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Perceived Needs for Primary-Level English in Japan and Thailand —Interim Report II—

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小学校英語の必要性意識に関する日本・タイ比較研究 —中間報告 II—

本研究(科学研究費補助金による3年計画のプロジェクト)の2年目に実施した研究活動をまとめたものである。以下の項目について報告する。

1. タイの小学校教員養成制度の改編
2. 英語学習に対するタイの生徒の意識・態度
3. タイの小学校と中学校における英語授業の特徴
4. タイの英語教員から見た日本の大学における英語授業

Key Phrases: English in Primary School, Pre-Service Teacher Preparation System, Perceived Needs for English, Classroom Discourse Analyses, English Classes Compared

Introduction

In 2008, 2nd year of this study⁷, the three Japanese project members visited Thailand in September and stayed in Bangkok for a week. The Japanese team had opportunities to observe English classes at primary and secondary schools and also to interview teacher trainers and officials responsible for primary-level English in the Thai Ministry of Education.

The three Thai project members, in turn, came to Japan in October and stayed here for about a week. The Thai team spent one week visiting universities and observing English classes at the

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tertiary level in Japan. Through these mutual visits, further investigations were conducted to find out how the needs were perceived for primary-level English (PLE) in each country. (See Appendix 1) This report focuses on the pre-service teacher training system of Thailand, Thai students' perceptions of the needs for English based on the results of the questionnaire survey, features of English classroom discourse in Thai schools observed, and Thai teachers' observations of English classes at some Japanese universities.

1. Reform of the Pre-Service Teacher Training System

One of the objectives for the visit to Thailand in 2008 was to investigate how the pre-service teacher training system has been reformed to accommodate English, the subject introduced into the first year onwards of primary education in accordance with the revision of the education policy in 1999, i.e. the 1999 National Education Act. The aim of this Act was to reshape Thai education from the traditional way of teaching based on the so-called one-way transmission of knowledge to the one based on the learner-centered approach. Following this reform, every university reorganized Bachelor of Education Programs to become 5-year courses of study in 2003. Over 50 such universities have adopted since the 2004 academic year the new curriculum developed in line with the 5-year program. In the new curriculum, the first four years are spent on course work with the final year devoted to teaching practice at an approved school (Ministry of Education, 2008).⁸

In addition to the extension of the length of the program, there has been a drastic change in the way trainees are required to take courses of their content areas. In the new system, English was designated as one of the key subjects like mathematics, science, PE, that need specialized studies. This means, prospective primary school teachers of English are required to take only English-related subjects, apart from general pedagogical subjects such as educational philosophy, educational history, psychology. This applies to the teaching practice requirements in the final year as well and trainees of English teach only English classes in their assigned primary schools. As long as trainees are English majors, they can practice teaching English either at a primary or secondary school. In the traditional pre-service primary teacher training program, trainees used to study almost all the subjects offered in primary education. With the new system which offers English from grade one onwards, English, together with Math, Science, Social Studies, Music, Art and PE, is taught by specialist teachers, not by homeroom teachers who teach other subjects as well.

In Srinakharinwirot University, one of the largest teacher training universities in Bangkok, they started this new program in 2004, and the first batch of students were doing their teaching practicum in assigned primary schools in 2008. We visited Sawasdee Wittaya School, one such school, called demo school. There was one trainee teaching a grade 6 class and it was through

⁸ The 5-year system is now being fully implemented after a certain period of time for adjustment.

(Personal communication with Sonthida Keyuravong)

after-class conversation with her that all the trainees of English in her university were required to take Teaching Knowledge Test (TKT).⁹ It also became evident through our interview with Assistant Professor Chaleosri Pibulcho that trainees of English are basically supervised by teachers of English in the Faculty of Humanities, not by teachers of primary education in the Faculty of Education. The explanation given by this teacher trainer seems to suggest that the teaching of English in Thai primary schools is to be handed over to a specialist teacher of English, away from a generalist teacher or homeroom teacher who is supposed to teach every subject. In other words, the preparation of primary teachers of English is to be integrated into the pre-service training program for secondary school teachers of English, which is taken care of by the faculty of content studies, in this case, English, not by the faculty of pedagogical studies, in this case, primary education. We were also told later that at the Faculty of Education elsewhere in Thailand there is an English Department to train prospective English language teachers for both primary and secondary schools. But in Srinakarinwirot University, the Faculty of Humanities is more active and control the ELT instead of the Faculty of Education.

This reform of the teacher training system of Thailand, although it is a special case, seems to have some important implications for policy makers of Japan who are planning to introduce English into primary education, especially in the pre-service teacher training program. The Thai precedent seems to pose two questions to be answered: 1) Is the current 4-year system long enough? 2) Can or should a homeroom teacher teach English in addition to several other subjects? These two questions should be properly addressed when any major decision is to be made. At the same time they lead us to a more fundamental enquiry: Can a foreign language (here, English in Japan) be a legitimate component at the primary level of modern education system, in the first place?

The principle of modern education rests on the assumption that a foreign language should be studied on a rich and sound foundation of mother tongue, which is to be fostered during the period of primary education, and therefore that the introduction of a foreign language marks the beginning of secondary education. According to this view, the introduction of English into the primary education of Japan runs in clear contradiction to the assumption upon which the school system of Japan is based. This means, we have to face a paradox here: how can we justify the place of a foreign language in primary education where such need is not presupposed? If English is to be taught anyhow in primary education, then the education system should be drastically changed, or reshaped as in Thailand, to accommodate such teaching. But the question to be asked now is: Is it worth it? This issue is still not seriously addressed by the education authority.

⁹ This is a test from Cambridge ESOL about teaching English to speakers of other languages. It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary, secondary or adult learners, anywhere in the world.
(<http://www.cambridgeesol.org/exams/teaching-awards/tkt.html>)

Including the impressions we got when we interviewed two officials responsible for primary-level English in Thailand and other influential people, it seems that on the whole PLE is now getting accepted and established as a subject throughout the public primary education in Thailand.

2. Thai Students' Perceptions Revealed in the Questionnaire Survey about English Language Education and Communication

A questionnaire survey was administered to Thai students in Bangkok in September, 2008 to investigate the perception and attitude toward English language education and communication in Thailand (See Appendix 2).

2.1 Method

2.1.1 Participants

The participants were 206 Thai students from four different grades who attended primary, lower secondary and upper secondary schools in Bangkok. They were twenty-eight grade 5 students from Sawasdee Witthaya School, forty-two grade 6 students from Wat Pathumvanaram School, forty-five grade 7 students from Yannaves School, and ninety-one grade 10 students from Streewatabsornsawan School.

We asked for their cooperation in answering the questionnaire at the end of observation classes. The questionnaire took about 10 minutes and was collected and analyzed by the authors.

2.2 Material

A questionnaire of 9 items on English learning was created by the authors using an open format opinion scale of five—for example, “(1) very much” “(2) pretty much” “(3) so-so” “(4) not very much,” and “(5) not at all”. See Table 1 for items and descriptive statistics of the questionnaire.

2.3 Results and discussion

Table 1 shows the descriptive statistics of the questionnaire. In response to questions of the value or importance of English Question 2—“how much will English help in your job hunting?”—was highest ($M = 4.45$, $SD = .75$) and the second highest was Question 3— “how much do your parents value English in your life?” ($M = 4.28$, $SD = .78$). Third highest positive responses came for Question 8—“do you want to communicate with foreign people in English?” ($M = 3.96$, $SD = .85$).

The lowest positive response was concerned with the importance and value of the Thai language in Question 5—“do you think Thai is enough for studying at higher school?” ($M = 1.92$, $SD = 1.03$). The second lowest was for Question 4—“do you think Thai is enough for daily life?” ($M = 2.3$, $SD = 1.00$).

Other questions such as Question 1—“how much does primary-level English help you now?”

($M = 3.86$, $SD = .78$), Question 6—“do you like English?” ($M = 3.81$, $SD = .84$) and Question 7, “are you good at English?” ($M = 2.96$, $SD = .75$) also received positive responses concerning English. The remaining question, Question 9—“do you think you can communicate with foreign people very well?”—received a mixed response ($M = 2.5$, $SD = .68$).

The results suggest that Thai students consider learning English to be very important for their future careers and that parents value it in their children’s life. Learning English from the primary level, therefore, is regarded as being helpful. Concerning the Thai language, Thai students felt that Thai was not sufficient for academic purposes at higher school, nor for daily life. English is necessary for furthering their studies as well as their lives in general.

On the other hand, in terms of communication, a number of students liked English and thought themselves good at English, but half answered they could not communicate with foreign people very well. In the previous study by Izumi (2007), the numbers of Japanese high school students and university students who answered, “I am good at English,” and also “I can communicate with foreign people in English” were much fewer. This suggests Thai students have more confidence in using English to communicate with foreign people than Japanese students do.

Table 1. *Descriptive Statistics of Questionnaire*

	N	M	SD	P5(28)	P6(42)	LS7(45)	US10(91)
Q1 How much does primary-level English help you now?	206	3.86	0.78	4.08	3.71	3.96	3.76
Q2 How much will English help in your job hunting?	206	4.45	0.75	4.38	4.26	4.18	4.69
Q3 How much do your parents value English in your life?	206	4.28	0.78	4.61	4.10	3.98	4.43
Q4 Do you think Thai is enough for daily life?	206	2.30	1.00	2.56	2.57	2.56	1.98
Q5 Do you think Thai is enough for studying at higher school?	206	1.92	1.03	2.59	2.52	2.04	1.38
Q6 Do you like English?	206	3.81	0.84	4.19	4.02	3.73	3.63
Q7 Are you good at English?	206	2.96	0.75	3.15	3.02	3.13	2.78
Q8 Do you want to communicate with foreign people in English?	206	3.96	0.85	3.85	4.14	3.79	3.98
Q9 Do you think you can communicate with foreign people very well?	206	2.50	0.68	2.67	2.60	2.35	2.47

Note. The original questionnaire was in Thai. P5, P6: each grade in primary school, LS7: first year students at lower school, and US10: first year students at upper school. The figures in parentheses are the number of students.

Each item of the questionnaire was analyzed in detail according to grades and answers. As in Table 2.1 and Figure 1.1 the result for Question 1— How much does primary-level English help you now?—45.8% of primary grade 5 students answered “very much”. The younger the students were, the more positive their answers. On the whole, Thai students think primary-level English to be helpful to them. In Thailand, English education starts from grade 1 in primary school. Having already learned English more than 5 years, its importance may be well understood by the students.

Table 2.1 *Q1. How much does primary-level English help you now?*

	Very much	Pretty much	So-so	Not so much	Not at all
Primary 5	45.8%	25.0%	25.0%	0%	4.2%
Primary 6	0%	71.4%	28.6%	0%	0%
Lower S. 7	22.2%	53.3%	22.2%	2.2%	0%
Upper S.10	13.5%	52.8%	30.3%	3.4%	0%
Total	20.0%	49.7%	27.3%	2.4%	0.6%

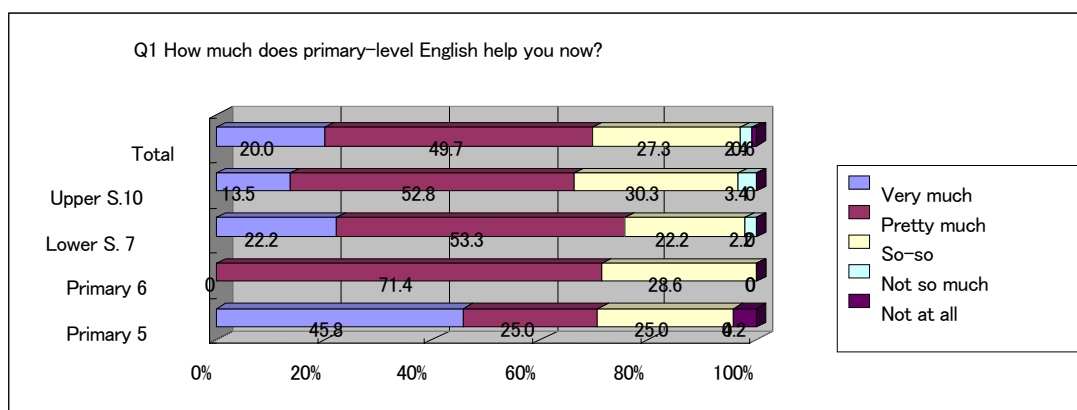


Figure 1.1 Q1. How much does primary-level English help you now?

Table 2.2 and Figure 1.2 show the result of Question 2— How much will English help in your job hunting? About 70% of students in upper schools felt English would be very helpful in their future job hunting, and even the majority of primary students gave positive answers.

Table 2.2 *Q2. How much will English help in your job hunting?*

	Very much	Pretty much	So-so	Not so much	Not at all
Primary 5	50.0%	38.5%	11.5%	0%	0%
Primary 6	57.1%	26.2%	7.1%	4.8%	4.8%
Lower S. 7	31.1%	55.6%	13.3%	0%	0%
Upper S.10	69.7%	29.2%	1.1%	0%	0%
Total	55.9%	35.6%	6.4%	1.0%	1.0%

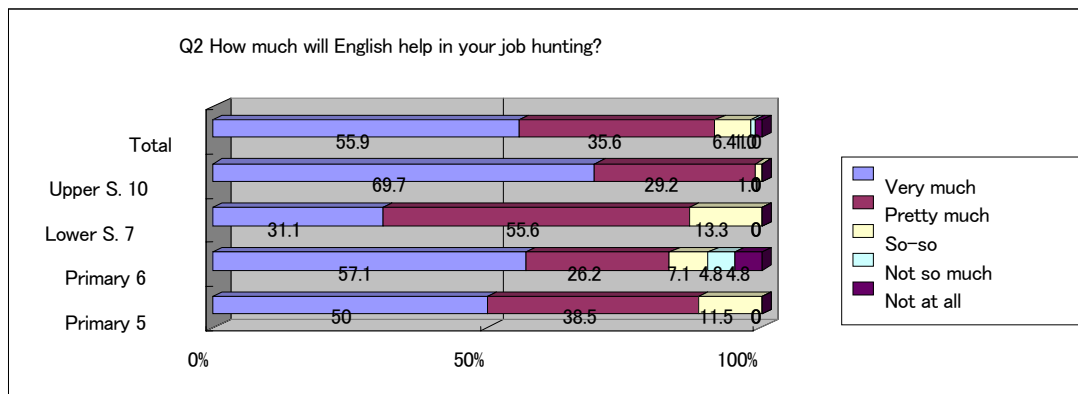


Figure 1.2 Q2 How much will English help in your job hunting?

Table 2.3 and Figure 1.3 show the result of Question 3—How much do your parents value English in your life? In primary grade 5, 73.1% of students answered their parents would value English in life very much, and more than 95% of students in upper school gave affirmative answers, “very much” and “pretty much”. Those are high scores and we can see a strong perception that Thai parents believe the use of English will give their children a better life and that their children feel such expectations, awareness and attitude toward English education in their parents.

Table 2.3 Q3. How much do your parents value English in your life?

	Very much	Pretty much	So-so	Not so much	Not at all
Primary 5	73.1%	15.4%	11.5%	0%	0%
Primary 6	45.2%	28.6%	19.0%	4.8%	2.4%
Lower S. 7	24.4%	48.9%	26.7%	0%	0%
Upper S.10	48.3%	46.1%	5.6%	0%	0%
Total	45.5%	39.1%	13.9%	1.0%	0.5%

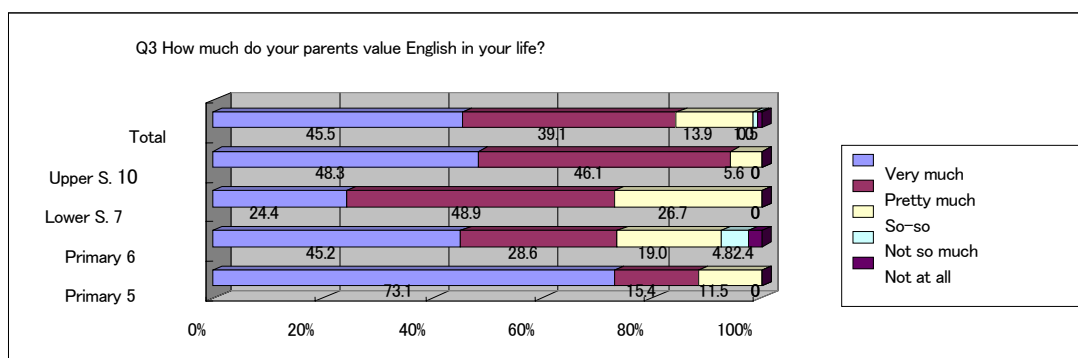


Figure 1.3 Q3. How much do your parents value English in your life?

Table 2.4 and Figure 1.4 show the result of Question 4—Do you think Thai is enough for daily life? The higher the school grade, the more negative the answers. In particular, about 85% of the students in upper school think that Thai is not enough for daily life. Although we need to investigate the reason by implementing interviews or qualitative analysis, it may be that they realize the importance and necessity of English in Bangkok in global business.

Table 2.4 Q4. Do you think Thai is enough for daily life?

	Yes, it's enough.	Mostly yes.	So-so	Well, it's sometimes not enough.	No, it's not enough at all.
Primary 5	3.7%	3.7%	40.7%	33.3%	18.5%
Primary 6	11.9%	4.8%	26.2%	42.9%	14.3%
Lower S. 7	6.7%	11.1%	24.4%	51.1%	6.7%
Upper S.10	1.1%	5.6%	7.9%	60.7%	24.7%
Total	4.9%	6.4%	19.7%	51.2%	17.7%

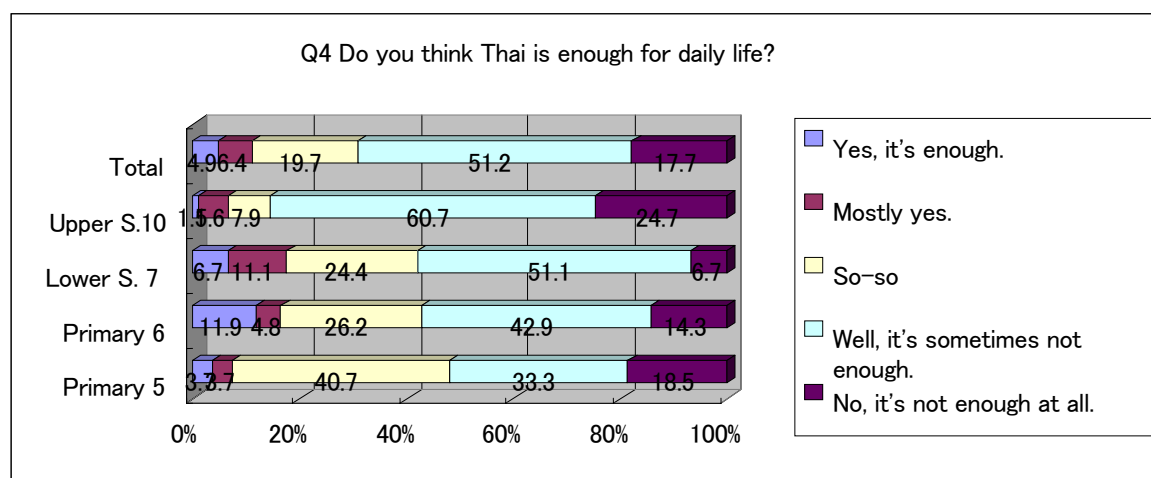


Figure 1.4 Q4. Do you think Thai is enough for daily life?

Table 2.5 and Figure 1.5 show the result of Question 5—Do you think Thai is enough for studying at higher school? Similar to Question 4, more than 95% of upper school students consider Thai to be very or somewhat insufficient for study. Not only in daily life, but also for higher education, Thai is seen as not being enough. In other words, a foreign language like English is felt to be indispensable. On the other hand, only 40-50 % of primary school students think it as not being enough. They are still in the process of learning their first language, Thai. Probably they don't feel the necessity of using foreign language, or don't realize that English is an important subject for future entrance examinations.

Table 2.5 Q5. Do you think Thai is enough for studying at higher school?

	Yes, it's enough.	Mostly yes.	So-so	Well, it's sometimes not enough.	No, it's not enough at all.
Primary 5	7.4%	7.4%	44.4%	18.5%	22.2%
Primary 6	11.9%	4.8%	33.3%	28.6%	21.7%
Lower S. 7	0%	6.7%	24.4%	35.6%	33.3%
Upper S.10	0%	1.1%	3.4%	30.7%	64.8%
Total	3.5%	4.0%	19.8%	29.7%	43.1%

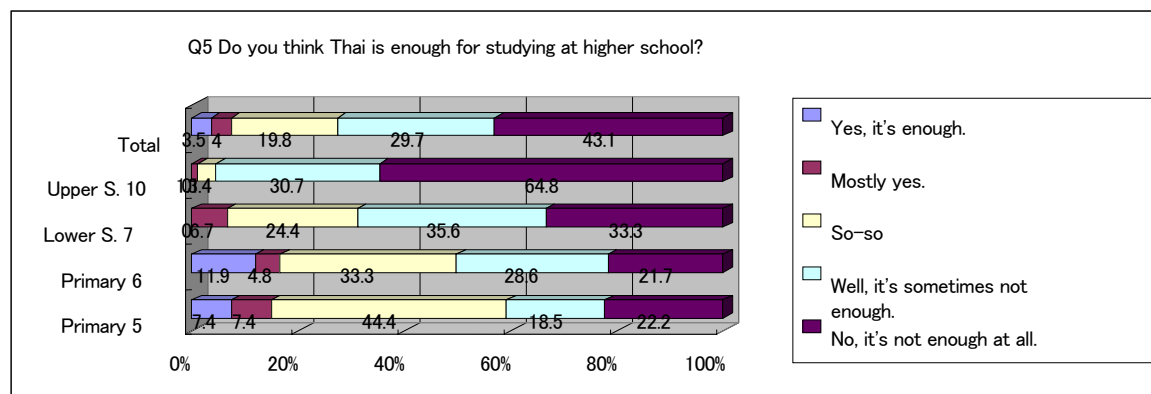


Figure 1.5 Q5. Do you think Thai is enough for studying at higher school?

Table 2.6 and Figure 1.6 show the result of Question 6—Do you like English? About 64 to 78% of students in primary grades answered that they like English very much or pretty much, while only 56.1% of students in upper school answered positively. The younger the students are, the more they like English. Similar findings are reported in a survey carried out by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). More than half of high school students in Japan don't like English and are demotivated in learning English.

Table 2.6 Q6. Do you like English?

	Yes, very much.	Yes, pretty much.	So-so	No, not so much.	No, not at all.
Primary 5	37.0%	40.7%	14.8%	0%	3.7%
Primary 6	33.3%	31%	31%	2.4%	0%
Lower S. 7	15.6%	44.4%	37.8%	2.2%	0%
Upper S.10	11.2%	44.9%	39.3%	4.5%	0%
Total	20.2%	41.4%	34.0%	3.0%	5.0%

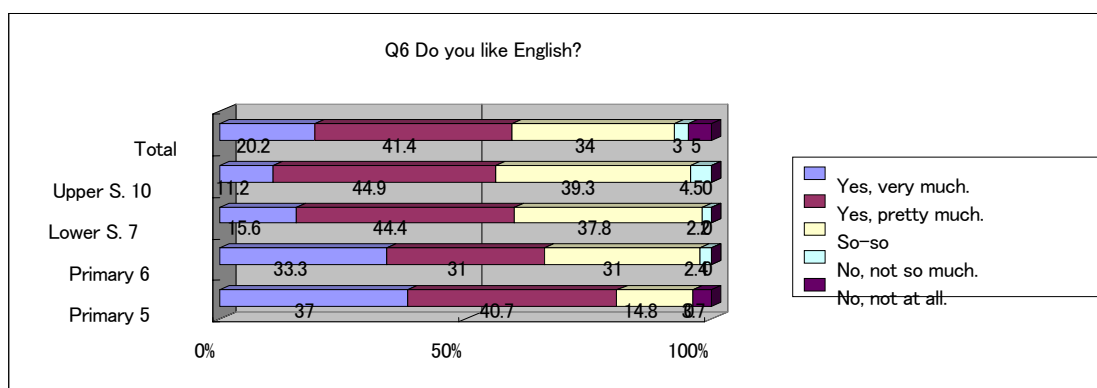


Figure 1.6 Q6. Do you like English?

Table 2.7 and Figure 1.7 show the result of Question 7— Are you good at English? The ratio of lower school students who answered, “I am good at English” was highest (35.6%). Most of students at all levels chose the answer, “so-so”.

Table 2.7 Q7. Are you good at English?

	Yes, very much.	Yes, pretty much.	So-so	No, not so much.	No, not at all.
Primary 5	7.7%	15.4%	57.7%	15.4%	3.8%
Primary 6	2.4%	19.0%	59.5%	16.7%	2.4%
Lower S. 7	0%	35.6%	46.7%	13.3%	4.4%
Upper S. 10	0%	7.9%	67.4%	21.3%	3.4%
Total	1.5%	17.3%	59.9%	17.8%	3.5%

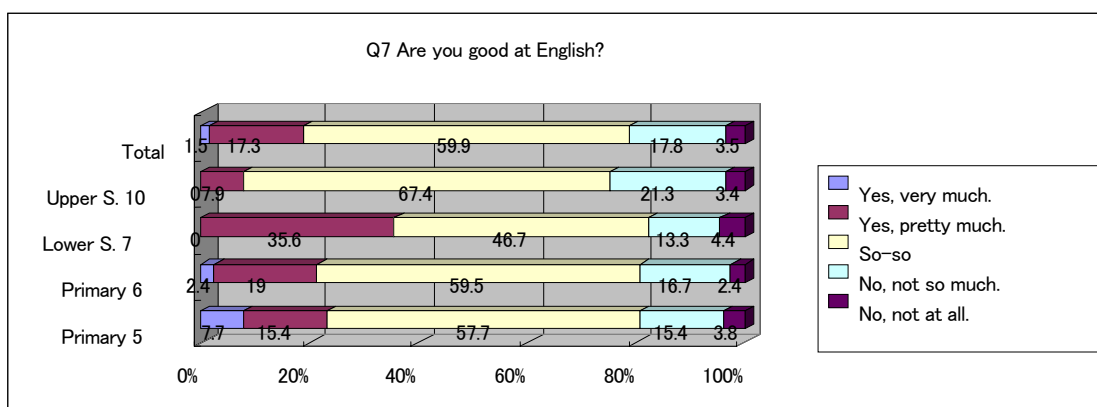


Figure 1.7 Q7. Are you good at English?

Table 2.8 and Figure 1.8 show the result of Question 8—Do you want to communicate with

foreign people in English? Upper students tend to hold more positive attitudes and desires to communicating with foreigners in English (74.2%). As the grade becomes higher, students are likely to be more willing to communicate with foreigners in English. The development of English skills enables them to feel so and it is natural for higher level students to be more willing to use English.

Table 2.8 Q8. *Do you want to communicate with foreign people in English?*

	Yes, very much.	Yes, pretty much.	So-so	No, not so much.	No, not at all.
Primary 5	33.3%	33.3%	22.2%	7.4%	3.7%
Primary 6	28.6%	23.8%	26.2%	14.3%	7.1%
Lower S. 7	26.7%	40.0%	20.0%	13.3%	0%
Upper S. 10	27.0%	47.2%	22.5%	3.4%	0%
Total	28.1%	38.9%	22.7%	8.4%	2.0%

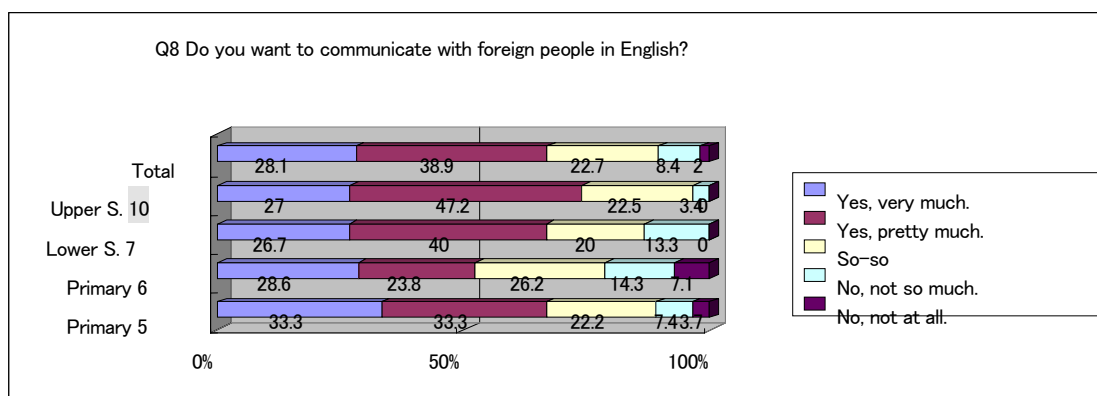


Figure 1.8 Q8. *Do you want to communicate with foreign people in English?*

Lastly, table 2.9 and Figure 1.9 show the result of Question 9—Do you think you can communicate with foreign people very well? Regardless of grades, about half of the students answered they think they cannot communicate with foreign people very much. Integrated with results of Question 8, it appears that while students may want to communicate with foreign people, many don't have the confidence, or perhaps skill, to do so.

Table 2.9 Q9. Do you think you can communicate with foreign people very well?

	Yes, very much.	Yes, pretty much.	So-so	No, not so much.	No, not at all.
Primary 5	0%	11.1%	51.9%	29.6%	7.4%
Primary 6	4.8%	2.4%	35.7%	33.3%	23.8%
Lower S. 7	0%	8.9%	53.3%	31.1%	6.7%
Upper S. 10	0%	2.2%	49.4%	41.6%	6.7%
Total	1.0%	4.9%	47.8%	36.0%	10.3%

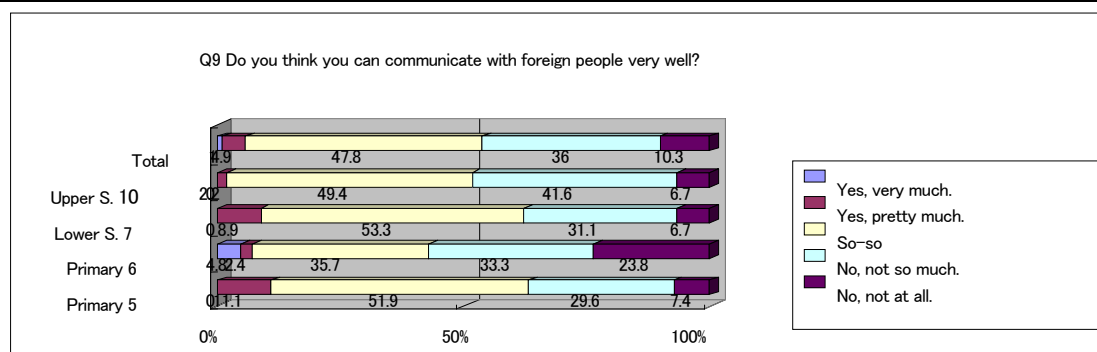


Figure 1.9 Q9. Do you think you can communicate with foreign people very well?

2.4 Conclusion

This survey investigated the perceptions of Thai students', from primary to upper secondary school levels, concerning the Thai language, English education and communication. The questionnaire results and analysis suggested general tendencies and several interesting points: the sense of usefulness of learning English at primary levels, the importance of English in both business and academic study, Thai parents' perceived high expectation in English education, the perceived need to learn other languages, Thai students' attitude towards learning English and their desire to communicate in English despite the low self-perception of their English ability.

While this survey suffers from a lack of participant numbers and does not explore possible regional deviations, it suggests further and future exploration through descriptive and empirical studies, as well as contrastive studies between Thai students and Japanese students.

3. Observations of English Classes at Primary Schools in Thailand and Analyses of Classroom Discourse Styles

A large number of English classes at primary schools were observed in Ayutthaya in 2007 and Bangkok in 2008. From these observations, analysis was done regarding the discourse style of the teachers in a number of different classes. Detailed analysis was carried out on the following classes. First, we observed a first grade class taught by a native speaker of English. Next, we

looked at a fourth grade that was taught by a Thai student teacher who is majoring in English at university. Finally, I observed a sixth grade classes taught by a licensed Thai teacher of English.

3.1 Method

3.1.1 Data Collection

- (1) Permission was granted by the teachers to observe and videotape their classes (one week) beforehand.
- (2) Transcripts of the classroom discourse were taken from the video
- (3) Students behavior and the interaction between the teachers and the students were observed. Special focus was placed on noticing the idiosyncrasies of English classroom discourse in Thailand.
- (4) When Thai was used in the classroom, we translated it into Japanese.

3.1.2 The Procedure of the Analysis

- (1) Transcribed all of the discourse that took place in the English classrooms.
- (2) Focused on the idiosyncrasies of the discourse found between the teachers and the students.
- (3) Analyzed the discourse and described the characteristics of the students' behavior.
- (4) Summarized the results from analysis of the classroom discourse and the description

3.2 Observation

3.2.1 Observations of the First Grade Class Taught by a Native Speaker of English

This first grade class was taught by a native speaker of English who is from the Republic of the Philippines. She spoke English clearly and at a normal speed during the whole duration of the class. We observed the students enjoying themselves and vigorously participating in the lesson. They responded vividly and promptly to the teacher's instructions and responded to her questions. It was clear through our observations that the students were able to understand the English that was used by their teacher.

This class was taught in a teacher-fronted style. In the class that we observed, the teacher used a number of different techniques for teaching English. For example, she used songs, visual aids such as photos and videos, and Total Physical Response. She also had the students work in pairs and in small groups in order to maintain a high level of interest throughout the whole lesson. It must be noted that she was good at encouraging her students to participate, which prompted her students to be active participants in the class.

The class was taught in a separate classroom that was decorated with many bright pictures and posters. There were English words posted under the pictures and posters in the classroom that created a nice feeling for learning English. The students were very aware that once they were in that classroom, they were there to learn English.

In the following excerpt, the first fifteen minutes of the class is recorded. (T represents the

teacher, Pn represents a single pupil, Pa represents all pupils in the classroom.)

<Excerpt 1>

- 1 T: Let's start. Ready?
Stand up at the back of the chair
Stand....., at the back of the chair.
(Checking whether all pupils were standing at the back of their chairs or not)
Where are you? (To a pupil who wasn't standing at the back of the chair)
- 2 T: Hello. (To everyone)
- 3 Pa: Hello.
- 4 T: Hi
- 5 Pa: Hi.
- 6 T: Are you ready?
- 7 Pa: Yes.
- 8 T: OK. We have visitors today. Say "Good afternoon, visitors"
- 9 Pa: Good afternoon, visitors.
- 10 T: Good. OK. Our visitors would like to see how you sing.
They'd like to see rather than learning something
So we will show our visitors something. OK?
- 11 Pa: Yes.
- 12 T:OK?
- 13 Pa: Yes. OK.
- 14 T: Let's sing " Pizza hat"
- 15 Pa: (Singing)
- 16 T: Are you happy?
- 17 Pa: Yes.
- 18 T: What color do you like best? What color do you like best? (I)
- 19 P1: I like ...You like... (R)
- 20 T: I like... (F)
- 21 P1: I like the color "pink". (R)
- 22 T: Pink. How about you? (Pointing to another pupil) (F) (I)
- 23 P2: I like...I like... (Thinking) (R)
- 24 T: What color? (F)
- 25 P2: The color blue. (R)
- 26 T: The color blue. How about you? (Pointing to another pupil) (F)
- 27 P3: I like the color pink.
- 28 T: You? (Pointing to another pupil)
- 29 P4: The color pink.

- 30 T: The color pink also. How about you? (Pointing to another pupil) (I)
- 31 P5: (R)
- 32 T: I like the color...? (F)
- 33 P5: Blue. (R)
- 34 T: The color blue. How about you? (Pointing to another pupil) (F)
- 35 P6: I like the color yellow.
- 36 T: Yellow?! How about you? (Pointing to another pupil)
- 37 P7: I like purple.
- 38 T: Purple?! How about you? (Pointing to another pupil)
- 39 P8: Purple.
- 40 T: Purple?!
- 41 P9: I like red.
- 42 P10: I like pink and red.

At the beginning of the lesson, the teacher led the students in an enjoyable warm-up activity. In this activity, they sang a song loudly and did the accompanying gestures.

Next, the teacher taught them the names of colors. I believe the students might have already been familiar with most of the colors however they were not bored by the presentation. Then, the teacher asked the students to share with their classmates their favorite colors. The teacher would prompt them by asking the following question, “What color do you like best?” The students were expected to reply to the question with a modeled answer. For example, they would reply, “I like the color pink”.

In lines 18 through 22, we can observe the effective use of repetitious “teacher talk” using the IRF (Initiation, Response, Feedback) pattern. In this exchange, the teacher asked a question to a student (line 18), but the student did not know how to correctly respond, so the student responded, “I like... You like...” (line 19). Then the teacher gave the student the cue, “I like...” (line 20). Then the student replied, “I like the color pink” (line 21). Finally, the teacher provided the student with some feedback by repeating his favorite color (line 22). This same IRF (RF) pattern was repeated as observed in lines 22 through 26 and once again in lines 30 through 35.

3.2.2 Observation of the Fourth Grade Class by a Student teacher

We observed a fourth grade class taught by a student teacher majoring in English. A classroom specifically used to teach English was the setting for this class. The classroom was decorated with many posters, cards, and pictures with English words attached to them. The teachers had also decorated the classroom with some of the students’ English related projects, such as diaries and letters. The students also had access to many kinds of English books. It was a nice environment for learning English.

The following discourse was taken from the first fifteen minutes of class. In this lesson, the

teacher displayed a large piece of paper with a list of some commonly used irregular verbs. She also had a separate sheet of paper with some sample sentences containing the irregular verbs from the list. (T represents the teacher, Pn represents a single pupil, Pa represents all the pupils in the classroom. The teacher's Thai utterances have been translated to Japanese.)

<Excerpt 2>

1 T: 教科書は持って来ましたか。机の上に出してください。

2 T: Repeat after me.

3 take (T points out the word with a stick)

4 Pa: take

5 T: took (T points out the word with a stick)

6 Pa: took

7 T: eat (T points out the word with a stick)

8 Pa: eat

9 T: ate (T points out the word with a stick)

10 Pa: ate

11 T: go (T points out the word with a stick)

12 Pa: go

13 T: went (T points out the word with a stick)

14 Pa: went

15 T: read [ri:d] (T points out the word with a stick)

16 Pa: read [ri:d]

17 T: read [red] (T points out the word with a stick)

18 Pa: read [red]

※※(Omitting some parts)※※

19 T: What can you say?

20 P1: Up. (T points out the word 'up, down', 'left, right' with a stick)

21 T: Up.

22 P2: Up-down, right-left.

23 T: Yes.

24 P3: Up-down.

25 T: What's that? (Raising her hand to the pupils) Up.

26 Pa: Up.

27 T: Up. Down.

28 Pa: Down.

29 T: Down. Right.

take-took

eat-ate

go-went

ride-rode

write-wrote

read-read

practice-practiced

drink-drank

make-made

sweep-swept

wash-washed

Up-Down

Left-Right

- 30 Pa: Right.
- 31 T: Right. Left.
- 32 Pa: Left.
- 33 T: 'practice' (T gives the pupils a word quiz, and pronounces 'practice, and moves the stick.)
- 34 Pa: Down, down, down, down, down.
Left, left, left, left.
Right, right, right, right, stop.
- 35 T: 'practice' (T moves the stick like the pupils are saying the direction. At the end the stick stops at the word 'practice'.)
- 36 Pa: 'practice'
※※(Omitting some parts)※※
- 37 T: 次に英語の文章を読みましょう。
一文字、一文字読んでいきます。
- 38 T: Today was a busy day. Today.
- 39 Pa: today / was / a / busy / day // at / six /
thirty / I / take / a / shower / (T points out each word with a stick)
※※(Omitting some parts)※※
- 40 T: 今度は、一文ずつ読んでいきましょう。
Today was a busy day. (T points out the sentence with a stick)
- 41 Pa: Today is a busy day.

Today was a busy day. At 6:30, I
(take) a shower. Then I (eat)
breakfast. At 8:00, Dad (go)
to work. I (ride) my bike to school and
Jenny (ride) the bus. I (write) and
(read) in English, and Jenny (practice)
the piano in music class. When we (go)
home, we (eat) cookies and (drink)
milk.
We (make) a mess,
So I (sweep) the floor in the
kitchen and Jenny (wash) the
dishes. It was a good day.

Before the start of the class, the student teacher spent a good deal of time preparing the teaching materials. At the beginning of the lesson, the teacher spent a little time reviewing the main points of the previous lesson. For the main part of the lesson, the students were asked by the teacher to repeat the target sentences. Then the students were asked to change the present form of the verb into the past tense.

This class was a teacher-centered class in which great weight was placed on teaching vocabulary and grammar. The student teacher commonly used Thai when giving instructions or asking questions. Repetition played a prominent role in her instructions.

3.2.3 Observation of the Sixth Grade Class by a Thai teacher of English

This sixth grade class was taught by a licensed Thai teacher of English. This teacher spoke English clearly and slowly. It seemed to be easy for the pupils to understand her. It was obvious that she was experienced in teaching English. For the duration of the class that we observed, she seemed confident of her teaching abilities and she used nearly 100% English in class. All of the

pupils seemed to respect her and looked comfortable about her instruction.

In the following excerpt, the first ten minutes of the class is shown. (T represents the teacher. Pa represents all the pupils in the classroom. XXX represents unclear utterances.)

<Excerpt 3>

1 T: Okay. Today we will learn about the parts of body.

Do you know the parts of body? "head". (Touching her head)

2 Pa: "head".

3 T: "shoulders". (Touching her shoulders)

4 Pa: "shoulders"

5 T: "knees". (Touching her knees)

6 Pa: "Knees".

7 T: And "toes". (Pointing at her toes)

8 Pa: And "toes"

9 T: What about the other parts of the body?

15 Pa: XXX.

10 T: Very good.

11 T: Okay, that is a word "hand". (Showing a card spelling "hand")

12 Pa: "hand".

13 T: "hand".

14 Pa: "hand".

15 T: Everybody, spelled what "hand"?

16 Pa: h-a-n-d, hand. (T shows a card spelling "hand")

17 T: This is my hand. (Showing a hand) This is my hand. (Pointing to the other hand) These are two hands. (Showing both hands)

18 Pa: These are two hands. (Showing both hands)

19 T: These are two hands. This is my hand. One hand, one hand. These are two

20 Pa: two hands. (T: two hands)

21 T: (Pasting a card) Everybody, show me your hands. Show me your hands.

22 Pa: (Pa raise both their hands and show the teacher their both hands)

23 T: Okay. Right, good. Your hands. Show me your hands. Okay, two hands.

Okay, this one. (Showing the second card spelling "foot") "foot".

24 Pa: "foot".

- 25 T: Again. Listen carefully. "foot".
 26 Pa: "foot".
 27 T: Spell?
 28 Pa: f-double o-t, "foot".
 29 T: One more. "foot".
 30 Pa: "foot"
 31 T: "foot".
 32 Pa: "foot".
 33 T: What does it mean "foot"?
 34 Pa: "足".
 35 T: "足", Yes, you mean. "foot"
 36 Pa: "foot".
 37 T: "foot".
 38 Pa: "foot".
 39 T: " [t] ", " [t] ". "foot". (Pa: "foot") Not "food". Yeah. This is my foot.
 40 Pa: This is my foot.
 41 T: Okay, everybody, Point your foot.
 42 P: (each pupil points his or her foot.)
 43 T: Yeah, right. Good.

[blackboard]	
(noun)	(verb)
hand	shake
foot	clap
fingers	hop
knuckles	dance
	snap
	rap

The main lesson target of this class was teaching the names of the parts of the body. The teacher presented the following words: hand, foot, fingers and knuckles for the parts of the body, and then she showed six verbs: shake, clap, hop, dance, snap and rap. She taught the words presented on the blackboard using an English song titled "Shake My Hands" in the last part of the class. The students were given a handout with the song's lyrics with some keywords missing. The teacher asked them to fill in the blanks as they listened to the song. I believe the teacher used this activity to reinforce the target vocabulary.

Moreover, she used Total Physical Response by having the students gesture while singing a song containing the nouns and verbs. The teaching technique that matched the nouns with the verbs worked very well for the pupils. For example, the pupils sang, "Shake my hand and then go clap, clap, clap", clapping their hands and "Shake my foot and then go tap, tap, tap", tapping their feet.

From the analysis of the discourse, this teacher used quite a lot of repetitious "teacher talk". Her lesson was focused on teaching vocabulary, so you will notice in lines 23 through 43, when the teacher taught the word "foot", she repeated the word eight times, so students practiced pronouncing the same word eight times after the teacher repeatedly. During the repetitions, the teacher made the pupils check the meaning of the word in Thai (line 33, 34, 35), and point to that particular part of their bodies (line 41, 42).

In the last part of the class, the teacher taught, “Can you ~? / Yes, I can. / No, I can’t.” The teacher asked some questions to the pupils with the verbs that she taught them, “Can you dance?”, “Can you clap?” and so forth. The pupils answered, Yes, I can.” or “No, I can’t.” The students had no opportunity to ask questions for themselves, just answer.

3.3 Summary and Impression

In Thailand, unlike Japan, there is virtually no opposition to the implementation of English teaching at the primary schools.⁹ English is the one compulsory foreign language on the school curriculum in Thailand. Though there are guidelines that are common to all areas throughout the country, the time when English instruction begins and the course of study differ from region to region.

Currently, English classes at the primary schools are being taught by some homeroom teachers, a few native speakers of English, some licensed English teachers, and many licensed teachers who visit from secondary schools. In all cases, licensed teachers take a leading part in making the English curriculum and syllabus planning at the primary schools.

All the classes I observed were teacher-centered. The lessons followed a typical IRF structure of initiation, response and follow-up. In the lessons we observed, the primary focus was on listening and speaking. However, the lesson targets focused almost primarily on the teaching of vocabulary and simple sentence patterns. The teacher often had the students engage in repetition drills. There was little evidence of communicative activities in the classroom.

For three of the lessons I observed, I thought the teachers were successful in maintaining discipline and the students were very diligent in their studies. A common characteristic among these classes was that the teachers used very little Thai (L1) during their lessons. While our presence in the classroom might have influenced their behavior, it was nice to see students working very hard. Unfortunately, I believe that these classes were the exception.

In general, I don’t believe that English language teaching at primary schools is nearly as effective as it could be. In many of the other classes I observed, the teachers were not very good at maintaining the attention of their students. Interestingly, the teachers in these classes used much more Thai (L1) during the class. Some teachers relied too heavily on just a few teaching techniques. In these classes, it was very common to have the teacher ask the students to respond as a group. It was very rare to see a teacher ask students to answer individually.

In my view, there are still many things that need to be further evaluated. I believe that the training of teachers at university and on campus needs to be improved. In doing so, I believe that there would be great enhancement to the teaching plans, teaching procedures, class management,

⁹ This is the impression I got while visiting Thai schools, which later received the following remarks from one of the authors, “Actually there is some opposition. Those people who know the theory of language teaching well are not very happy with the idea, especially when the problems of quality teachers are still prominent. This means Thailand is not ready yet. We haven’t trained enough teachers to do ELT for young learners.” (Personal communication with Sonthida Keyuravong)

teaching methodologies, and so on. I also believe that the teaching materials and textbooks need to be more carefully selected to better meet the level of the students' language abilities.

Unfortunately, most teachers do not have the opportunity for further teacher training due to the lack of sufficient funds set aside for this purpose. While this is a difficult problem to overcome, I believe that there is an opportunity for the Ministry of Education to make progress on this front. Even a minimal amount of commitment would go a great way in improving language teaching in Thailand. Another problem is the textbooks that have been authorized by the Ministry of Education. Most of them were adapted from course books published in America and England. Teachers are reluctant to use those books, as they are not suitable for their students. As a result, many teachers are forced to make materials that better reflect the abilities of their students.

In the future, I will be doing additional research at Thai primary schools that will focus on the classroom discourse between non-licensed homeroom teachers and their students. By analyzing this discourse, we should be able to discover some of the unique characteristics of language teaching in Thailand. From this analysis, we will be better able to make suggestions on how to improve language teaching in Thailand and possibly Japan as well.

4. English Language Teaching in Japan from a Thai Teachers' Point of View

4.1 Reflections on English Language Teaching in Japan (Sonthida KEYURAVONG)

4.1.1 Teaching English at tertiary level

The educational institutions we visited revealed that the curriculums used for these institutions were skill-based, which primarily focused on four skills of English, such as reading and speaking skills.

The observation and participation were done with two reading classes and two speaking classes. The reading classes were taught by Japanese teachers of English who used Japanese as the medium of instruction. For speaking classes, English was used both by the Japanese and native speaking teachers.

The grammar-translation teaching approach was used in reading classes, while the communicative teaching approach was used in speaking classes. During the class activities, interactions between teachers and students constituted of teachers questioning and students answering. The students seemed to be quiet in class, but were more interactive while participating in small group activities.

4.1.2 Japanese students' proficiency in English

From the observation and participation in the English classes with Japanese university students, we can see some differences between Japanese and Thai students. Japanese students seem to focus more on accuracy. They are slow in initiating conversation, but once they have started, their utterances are mostly grammatically correct. On the other hand, Thai students speak with more fluency but with plenty of grammatical mistakes.

Interestingly, both groups of students are concerned about their grammar. They all admitted that their grammatical knowledge was very low and wanted so much to improve it.

4.1.3 Research collaboration

During the visit, we had an opportunity to discuss possible research collaboration between Kobe University, Kyoto University of Education and King Mongkut's University of Technology Thonburi (KMUTT), Thailand. The result has been very promising.

We are interested in exploring the topic of using technology in language learning and teaching because technology has become crucial in all aspects of our lives such as education, business, cultural exchange, entertainment, etc. Another reason is that, from the class observations we had made in Japan, we noticed that, like Thai students, many Japanese students used electronic dictionaries. We will spend the first few months exploring the possibility of this study by conducting a pilot study and discussing the results with the team. After we have come up with a full research plan, we will develop a proposal to submit for a research grant. We sincerely hope that our research will shed more light on the use of technology in English language teaching. It is planned that during the proposal developmental stage, new researchers from both countries will be added.

4.1.4 Teaching materials/ course books

From class observations and talks with teachers, we found that commercial course books were used as teaching materials, such as the course book for the presentation course which is specially designed for Japanese students. Teachers do not need to design or produce in-house materials. Some key teachers believed that there are lots of well-designed materials and course books. So, they just need to choose the right ones for their students. This idea might be applicable to Thai university teachers. The commercial course books which are appropriate to Thai students should be selected and activities would be adjusted for the particular groups of students if necessary. Time can be saved for preparing additional classroom activities and teaching methodologies for their classes.

4.1.5 Electronic dictionary use

During the four class observations, we saw that almost all the Japanese students had electronic dictionaries. As mentioned before, they produce language which is grammatically correct. It can be surmised that electronic dictionaries may have had some effects on their accuracy. Nowadays, using electronic dictionaries is also popular with many Thai university students as they are easy to use and save time. However, they still have problems with accuracy. Therefore, this could be an option for Thai teachers to think about the possible ways of introducing the use of electronic dictionaries effectively.

4.2 Reflections on English Language Teaching in Japan (Wareesiri SINGHASIRI)

It was such a good opportunity that I had a chance to visit Japan last month. I deeply appreciate your warm hospitality and kindness. Although, it was a short period, it is one of the most memorable experiences of my life. Japan is one of the countries that I am interested in and have longed to visit her for many years. During the visit, I had a chance to observe classes and discuss issues with Japanese scholars from three universities. What I have seen and learned will be reflected through this journal.

Teaching approaches that Japanese teachers have used are quite similar to those used by Thai teachers. The techniques implemented in the classroom are chosen according to the language skill that the teachers are teaching at the time. While observing a reading class, the teacher used translation method by reading sentences in English and translating the sentences into Japanese. However, during the class, the teacher also asked questions to check the students' understanding. Some students asked the teacher questions as well. The atmosphere was quite relaxing and the teacher was very kind. Translation method was also used in literature class. However, I learned later that the teacher shared his experiences and his opinions towards the story which he was teaching. The students were quite interested in what he was saying, as I could see that they were taking notes, highlighting important points and checking the meanings of unknown words from electronic dictionaries. Though the class was quiet and there was only one person who kept talking (i.e. the teacher), I think the students were learning very attentively.

I am quite familiar with this teaching method as I was taught by this approach when I was young. For me, I think I could learn well through this method. Nowadays some researchers mention that teachers should not use translation in teaching language. Some suggest that CLT or Communicative Language Teaching should be implemented instead. They say that with CLT students have chances to use language more. In my opinion, to judge which approach is better than others depends on many factors. Translation may be suitable for teaching reading and CLT may be appropriate for teaching speaking and listening. I believe that every method has its own strengths and weaknesses.

Apart from reading and literature classes, I also observed a speaking class. On that day the students had to give presentation on the topic concerning 'Japanese Culture'. I was assigned to sit with four students. While listening to them, I was quite surprised to learn that their English was very good. Moreover, they prepared themselves very well. Though they had scripts, they spoke very naturally. While some of them were a bit nervous, whenever I asked them questions they could respond promptly and satisfactorily. I think their English was more accurate than Thai students. Vocabulary use was also quite appropriate. However, what impressed me the most was their ideas. They were woven logically which showed that the students' ability to organize ideas was quite good. In contrast, for Thai students, organizing ideas is still quite a major and serious problem for us. Even in Thai class, they cannot perform well when they have to write an essay or a long paragraph. This is a result of the way that we design tests. Thai students get used to

multiple choice items, filling in the blanks, true or false, etc. They rarely have chances to write in sentences or in paragraphs. Therefore, when we ask them to generate ideas to write an essay, it comes like a list of bullet points rather than in the form of organised and long sentences. Some of them cannot even prioritize their ideas. At the university level, we now try to train and help them but it is a skill which takes time.

Apart from observing classes, I also had a chance to meet a few Japanese scholars. From our meetings, I have learned that they have done substantial research concerning Thai education. One of the professors seems to know our country more than we do. This encourages me to learn more about my own land. In terms of research topics, Japanese teachers and Thai teachers share quite similar interests. However, I noticed that the topics that Japanese teachers are more interested in are such as corpus linguistics, using computer programs to analyse language, and using technology in language learning. This is because Japan is more advanced than other countries in terms of technology.

Another interesting point regards material design. I learned that most of the teachers whom I met were also material writers for the secondary level. This is quite different from Thai teachers. Not many of us produce materials for young kids. In Thailand, the material writers would be the experienced staff who works for the Ministry of Education. I wonder whether anyone in Japan has conducted research on material evaluation or not. It might be interesting to find out how you control the quality of the materials which you have produced for schools.

In conclusion, I would like to express that I had such a great time during my eight days in Japan. People were very polite and disciplined and they seem to live their life simply and happily. I do hope that in the future Thai people will start to learn some good things from you.

4.3 Reflection on the Visit to Japan (Punjaborn POJANAPUNYA)

The visit to Japan was very memorable. I greatly appreciate the warm welcoming of Japanese people, beautiful places, Japanese culture which I experienced and absolutely gorgeous and terrific Japanese food. It was also a great opportunity to meet many Japanese teachers and students there. I observed 5 English classes in 3 universities and took part in some activities: 1) a reading class taught by a Japanese teacher and a speaking class taught by a native-speaker teacher at *Kyoto Women's University*, 2) a Literature class instructed by a Japanese teacher at *Kyoto University of Education*, and 3) a speaking class taught by a Japanese teacher at *Kobe University*.

The nature of each class was different and the durations of the class observations were short, so this reflection is limited by what I have noticed and learned. This report contains general aspects about English classes, Japanese teachers, students, teacher training system and university education.

4.3.1 English classes: Teaching approach/ methodology

I found the similarity between Thailand and Japan of using grammar translation method in teaching. Teachers usually read and translate a passage from English into Japanese and ask for definitions of some difficult words. I think this method is still effective and important for the countries where English is studied as a foreign language. However, this method should be mixed up with strategy training so that the students learn both the language itself and the use of language at the same time. A part of my research results showed that many KMUTT students have a strong perception about English language as grammar and vocabulary. They may have had experienced many teachers who focus too much on grammar and vocabulary since they were young. Therefore, learning strategies such as reading and writing strategies are integrated in English courses at KMUTT.

4.3.2 Class atmosphere

In the reading and literature class, the students were very attentive to their textbooks and the teacher. The interaction pattern that dominated in class were teachers questioning and students answering. Strategic reading activities may be combined here. It was more dynamic and relaxed in the speaking and presentation class. It was obvious that the students enjoy speaking English and participating in speaking activities. The class size is usually small. There were not too many students which create a nice learning environment.

4.3.3 Technology use in the classroom

Personally, I perceived Japan as an advanced technological country. I think that trends of education can be shaped by the country context. Therefore, technology use in the classroom becomes one of the interesting issues to be discussed here. From the visit, I saw that technology is more influential in education. For instance, Kobe University had many computers in the presentation class for the students to use for taking notes and submitting those notes immediately to teachers by email. I also found that almost all Japanese students had electronic dictionaries. Additionally, Professor Sasaki at Kyoto University of Education demonstrated to us the Space Collaboration System (SYS) – a satellite-based distance learning network which links many universities throughout Japan. Due to the development of technology, especially communication technology, as teachers and researchers, we can learn and share how to implement these technologies and media in most efficient ways in education. We should also continue planning to enhance professional training and predicting trends of technology in education, which is one of research trends in ELT.

4.3.4. Japanese teachers of English

Apart from class observations, I also had the opportunity to talk to some teachers personally about teaching and interests in research fields. On the teaching side, I think that the teachers were well-planned, well-prepared, and organized, especially in their time management. They tended to

use deductive ways of teaching; however, implicit instructions were applied whenever appropriate. On the research side, I think teachers were motivated to do research especially research into technological aspects. We also shared areas of interests in other research fields such as corpus, discourse analysis and linguistics. Furthermore, it was a good opportunity to share experiences and talk about possible collaborative research in the future.

4.3.5 Japanese students

The natures of Japanese and Thai students are similar to some extent. For example, they are both teacher-dependent; they do not have high confidence about their English proficiency, although it is good and so is their self-image as language learners. For the particular groups of students which I had an opportunity to talk with, especially in the presentation class of Professor Kato, I found that the students were very enthusiastic and highly motivated. They enjoy speaking and talking about their own culture. This also indicates that they had awareness of their own culture. In terms of language, they produced well-organized language, even the unplanned-language, since I had asked a lot of questions about their culture.

4.6 Teacher training system

The visit to the literature class at Kyoto University of Education reminded me of the curriculum of teacher education in terms of theoretical and practical aspects. I have not had the opportunity to learn deeply about the curriculum for teacher education. However, I would like to propose ideas on teachers' performance and practice. I think the curriculum for teacher training in our countries should be more focused on practice rather than theoretical knowledge. Moreover, I learned that Japanese graduates are required to have a teaching certificate in order to be hired as teachers. Therefore, issues of how teachers get that certificate or what kind of tests they have to pass in order to receive it should be carefully considered: theoretical or practical focus.

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Appendix 1: Schedules of Study Tours

(Three Japanese members to Thailand)

•Monday, September 8

Visit to Streewatabsornsawan School (Upper Secondary School for girls)

Observation of two classes: Aj. Jurai (M4), Aj. Kancharan (M4)

- Visit to Wat Pathumvanaram School (primary school)
- Observation of a trainee's class (Chulalongkorn University student)
- Interview with Association Professor Dr. Maneerat Sukchotrat
- Tuesday, September 9
 - Visit to Srinakharinwirot University and interview with Assistant Professor Chaleosri Pibulchol
 - Visit to Sawasdee Wittaya School and Observation of a trainee's class (primary school 6 grade) (Srinakharinwirot University student)
- Thursday, September 11
 - Visit to the Ministry of Education and interview with Aj. Laddawan & Aj. Wattanaporn
- Friday, September 12
 - Visit to Yannaves Wittayakhom School (lower secondary school)
 - Observation of Aj. Patcharee's class (M2?)

(Three Thai members to Japan)

- Monday, October 6, 2008
 - Visit to the School of Languages and Communication (SOLAC) and the International Student Center, Kobe University
- Tuesday, October 7
 - Visit to Kyoto Women's University, by courtesy of Professor Chihiro Tachibana.
 - Two English classes were observed
- Wednesday, October 8
 - Visit to Kyoto University of Education, which is a sister university of Rajabhat Chiang Rai University of Education in Chiang Rai Province in the north of Thailand. The visit was organised by Professor Emiko Izumi from the English Department.
- Thursday, October 9
 - Visit to Kobe University and observed an undergraduate class labeled PEP (Professional English Presentation) and had a discussion with Professors Masayuki Kato and Associate Professor Dr. Harumi Kashiwaki about possibility of research collaboration.
- Friday, October 10
 - Visit to Kobe University and joined a SOLAC seminar which was attended by staff from SOLAC as well as students and former students. It started with a summary presentation of Professor Okihara regarding a research trip he had made to Thailand with two assistant researchers in September 2008. After his presentation, the Thai counterparts made presentations about the work of School of Liberal Arts (SOLA), KMUTT.

Appendix 2: Questionnaire Form used

Grade:() Gender: (Female / Male) :

Please read the following questions and write the number of the answer which you agree with.

How long have you studied English? () years.

Q1 How much does primary-level English help you now?(for secondary students) ()

1 Very much. 2 Pretty much. 3 So-so. 4 Not so much. 5 Not at all.

6 Other ()

Q2 How much will English help in your job hunting? ()

1 Very much. 2 Pretty much. 3 So-so. 4 Not so much. 5 Not at all.

6 Other ()

Q3 How much do your parents value English in your life? ()

1 Very much. 2 Pretty much. 3 So-so. 4 Not so much. 5 Not at all.

6 Other ()

Q4 Do you think Thai is enough for daily life? ()

1 Yes, it's enough. 2 Mostly yes. 3 So-so.

4 Well, it's sometimes not enough. 5 No, it's not enough at all.

Q5 Do you think Thai is enough for studying at higher school? ()

1 Yes, it's enough. 2 Mostly yes. 3 So-so.

4 Well, it's sometimes not enough. 5 No, it's not enough at all.

Q6 Do you like English? ()

1 Yes, very much. 2 Yes, pretty much. 3 So-so. 4 No, not so much. 5 No, not at all.

6 Other ()

Q7 Are you good at English? ()

1 Yes, very much. 2 Yes, pretty much. 3 So-so. 4 No, not so much. 5 No, not at all.

6 Other ()

Q8 Do you want to communicate with foreign people in English? ()

1 Yes, very much. 2 Yes, pretty much. 3 So-so. 4 No, not so much. 5 No, not at all.

6 Other ()

Q9 Do you think you can communicate with foreign people very well? ()

1 Yes, very much. 2 Yes, pretty much. 3 So-so. 4 No, not so much. 5 No, not at all.

6 Other ()