand is enthusiastically moving forward to the ASEAN community especially to improve her citizen's English proficiency in conformity to the ASEAN charter act 34, "*The working language of ASEAN shall be English*" (Ornwimon, English Communication and Thailand's Future in the ASEAN Community, 2011). Thailand's Ministry of Education (2001) started government strategic planning to reform English teaching to increase the competitive competency of the country during 2006 to 2010 (B.E. 2549 to 2553). The government policies in order to improve the Thai citizen's English proficiency are respectively presented below.

1995: The government officially announced the policy of teaching the English language at all primary levels in Thai schools.

1996: The English Program (EP) was officially launched and some Thai schools were encouraged to implement the English Program together with the ordinary national program (NP). More international schools were supported and encouraged to open in Thailand.

2004: The student's results in the English language subject in Thai schools in Primary 6, Mattayom 3 (Grade 9), and Mattayom 6 (Grade 12) compared to other subjects were the lowest. The average scores (out of a total score of 40) of Primary 6, Mattayom 3 (Grade 9), and Mattayom 6 (Grade 12) were 14.94, 12.91, and 16.23 respectively.

2012: The English Language Institute was set up under the Office of the Basic Education Commission to support and develop all factors affecting the quality of teaching and learning the English language through the basic education system in Thailand. The English Language Institute's broad responsibilities include, for example, evaluation, innovation, activities for English language development, teacher development, co-ordination amongst private, government, domestic, and international organizations. Some activities arranged by the English Language Institute in 2012 are listed below:

- 1) English camp coach development
- 2) Educational supervisor development
- 3) National English language contests
- 4) EP Open House 2012
- 5) Setting the standard for schools to implement the English Program (EP)

The standard for EP schools set by the government especially reflects and reveals the government's discourse about English language development and its discursive practice through the discourse analysis illustrated in Table 12.

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Table 12: Discourse and Discursive Practice Analysis of the Thai State's Standard of English Language Development via the English Program (EP)

Analysis Points	Thai State's Content of Standard	Thai State's Discursive Practice
1.Educational Philosophy of Thai State	Thai Ministry of Education believes that “Educational Quality Insurance (EQI)” is an important apparatus to control and develop educational understanding for academic institutions in Thailand. MOE has confidence that EQI will help the academic institutions to ensure all stakeholders of their quality and standard set by Thai government. MOE believes that EQI is the appropriate method to develop education in Thailand. EQI is used to control the quality of education which can be applied as the single standard for all academic institutions.	1) Thai State believes that ‘Standard Setting’ and ‘Evaluation’ = ‘National Education Development’. This includes ‘English proficiency development’ via English Program. 2) Thai State focuses on ‘development’ via ‘controlling’ because they believe that their sole set-standard is the standard for various academic institutions throughout the country.
2.Discursive Practice of the Discourse of ‘Standard’	The Standard of education planned by implementing EP curriculum set by Thai MOE is regulated as follow:	3) The State manifests signs of ownership of the curriculum.

Table 12 (Cont.)

Analysis Points	Thai State's Content of Standard	Thai State's Discursive Practice
	1) An academic institution informs its teachers, staff, and all stakeholders to understand in what manner to implement the MOE's standard of EP curriculum into real classrooms. 2) An official committee has to be appointed by the academic institution in order to allow all stakeholders to participate in the EP development. This committee will follow the MOE's Standard for EP implementation. 3) EP Development is set up in conformity with the school's self-analysis in order to later improve the implementation of the program.	4) The State claims to know everything. If any school/college follows this pathway, the State's expectations of good results should be achieved. 5) The State requires the involvement of all stakeholders to accept the power of the State. The committee's way to develop the governmental practice to reach the Standard is to coerce all stakeholders to follow the State's common practice. 6) The State believes that the appointment of a committee is the best and only way to allow all stakeholders to participate in the school. 7) 'Development' will have to be carried out in the way the State determines and this must be accepted by the government.

Table 12 (Cont.)

Analysis Points	Thai State's Content of Standard	Thai State's Discursive Practice
3.The Hegemony of the State	According to the Self-Assessment of the academic institution, it should be done as follow: 1) At least 5 people should be appointed as the school's Evaluation Committee, namely; Vice Academic Director to act as the president of the committee; three teachers from the English Program on the committee; Head of EP as the secretary of the committee. 2) The Standard set by MOE must be explained, understood and followed by the entire committee. 3) The Self-Assessment has to be carried out by the committee. 4) Assessment methods must be carried out exactly as stated in the Standard. 5) The conclusion of each item requires a result in a consensus of opinion. If a	8) 'Should' implies 'must' in the State's Standard. 9) This Standard is nonflexible for schools that have less than 3 EP teachers or, for example, in schools where one teacher has two positions. It is not designed for all school of varying sizes. 10) The set Standard is inflexible. 11) The process to reach the State's Standard functions while the State disciplines and controls every step. 12) The evaluation methods are rigid. The State does not accept any other method. 13) Even the way of thinking is controlled by the State. For example, the 'consensus' method is a common method applied to achieve a final decision in the government. The

Table 12 (Cont.)

Analysis Points	Thai State's Content of Standard	Thai State's Discursive Practice
	matter cannot be concluded, the data needs to be reassembled until a consensus of opinion is reached.	National Science and Technology Development Agency (NSTD) defines the meaning of consensus as the practical guidance in making a decision, although not every sector agrees on the decision choice, no one will object to it.

When Mr. Jaturon Chaisang, (2014) was the Minister of the Ministry of Education, on February 17th, 2014 he announced six policies to reform English language teaching and ameliorate Thai students' English proficiency. One of these six policies was to expand the special programs to develop students' English ability, such as the English Program (EP), Mini EP, International Program, and English-Thai Bilingual Education. These programs are favourably related to more advanced skills, such as teaching Science, Mathematics, or Social Studies in English. For Bilingual education, at least 2 lessons per week are conducted for English conversation and general English. This includes intensive English and other content of the English language as an elective subject for students to independently choose. This new policy is similar to the policy which was in position in 2004 and failed.

Bilingual education through the EP curriculum is applied as an official tool for the MOE to elevate the English proficiency of Thai students. The EP curriculum is officially translated from the approved Thai national curriculum to be taught in the English language. Thai State displayed the various curricula as a guide to promoting English language development (see Table 13) (English Language Institute, 2013).

Table 13: Curricula Guide to support English Language Development in Thailand

No.	Curricula	Payment made by Parents	Details
1	English Bilingual Education (EBE)	None	- For Primary 1 to 6 - Small and medium sized schools - Three subjects, Science, Social Studies and Arts, are taught in English - Non-English major teachers require training in English phonics and how to use the English language when teaching in the classroom.
2	Mini English Programme	Not specified	- Kindergarten to High School years - Intensive English to attain higher than average grades in English proficiency at international standard - Study English for at least 15 hours per week
3	English Programme	Partial	- More intensive than the Mini EP - Kindergarten to High School years - Acquire the required scores of the international standard of English Proficiency - Study English for at least 18 hours per week - Develop internationalization through studying with foreign teachers and the English language environment - Using ICT to develop English language skills and other additional activities

Table 13 (Cont.)

No.	Curricula	Payment made by Parents	Details
4	International Programme	All	- International school standard - Top up from EP curriculum e.g. IGCSE - Cooperate with international programs or schools in foreign countries - Students receive two certificates, from both the Thai and Foreign curriculum
5	English for Integrated Studies	Partial	- People who are interested in this program can develop and apply this curriculum - From Primary to Secondary levels - Thai teachers teaching various subjects in English - Teachers use English as a medium of instruction for core subjects or ICT from the internet - OBEC supports the teachers by training them to communicate in the English language in their classrooms. Also OBEC can train school managements.

Despite, the ‘controlling’ tools that the Thai State has used heavily to regulate the academic institutions e.g. all kinds of schools and colleges, to elevate the English proficiency by following the educational philosophy/belief of the government. However in 2013 the Ordinary National Education Test (O-Net) scores for English language subject of the Mattayom 6 (Grade 12) students throughout Thailand showed

that from 414,688 applicants, the average score was only 25.35. The maximum score was 98 while the minimum one was zero. Dr. Samphan Phanruaeg, the director of the National Institute of Educational Testing (NIET) analysed the average score of 2013 and he said that it was 2 to 8 scores higher than the previous year. He said that the schools should use these scores to drive improvement in their schools (Manager Online, 2014). It therefore seems that the director of NIET perceived that development in the English language is the sole responsibility of the schools. Whereas, the Thai government body of the MOE sees the schools as needing to be ‘controlled’ in order for them to retain quality. Therefore the discourse made by NIET and MOE reflects the hegemony of the Thai state towards academic institutions and the quality of English language development. This is illustrated in Figure 5.

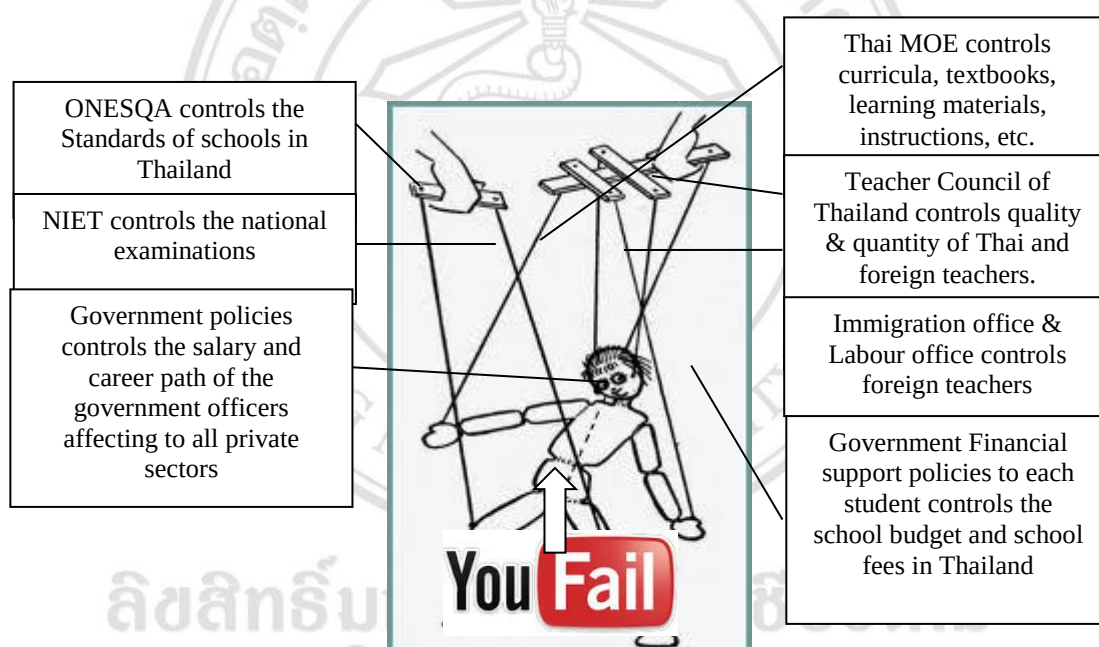


Figure 5: The Hegemony of Thai State Towards Academic Institutions and the English Language Development in Thailand (Just Like a Puppet on a String)³

According to Figure 5, it is illustrated that Thai schools and colleges are controlled heavily by various governmental organizations under the discourse of ‘educational quality.’ The school’s quality is controlled by the Office of National Education Standards and Quality Assessment (ONESQA). The Thai and foreign teachers in terms of quality and quantity are controlled by the Teacher Council of Thailand. Curricula,

³ Picture form <http://kennedysdisease.blogspot.com/2010/08/just-like-puppet-on-string.html>

instructions, textbooks and learning materials, e.g. smart classroom, tablets, etc.; are controlled by the Thai Ministry of Education. Teacher salaries and career paths are controlled by the government directly affecting both government and private academic institutions. The quality of the national examination is controlled by the National Institute of Educational Testing (NIET). Thai academic institutions are controlled every step of the way on the running of the schools, yet when the outcome of the student's English language scores are low, none of these governmental policies and regulations are to blame, only the schools are culpable. Afterwards, these governmental organizations will create more than before rules to regulate the schools, teachers, curricula, textbooks, testing, etc. The hegemony of the State shows no accountability and responsibility towards the schools, teachers, and students. The discursive practice of the State power is to control only the left hand without knowing what the right hand is doing.

5.9 Thai State's Bilingual Program: Discourse Analysis

Thailand wishes to elevate the English proficiency of the Thai citizens as quickly as possible. Numerous resources and budgets are added into various projects and policies for this purpose, especially into different curricula with the ideas of bilingual programs e.g. EP, Mini EP, etc., but the Thai State is not heading directly towards the sustainable English language (EFL/ESL) development despite Thailand being one of the countries that use English as a foreign language. However, the bilingual education arrangement in Thailand is similar to a US program called, 'Preparing English Language Learners for Academic Success' (Edvantia, 2007). This program is part of the 'No Child Left Behind (NCLB)' project of the General Provision of Title IX, Part A, Section 9101 which focuses on the U.S.-born citizens, migrants, and immigrants who have problems using the English language. In 2010 around 20 percent of the US population used other languages and there were more than one million US citizens who spoke these different languages (see table 8, Chapter 3).

The US citizens between the ages of three and twenty-one years old, K-12 were the main target for this program. While speakers of other languages are living throughout the entire country, the US national curriculum is taught in the English language. The US government tried to solve the problem for the groups of US citizens

who were experiencing difficulties in using the English language, and therefore, affecting their academic results in US schools. This group of citizens is called ‘English Language Learners (ELL).’ They need to improve their English proficiency to achieve the US national curriculum exit examinations. In the meantime, the US government was also meant to maintain the ELL’s mother tongue as their local heritage. The main purpose was to increase the academic ability of ELLs in the US schools so that they could achieve better results from the curriculum taught and tested in the English language (see figure 6).

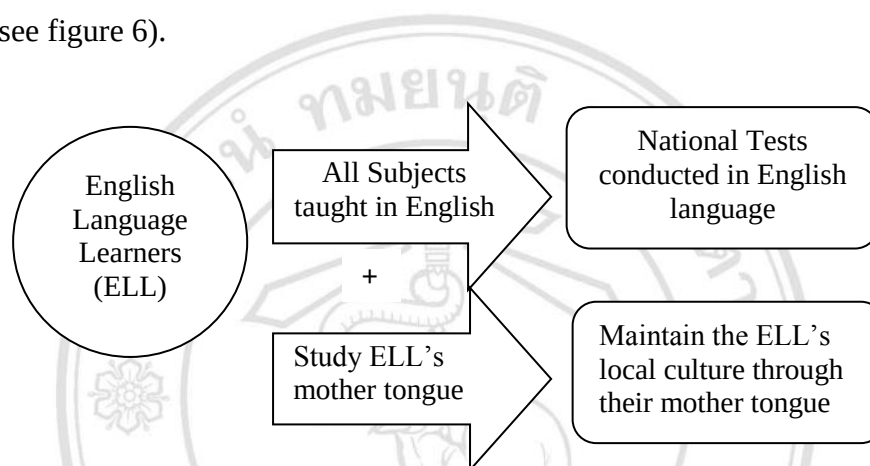


Figure 6: The Bilingual Education in the USA to Improve Academic Achievement conducted in English Language

For Thai State, the official national curriculum is in the Thai language as well as official national tests being conducted in Thai for all programs using the Thai curriculum including EP, Mini EP, etc. Only foreign language subjects are tested in the relevant languages. However, in the English Program, the MOE translated the official Thai curriculum from the Thai national language into English. Textbooks for EP, i.e., Science, Mathematics, Social Studies, Arts, Health Science, etc; are translated into English, also based on the Thai curriculum. The EP is initiated and conducted to mainly improve the English proficiency for Thai students. At the end of the route, EP students studying the same subjects, both in English and Thai, have to take the official national tests, which are mainly set in the Thai language. Thai students invest their time studying the subjects, juxtaposed in the Thai language and the English version. According to the purpose of the English Program, EP students study Mathematics using English to improve their English proficiency as opposed to understanding the

comprehensive concepts of Mathematics. The focal points of subjects like Science, Social Studies, Mathematics, and so on; are to teach the concepts or comprehensions of the subjects and not the language. Therefore, the levels of the English language used in the textbooks linked to these subjects, assumes that the students in each grade are familiar with the English language used therein. It is different from the level of English used in English subject textbooks because it is based on the concept that the students are not native English speakers. Displayed in the next chapter, are the results of several cases where Thai students studying in EP, need to take extra classes over and above their normal school lessons to improve either their academic knowledge in the Thai language with Thai-Subject teachers or facilitate themselves in understanding their foreign teachers who teach subjects in English in their customary EP classrooms. The complications of bilingual education through the EP curriculum is illustrated in figure 7.

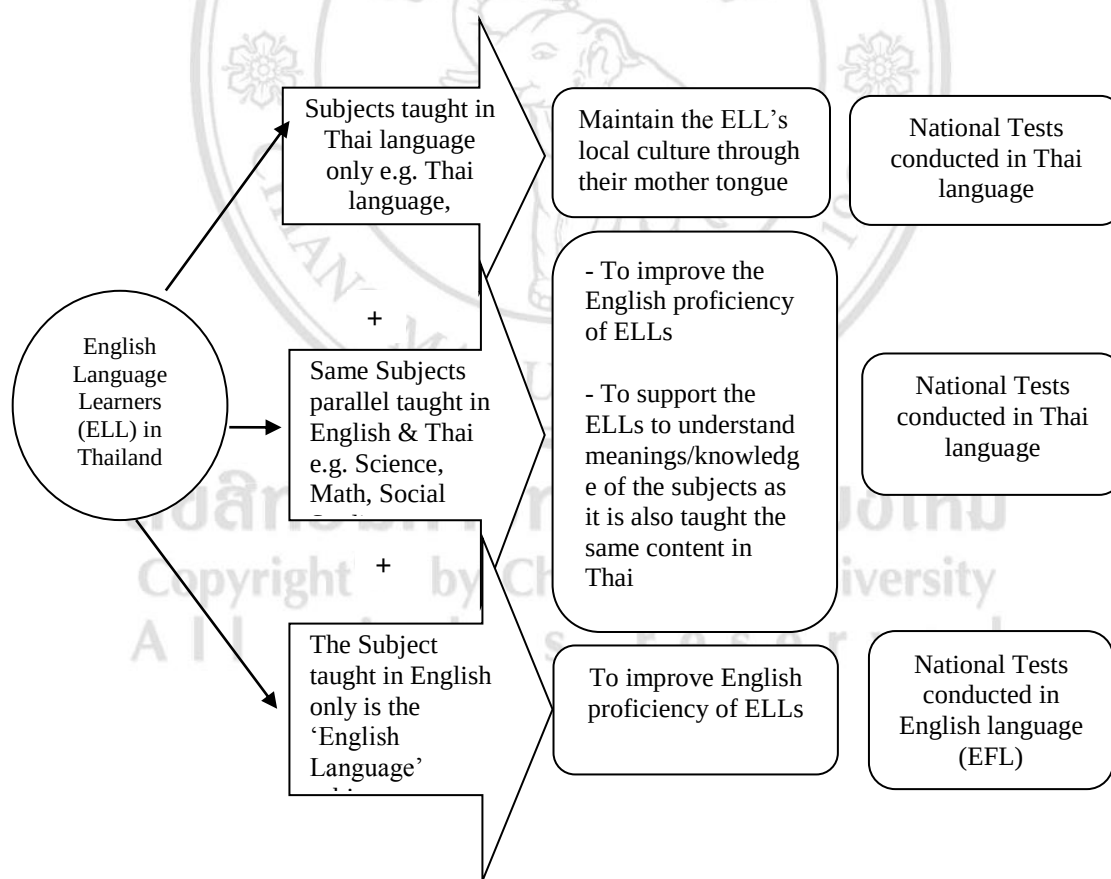


Figure 7: The Bilingual Education in Thailand to Elevate English Proficiency of Thai Students

5.10 Amount of Time Utilized on Improving English Proficiency: The Comparison between Cultural Exchange Programs and Bilingual Education in English Programs

According to the interview data collected from ten Thai students in Chiang Mai who joined the Cultural Exchange Programs in 2014, it was found that these Thai students spent less than one year in a foreign country. They spent approximately ten months living in an English language environment. After they returned to Thailand, their English language skills had dramatically improved, especially their communicative skills, listening and speaking.

Miss Supawadee Saokhamkhet, for example, who was studying in Mattayom 6 (Grade 12) of Wachirawit Chiang Mai School, returned from the Cultural Exchange Program and obtained the topmost score in the English language test in Northern Thailand. This test was arranged by an independent private publisher, Sirpanya Company Limited in October 2014.

Another Cultural Exchange Program was held by the Chiang Mai Rotary Association where Thai students lived in a foreign country for ten months, from September 2013 to July 2014. These interviews revealed that for approximately the first three months of the program the Thai students were so quiet due to being in a foreign country and the fact that they could not clearly understand when listening to native English speakers communicating with one another.

The daily activities of the 10 students who joined this program were analysed and divided into four skills of the English language which were to be used every day throughout the program (see Table 14). This was to find out how many hours on average they spent to elevate their English proficiency, from not understanding the English language to being adept in communicating in English. When they were interviewed in August, 2014, all of these students were studying in Mattayom 5 (Grade 11) at Chiang Mai University Demonstration School.

Table 14: Daily Activities Analysis of The Cultural Exchange Students from Thailand

Time of the Day	Activities	Length of Time (At least)	Type of Language Used	Listening Score	Speaking Score	Reading Score	Writing Score
Before going to school	- Greeting Host family - Planning of the day - Sharing stories from host family - Appointment to do some activities together later	1 hour	Non-Academic	3	3	0	0
On the way to school	By: 1) School Bus 2) Walking 3) Host family's car	1) School Bus = 30 minutes 2) Walking = 15 minutes 3) Host family's car = 10 minutes	Non-Academic	3	3	0	0
At school	Studying in Classes	6 Hours	80% Academic 20% Non-Academic	3	1	1	1
After School	After school activities e.g. sports club	2 Hours	Non-Academic	3	3	0	0
Before Bed	Dinner Watching TV, playing with pets, free talks	2 Hours	Non-Academic	3	3	0	0

Table 14 (Cont.)

Time of the Day	Activities	Length of Time (At least)	Type of Language Used	Listening Score	Speaking Score	Reading Score	Writing Score
	At least	12 hours per day for using English language	- 54 hours / week for Non-Academic - 30 hours / week for Academic	15	13	1	1

The estimated score for the usage of the English language skills; Listening, Speaking, Reading, and Writing:

3 = the particular English skill is used most of the time

2 = the particular English skill is used some of the time

1 = the particular English skill is used a little of the time

0 = the particular English skill is not used

The shortest time that the Thai students spent on improving their English language communication skills, from lack of communication to confident communication, was two months. On average, this group of Cultural Exchange students had spent at least 672 contact-hours in English gaining the confidence to communicate in English with people in native English speaking countries. Within the average initial 672 hours, the percentage of the English language skills used by the students, are presented as follows:

100% of the listening skill

86.67% of the speaking skill

6.67% of the reading skill

6.67% of the writing skill

The Cultural and Exchange students used academic English 35.7 percent whereas non-academic English was used around 64.3 percent of the time. The listening skill was exploited the most. The outcome from this model of English learning could be seen clearly when they returned home to Thailand, they were more articulate and confident in English communication. The students said that they felt much more at ease after they

returned to Thailand as they had more confidence in communicating in English with foreigners. What they needed to do next was to improve their reading and writing of academic English for use in their regular classroom. It will assist their advancement when they continue their studies with foreign teachers as they will be less diffident in the future to ask questions in English.

This data is consistent with the opinion of another student who shared her friend's story, that "My friend's family sent my friend to study in a foreign country. This friend of mine was not academically strong and also quite stubborn. He had been abroad for only one year and when he returned for a visit, it was quite clear that his English language had immensely improved and was far better than some of my friends who had been studying in the EP program for 5-6 years. I surmised that EP was still not the best technique for improving English proficiency..."

Another unofficial interview with a high ranking immigration officer from Chiang Mai immigration office, who a few years ago obtained a scholarship to study English in Australia for only three months, said that "when I returned home, I felt that I could communicate better in English and my 'listening' skill had especially improved. However, I had difficulty in understanding foreigners when they spoke in English unless I listened very carefully... Afterwards I enrolled in a private short course to continue studying the English language in Thailand. What I needed was to communicate and learn more in the non-academic language. I spent four hours per week and it took me three months to finish my course..... I remember that it was around the end of the year. One day, on passing by my television, I glimpsed the TV program was in English and by chance I understood what was being said in the program.... I was so happy.... I telephoned my English teacher and told him that now I could effortlessly understand the English language." In this case, the officer had spent less than a year to improve her communication proficiency in English.

This shows that if the environment and time spent is appropriate; within one year improvement of non-academic English language proficiency of Thai people is tangible, when it is compared to the bilingual education which focuses on the arrangement of academic English to improve the language skills for ELLs. Here is the evidence shown in the US where the English language, as the mother tongue for the majority of the country, plays a major role.

Edvantia (2007, p. 6-8) reported results from at least four segments of research while gathering long-term data on the improvement of ELLs in the US, that, in bilingual education, where the focus is on academic knowledge and academic literacy gained from the use of the English language, the ELLs would need to spend between four and seven years for this academic English to flourish. A vast research conducted in California established that ELLs could spend six to ten years on improving their academic English literacy. Furthermore, it was found that both English skills and academic knowledge of ELLs were behind the non-ELLs, as shown in Charts 2 and 3.

Chart 2: ELL 12th Graders Lag Behind Native English Speaking 8th Graders in Reading⁴
NAEP Scale Scores

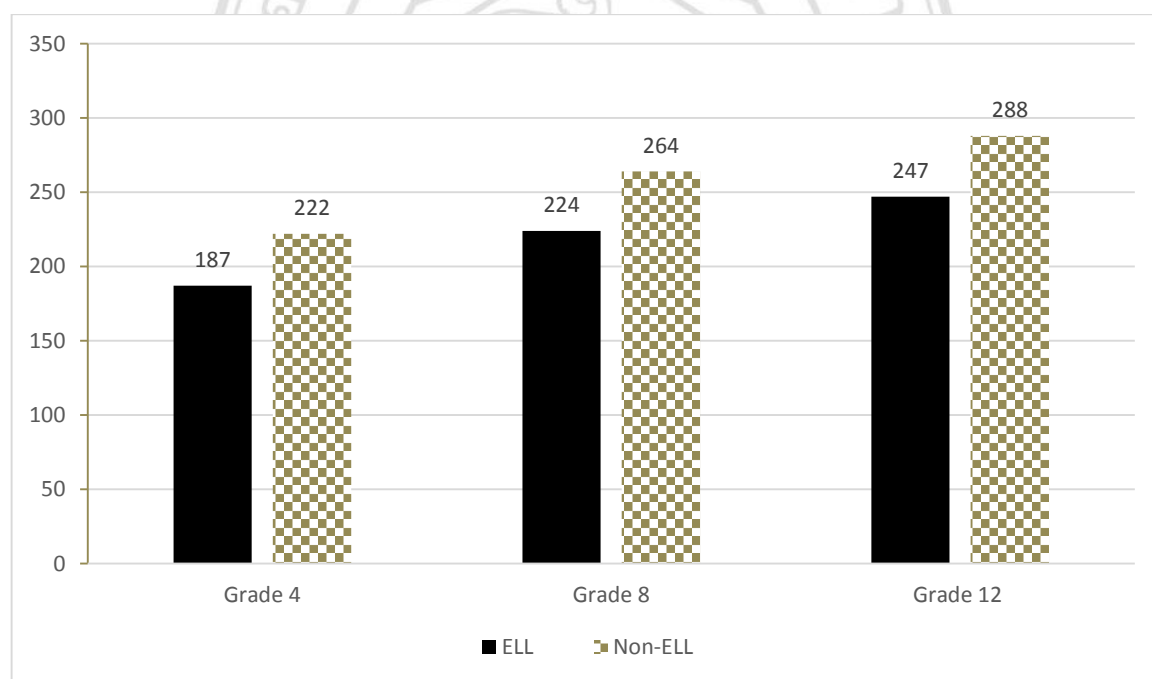


Chart 2 illustrates that Grade 12 ELL students had a lower reading competency in the English language (score = 247) than Grade 8 native English speakers (Non-ELL) (score = 264).

Chart 1: Gaps Exist between ELL and Non-ELL Students in Mathematics⁵
NAEP Scale Scores

⁴ 2005 – reading, www.nces.ed.gov/nationsreportcard. Includes ELL students who could be assessed with accommodations.

⁵ 2007 NAEP-Mathematics, www.nces.ed.gov/nationsreportcard. Includes ELL students who could be assessed with accommodations.

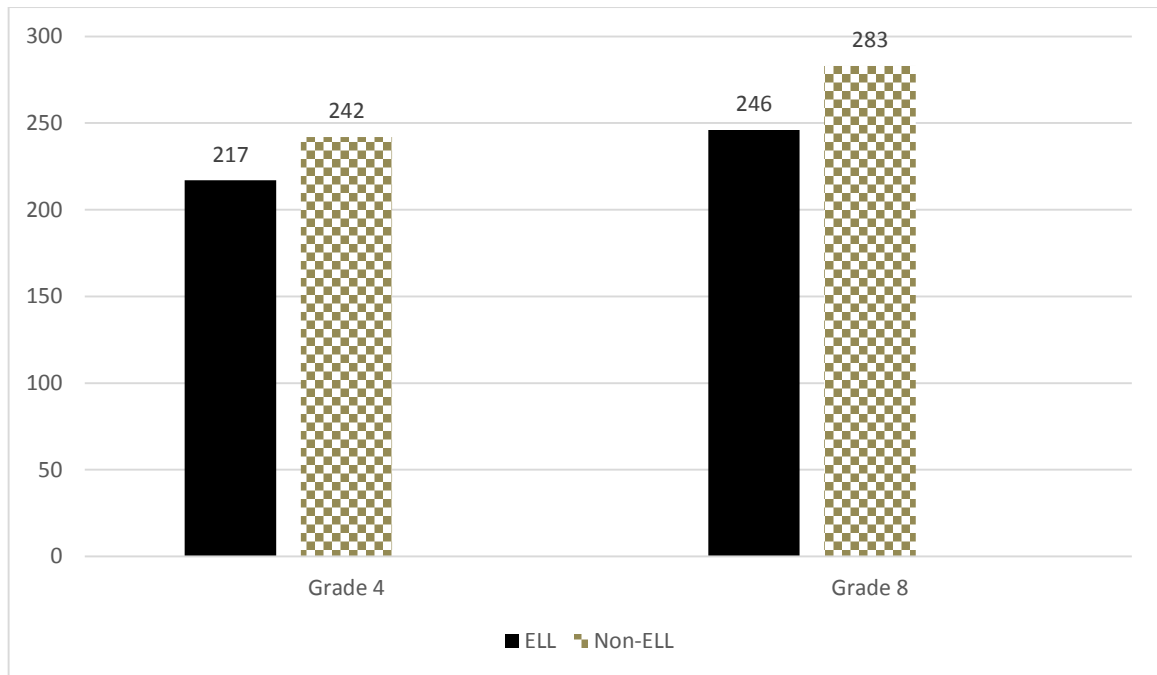


Chart 3 shows the disparity between the ability in Mathematics of ELL for both 4th and 8th Graders were lower than that of Non-ELL students.

5.11 Problems of English Proficiency Development for ELL in the Bilingual Education System

One of the main problems that the ELL has to face in the bilingual education system is that they cannot understand the content of the academic English language. According to the research of Jepsen and de Alth (2005 cited in Edvantia, 2007, p. 9), it was indicated that an ELL student should start learning in the bilingual education system as early as possible. If the ELL students are introduced to the bilingual education system when they are teenagers, their learning will be much slower than that of the younger students. The researchers used California English Language Development Test (CELDT) and found that on average within one year, the English proficiency level of the ELL increased by less than 1 point (0.8 points). The progress rate of the older ELL would increase by less than 0.8 points per year.

ELL students in the USA are of a lower financial status than the Non-ELL students. Hakuta, Buttler, and Witt (2000 cited in Edvantia, 2007, p. 10) illustrated that the financial factor has a potential effect on the growth of English language development for the ELL. In California, the ELL tends to have better financial support so their English proficiency progress is inclined to be higher. In Thailand, with regard

to Thai regulations for EP schools (MOE, 2001), they have to prove to the MOE that they have sufficient funding to run the EP schools in terms of nice buildings, facilities, employment of foreign teachers, etc. This process requires a lot of funding which the students' parents have to provide. Thus, ELL students in Thailand wishing to effectively improve their English proficiency or to study in the English program (EP), being the official Thai MOE's bilingual education, needs to have a good financial background in order to join this system.

Another factor for ELL students to succeed in bilingual education is to be proficient in academic English which is very different from being proficient in basic day-to-day English communication. Teaching academic English requires teachers who have both TEFL/TESOL and good knowledge of the actual subject, e.g. Mathematics or Science. For example, teaching Mathematics in English for ELL students, the ELL requires support from the teachers not only in the knowledge of the specific subject but also in the EFL/ESL area. If the teachers focus more on the content of Mathematics, ELL students can become confused due to their low ability of understanding the content in English. If the teacher emphasises more on the EFL/ESL area rather than the content of the Mathematics curriculum, this could disrupt completion of the syllabus. Therefore, this can cause a negative viewpoint from the ELL students towards the English language, Mathematics or both subjects (Francis et.al., 2006a cited in Edvantia, 2007, p. 14). It was found that if the teachers in the bilingual education system could give advice in EFL/ESL such as functional grammar to the ELL student, it would help the ELL to better understand the content of the academic area (Aguirre-Muños et.al., 2006 cited in Edvantia, 2007, p. 19).

The bilingual education system arranged by the Thai state gives zero importance to TEFL skills. By Thai rules and regulations, foreign teachers are the main resource for teaching English language to ELL students in Thailand. The basic requirement is a 'Bachelor's Degree' (MOE, Policy, Regulations, and Academic Management of the English Program, 2001). The traditional belief of 'knowledge' in Thai society is a 'Degree', certified by a university and is respected more so than gaining essential practical skills (Theeravekin, 2009). Ideally, Thai society seeks native English speaking teachers who hold a Bachelor's Degree in Education for the purpose of obtaining a Thai

‘teaching license’ for foreign teachers.⁶ Although the basic requirements allow non-native English speaking teachers to apply for a teaching license in Thailand, in reality, advertisements for teaching positions often state clearly that their preference is for native English speaking teachers. Below shows the official requirements for a teaching license for foreign teachers in Thailand.

“Teaching License Requirements

Qualifications

Foreigners who want to apply for a teaching license shall have the following qualifications:

- 1. Be at least 20 years of age*
- 2. Hold a degree in Education or an equivalent in other related fields accredited by the Teachers Council of Thailand*
- 3. Not possess any of the prohibited characteristics pursuant to section 44 of the Teachers and Educational Personnel Council Act B.E. 2003*
- 4. Possess the professional standards of knowledge and experience.*

Prohibited Characteristics

- 1. Having improper behaviour or immorality*
- 2. Being an incompetent or quasi-incompetent person*
- 3. Having been sentenced to imprisonment for any reason, in the opinion of the Teachers Council of Thailand, which may bring dishonour upon the profession.*

Knowledge Standards

- 1. Thai language and culture*
- 2. Professional ethics*
- 3. Professional knowledge: Subject matters for teachers’ profession consisting of*

- Language and Technology for Teachers*
- Curriculum Development*
- Learning Management*
- Psychology for Teachers*

⁶ <http://www.ajarnforum.net/vb/teacher-licensing-in-thailand/69328-the-teachers-council-of-thailands-tct-teacher-license-requirements.html>

- *Educational Measurement and Evaluation*
- *Classroom Management*
- *Educational Research*
- *Educational Innovation and Information Technology*
- *Teacher Professionalism*

Experience Standards: *teaching experience with not less than 1 year in an educational institution under a school system.”*

Charoenwongsak (2008) discovered from Time Higher Magazine in 2007 that according to the Higher Education Statistics Agency (HESA) in the UK, one-third of teachers in the education system were from foreign countries outside the UK. The number of academicians in the United Kingdom was continuously, for 10 years, on the decline. A steep decline from 25 percent in 6 more years to 50 percent within 20 years is forecast. According to research from the Institute for Employment Studies (IES) which stated that the demand and supply of teachers were not balanced. In the UK, the demand for teachers was greater than the supply. Therefore, it was necessary to bring foreign teachers in to teach in the United Kingdom. This fact shows that it is a big challenge for the Teacher Council of Thailand to acquire an adequate supply of native English speaking teachers, who have obtained a Degree in Education or Teaching, to improve the English proficiency for students in Thailand.

5.12 The proposal of Education in ASEAN = The Rights + the Quality

Sadiman (2004), the director secretariat of The Southeast Asian Ministers of Education Organization (SEAMEO), an intergovernmental organization which aims to promote regional cooperation in the fields of education, science and culture on the Southeast Asian continent. He presented a report in India between the 16 and 19 of November 2004; the report stated that The Southeast Asian continent covers a total area of 4,875,068 square kilometres with a land area of 3,209,506 square kilometres and a water area of 1,665,562 square kilometres. It consists of 10 countries; Brunei Darussalam, Thailand, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippine, Singapore and Vietnam. These 10 member States have been formally joined as the ASEAN Community which will become effective in the year 2015. There is a huge difference in terms of the populations of the 10 member States namely; there are

countries with fewer inhabitants such as Brunei Darussalam with only 365,251 people (estimated number in July 2004), compared to Indonesia which is ranked the fourth highest population in the world with more than 238 million people. What is more, there is not only differences between the populations but also in geography, culture and the level of socio-economic development.

However, the directional similarities of these 10 member States are human development, focusing on a knowledge-based economy, and attention on world environment. All countries agree that the world is rapidly changing and they must also be a part of the global network of trading nations. Therefore, there will no longer be any member growing alone.

“Education” is considered to be the key in driving the growth of each country in terms of human development. The Right to Education is the assigned duty for all 10 countries to ensure that all children and citizens will have various opportunities to access learning needs. All 10 ASEAN countries announced supporting their own quality and equality in education policies. There are various strategies of each government pushing for equal access, and to obtain quality education. Nevertheless, the issue of equality and the quality of education is not easy to achieve.

5.13 Challenges for Development Studies, Thailand and ASEAN: Quality and Inequality.

The Constitution of the Kingdom of Thailand B.E. 2550 stipulated to the State that education be provided for youths for not less than 12 years. The Compulsory Education Act, B.E. 2545 assigned that the youth must receive the academic principle for at least 9 years. According to Article 49, the Constitution of the Kingdom of Thailand B.E. 2550 states that;

“A person shall enjoy an equal right to receive education for the duration of not less than twelve years which shall be thoroughly provided by the State, equaling the quality, and without charge. The indigent, disabled or handicapped, or destitute person shall enjoy equal rights under paragraph one and shall be supported by the State to receive equal education along with other people.”

Data from Public Finance of Budget Allocation for *Thai Education* Development since the years 2548-2557 shows that it has increased to 84 percent which is a worth of

219,850 million baht, an average increase of 23,155 million baht per year or 7.04 percent per year. However, the discourse of Thailand in the Equality State, applying the same budget and resources to all areas, was unable to bridge the gap in terms of income and education quality (Phattravat, 2014). According to Wimon Siri (2014, p. 13), the Deputy Secretary General of the National Economic and Social Development, presented the ratio of government spending to the annual academy in the year 2010 , as shown in Chart 4

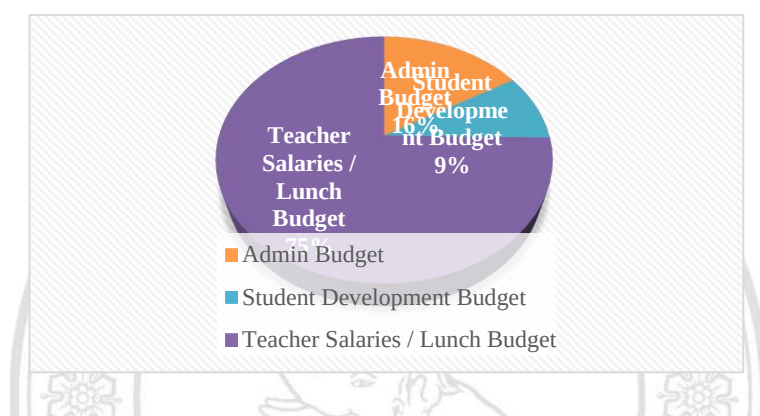


Chart 4: The Ratio of Public Educational Expenses in year 2010

The majority of public expenditure in education is the teachers' salaries, while the budget to improve the quality of teaching, which directly affects the quality of the students, amounts to very little. Tangkitwanit (2014) said that Thai teaching career does not earn less when compared to other careers, on the other hand, the results of Thai students at an international level is likely to decrease on standardized tests.

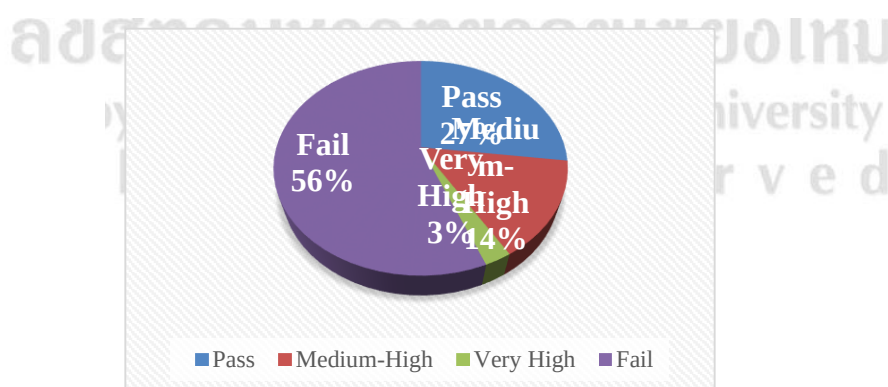


Chart 5: The Disparity in Educational Quality Measured by PISA Scores of 15 year-old Students (Phattravat, 2014)

In comparison, the proportion of public educational expenses and the proportion of students who failing the exam showed the similarity in Chart 5. The figure shows the disparity in quality in secondary education measured by PISA scores in 2012 (Phattravat, 2014). Additionally, Jitsuchon (2013), the research Director of the Thailand Development Reserch Insititue (TDRI), added a ratio which is a virtual proportional twin of the chart 4 and 5 shows that the government expenses paid no attention to people with a low economic status, including those disadvantaged in society in Chart 6.

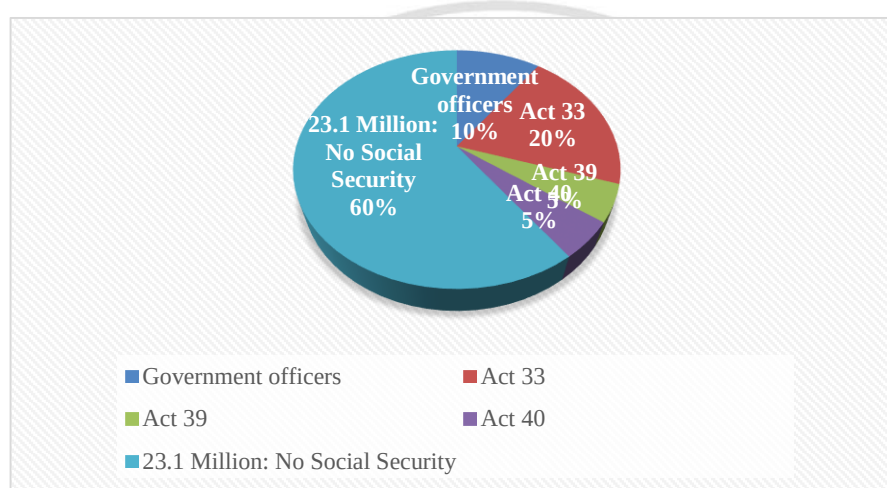


Chart 6: The Ratio of Abandoned Thai Citizens Based on the Government Expenses

‘Development studies’ relates to ‘the quality of administration and management policy’ of which the Thai government cannot avoid (Ornwimon, English Communication and Thailand's Future in the ASEAN Community , 2011). According to Charts 3, 4, and 5 above, review the modular effect from the development quality studies policy, for example: The teacher’s development policy only focuses on teachers, and the organization for teachers. The consequences can be seen through the proportioned expenditure and the regulations in each statute which links to discrimination and inequality. The proportion of the state budget benefitting falls to the teachers, not directly to the students. The security for citizens living in Thailand through legal statute in the social system of the state does not reach the majority of the country. This means the majority of citizens in the country do not benefit. This is also no different from the majority of Thai students who did not pass the PISA test, 2012. There is a minority of students who receive more opportunity, due to their higher economic and social

positions which enables them to develop educationally, whilst the majority are not from such an economic or social position (Phattravat, 2014; Jitsuchon, 2013; and Tangkitwanit, 2014).

Wongkietkajohn (2014) reflects the economic inequality of the 10 ASEAN members in the Table below, which the World bank and *United Nations Development Program* (UNDP) analyse the trend and the growth of an economic inequality in an ASEAN report in the year 2012, and states that ASEAN is facing two imperative trends; the increase of security and the decline of the economic disparity between countries, also shown in the table below.

Table 15 The GDP per Capita and Gini Coefficients of ASEAN members 2012
(Wongkietkajohn, 2014)

Countries	GDP per Capita (USD, 2011)	Gini Coefficients (2001-2004)	Gini Coefficients (2005-2011)
Singapore	50,087	0.460	0.476
Brunei	40,301	0.413	0.413
Malaysia	9,977	0.485	0.462
<i>Thailand</i>	<i>5,318</i>	<i>0.418</i>	<i>0.394</i>
Indonesia	3,495	0.300	0.381
Philippine	2,370	0.461	0.430
Vietnam	1,392	0.368	0.356
Laos	1,303	0.326	0.367
Myanmar	1,144	0.300	-
Cambodia	897	0.419	0.360

The table shows that ASEAN members can be divided into 4 groups according to their income per capita. These groups are as follows:

Group 1: Small sized countries with less population but high income per capita, such as Brunei and Singapore.

Group 2: Small sized countries where the population has medium income per capita, such as Thailand and Malaysia.

Group 3: Large sized countries with a larger population but lower-middle income per capita, such as Indonesia and the Philippines.

Group 4: The countries are under developing and with a low to very-low income per capita, such as Cambodia, Laos, Myanmar and Vietnam. This group of countries is also known as CLMV.

The Gini Coefficients is an economic indicator presenting the level of economic inequality of each member of the nation, especially in terms of disparity or inequality of income. The closer the number gets to 100, the higher the inequality of income becomes. The closer the number is to 0, indicates more economic equality. Moreover, Robyscar (2013) represents the Gini Coefficients of the ASEAN members, compared to the level of English by using TOEFL, as shown in the Chart below.



Chart 7: English Proficiencies and Income Inequality in ASEAN (Robyscar, 2013)

The researcher divided the Gini Coefficients, which indicate the level of disparity of the ASEAN members, into different levels from Very Low, Low, Moderate, High and Very High. In order to compare each of the members, Robyscar's flowchart (2013) above clearly shows the figures. Definition of the levels follows:

32 – 34 = very low	35 – 37 = low	38 – 40 = moderate
41 – 43 = high	44 – 46 = very high	

This is a comparison between the level of the disparity and the level of ability to use English, as shown in the next Table.

Table 16: Comparison between the level of ability to use English and the level of the disparity of the ASEAN members: Reference from Robyscar's flowchart (2013)

Country	Level of Disparity	Level of English
Malaysia	Low	High
Brunei	Low	Moderate
Singapore	High	Very high
Philippine	Very high	High
Indonesia	Moderate	Moderate
Myanmar	Moderate	Low
Vietnam	Low	Low
Laos	Very Low	Very Low
Thailand	High	Low
Cambodia	High	Very Low

The comparison analysis between the levels of disparity and English is indicated in the following five groups:

Group 1: The level of English is moderate to high and the level of disparity is low for Malaysia and Brunei.

Group 2: The level of English is high to very high for Singapore and the Philippines and the level of disparity is also high to very high.

Group 3: Both the level of English and disparity are moderate in the case of Indonesia.

Group 4: The level of English is low to very low and the level of disparity is moderate, low and very low for Myanmar, Vietnam and Laos.

Group 5: The level of English is low to very low and the level of disparity is high for Thailand and Cambodia.

On the contrary, Vietnam, Laos and Myanmar do not have a high level of economic disparity. Only two countries, Thailand and Cambodia, are within very low, low and moderate inequality of income, they are on a level of low to very low in their ability to use English but on a high level in economic disparity. Thus, the analysis from the Gini Coefficients and the ability to use English are indicators for the 10 ASEAN

members. Thailand is still within the CLMV (Cambodia, Laos, Myanmar and Vietnam) group, which is in need of more development, especially in the field of infrastructure. In other words, Thailand is still experiencing relatively slow economic development compared to other ASEAN countries.

Even though other indicators are used, for example: the scale of the economies in ASEAN by comparing them to the GDP; Thailand is second (see Table 17) and in the Human Development indicator; Thailand is fourth (see Table 18).

Table 17 ASEAN's six major countries - referring to the six largest economies in the area

Country	GDP (nominal)	GDP (PPP)	GDP (Per Capita)
Indonesia	870,275,000,000	2,389,000,000,000	9,635
Thailand	387,253,000,000	964,500,000,000	14,136
Malaysia	313,158,000,000	693,600,000,000	23,160
Singapore	297,941,000,000	425,300,000,000	78,762
Philippines	272,067,000,000	643,100,000,000	6,597
Vietnam	170,565,000,000	475,000,000,000	5,295

Table 18 ASEAN Members - the Human Development Index (ต่อ)

Countries	HDI (2013)	
Singapore	0.901	very high
Brunei	0.852	very high
Malaysia	0.773	high
Thailand	0.722	high
Indonesia	0.684	medium
ASEAN	0.669	medium

Table 18 (Cont.)

Countries	HDI (2013)	
Philippines	0.660	medium
Vietnam	0.638	medium
Cambodia	0.584	medium
Laos	0.569	medium
Myanmar	0.524	low

When it comes to joining the ASEAN Community only a minority of Thai citizens, those having a good education, good English skills and wealthier status than others, will be ready for the ASEAN Community. Despite the disparity of the practical discourse of development in terms of education, economy and society, the Thai government has not managed to maintain an equally good education accessible to the majority, which could link to creating a new disadvantaged group when the time comes for Thailand to formally join the ASEAN community.