

IMPLEMENTING CONTENT LANGUAGE INTEGRATED LEARNING (CLIL) IN TAIWAN-A REVIEW STUDY

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ABSTRACT

It is generally agreed that English has gradually become the common language for international communication. This phenomenon has led to the increasing adoption of English for Specific Purposes (ESP) and English-medium Instruction (EMI) in higher education, where English is considered as a powerful learning tool and language training has focused on improving college graduates' academic, professional and global competence. However, the effort is limited by traditional teaching approaches still favored in Taiwan's primary and secondary education. Up to now, English education in Taiwan has not prepared primary and secondary students to utilize English in a meaningful way. Today's English education has remained an academic subject, focusing on linguistic knowledge, to be learned in order to receive a high mark in university admission examinations and to reach a higher proficiency level in standardized tests. As a result, when these students go to higher education, where they have to use language to obtain content knowledge or to compete globally, they will find that they are not ready. The current presentation introduces a new approach to Taiwan's primary education by using Content Language Integrated Learning (CLIL). CLIL, known by educators in Europe and long proven to be successful in language acquisition, aims to create an environment where students learn a foreign language (such as English), while learning to use the non-native language to acquire subject knowledge. The goal is to make policy makers, educators and parents of young learners to gain insight into and re-envision a new way of learning English that prepares Taiwan's youngsters for the twenty-first century with global competence and lifelong learning skills.

Keywords: Content Language Integrated Learning (CLIL)

Introduction

1. Background of the study: the need to cultivate global competence

With globalization, English as a lingual franca (ELF) has become the goal of all English learning and evolved into an important academic language in international communication and publication. This phenomenon has led to the increasing adoption of English for Specific

Purposes (ESP) and English-medium Instruction (EMI) in higher education, where English is considered a powerful learning tool and language training has focused on improving college graduates' academic, professional and global competence (Tsou, Chen, Kao, & Tsai, 2016). However, in Taiwan's primary and secondary education, traditional teaching approaches which mainly focus on linguistic knowledge still dominate most English classrooms. Up to now, English education in Taiwan has not prepared primary and secondary students to utilize English in a meaningful way. Today's English education has remained an academic subject, focusing on linguistic knowledge, to be learned in order to receive a high mark in university admission examinations and to reach a higher proficiency level in standardized tests.

In order to equip our students with global competence, there is a trend in Taiwan to implement Content Language Integrated Learning (CLIL) materials to the primary education. CLIL, known by educators in Europe and long proven to be successful in language acquisition, aims to create an environment where students learn a second/foreign language (such as English), while learning to use the non-native language to acquire subject knowledge (Dalton-Puffer, 2002; Dalton-Puffer & Nikula, 2006). This approach is targeting to the same curriculum guidelines mandated by Taiwan's Ministry of Education for the primary and secondary education. The guidelines call for the development of core skills such as self-learning, interpersonal communication, teamwork, and meaningful social involvement to enable changes. The guidelines affirm the values of cross-disciplinary learning, practical work, and adaptive instruction to accommodate different learning needs. In CLIL classrooms, students gain exposure to the naturally-occurring second/foreign language through meaningful interactions (Coyle, 2004; Marsh, 2008).

2. Reviews of related literature

2.1 Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL), introduced in 1994, is an educational approach adopted by the European network of administrators, researchers and practitioners. Its context reflects Europe's needs for a single market and the common policy of multilingualism (Dafouz & Guerrini, 2009; *High Level Group on Multilingualism*, 2007; Marsh, Maljers, & Hartiala, 2001). The driving force behind CLIL can be traced to the European Union's multi-billion Euro educational project, The Erasmus Programme (European Region Action Scheme for the Mobility of University Students) established in 1987 and its successor project, Erasmus+, or Erasmus Plus, launched in 2014 (European Commission Press Release Database, 2013). As an approach and umbrella term, CLIL encompasses any activity in which "a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role" (Coyle, 2007).

Maljers, Marsh, and Wolff (2007) present an overview of European CLIL practices by having authors from twenty countries reflect on CLIL practices in their respective countries. The results indicate that CLIL program is positioned on a monolingual, bilingual or multilingual continuum accounting for different societal and contextual variables such as language choice, age of learners and level of competence (Cummins, 2003). The pedagogical aim of CLIL is to address the learning of languages, as well as subject matter knowledge, attitudinal and motivational approaches, and cognitive development (Craen, Mondt, Allain, & Ying Gao, 2007). In line with these aims, this teaching approach is beneficial as a result of the following (Coyle, 2004; Marsh, 2008):

- a) the learning of a foreign language is seen as more attractive when linguistic resources that offer a means of acquiring information are used;
- b) the use of the foreign language has a purpose;
- c) the learning of a foreign language is better when the information that is being acquired is seen to be interesting, useful, and has a clear end goal.

More importantly, CLIL advocates the obtaining of different knowledge and skills, according to what the subject is. It pays special attention to the development of academic skills that are determined by the age and cognitive and linguistic abilities of the students. It also emphasizes on the instruction of socio-cultural strategies, explicitly fostering activities which lead to the promotion of positive attitudes towards the speakers of the foreign language and towards their culture (Lantolf, 2000).

Numerous studies have indicated the effectiveness of CLIL approach in improving foreign language learning (Dalton-Puffer, 2002; Dalton-Puffer & Nikula, 2006), and development of students' cognitive abilities (Kowal & Swain, 1997; Gallagher & Morilla, 2009).

In Europe, CLIL has been implemented for many years and been proven to be successful and beneficial to young learners, providing both meaningful exposure and motivation for learning (Pavesi, Bertocchi, Hofmannová, & Kazianka, 2001). However, in Taiwan, primary school education still treats English as an academic subject and tends to focus more on vocabulary memorization, drill practice, and grammar instruction. The researcher believes that Taiwan's young learners can benefit from the CLIL approach to promote both language and content learning.

2.2 CBI (content-based instruction) and the reasons for choosing CLIL

It is not easy to distinguish between CLIL and CBI (Brinton, Snow, & Wesche, 1989; Coyle, 2007; Marsh, 2002; Stoller, 2007; Tarnopolsky, 2012). They share the same notion of integrating content-and-language-learning objectives. CLIL may be considered as a specifically European version of content-based instruction but includes a much broader complex of various approaches than CBI (Tarnopolsky, 2013).

CBI has been used in a variety of language contexts for the last twenty-five years. Its popularity and wider applicability have increased dramatically in the past ten years. More recently, CBI has extended into other settings K-12 classrooms (in both L1 and L2 contexts), university-level foreign language instruction, various bilingual education contexts in Europe, and English for Academic Purposes (EAP) programs (Grabe & Stoller, 1997). CBI has its theoretical root in the field of Second Language Acquisition (SLA) research. Krashen's (1982, 1985) comprehensible input hypothesis provided an early rationale for the development of CBI in second language contexts. His argument that language is best acquired incidentally through extensive exposure to comprehensible second language input has not only supported the use of CBI but has also been supported by the successful results of a number of L2 CBI programs. For instance, Canadian immersion programs, U.S. bilingual immersion programs, and the University of Ottawa sheltered programs for second and foreign language learners all provide effective examples of implementing CBI programs (Wesche, 1993).

Recently, Lantolf and others (Aljaafreh & Lantolf, 1994; Donato, 1994; Lantolf & Sunderman, 2001) have shown that Vygotskian-based concepts of 1) negotiation in the Zone of Proximal Development, 2) private speech, and 3) student appropriation of learning tasks are important notions in L2 learning. These notions are also really applicable to CBI contexts. Students in CBI classes have many opportunities to negotiate the knowledge that they are learning and to extend their knowledge at increasing levels of complexity as more content is incorporated into the lessons.

A final theoretical support for SLA for CBI follows Cummins's (1984, 2008) notion of Cognitive Academic Language Proficiency (CALP). He argued that many L2 students learn Basic Interpersonal Communication Skills (BICS) within a relatively short period of time (approximately 2 years in school). However, BICS are not sufficient for students to succeed in academic learning contexts. Students need to develop CALP if they are to succeed in academic second language learning contexts. The development of CALP takes longer time, usually from five to seven years or more. This notion is applicable to CBI because it is impractical to postpone content instruction while students develop more advanced academic language. At the same time, it also ignores students' complex educational needs. Therefore, CBI program provides a platform for students to develop their CALP while learning content knowledge.

Although both CLIL and CBI share the similar notion of integrating content-and-language-learning objectives, based on the reviews of both CLIL and CBI research, the current project tends to select CLIL as the theoretical background for the implementation of content-language integrated course in the elementary level in Taiwan. Reasons for emphasizing CLIL over CBI are the following important features of CLIL: (1) the applicability of translanguageing strategies in CLIL context, (2) the "win-win" situation could be created among students' native language (i.e. Chinese), foreign language (i.e. English) and content

knowledge, (3) the idea of using language as a tool fits better with students in EFL settings, and (4) the coherence and the continuous program (i.e. CLIL and then EMI courses) could be further established in Taiwan.

2.3 ELF in primary education

English as a lingua franca (ELF) has attracted a lot of attention in the language related research lately. The term “lingua franca,” originating from Italian, refers to the language that is used in communication between people who do not share a native language. Mauranen (2003) defines ELF as a “vehicular language” spoken by people not sharing the same first languages. Hence, ELF refers to the context where English is used as a means of communication between speakers who have different first languages (Murata and Jenkins, 2009). The ELF environment differs from traditional EFL classrooms in two respects. For one, ELF refers to the English language spoken by interlocutors who do not share a first language. In practice, the English being used in the ELF environment is not necessarily the same as the British or American English taught to non-native speakers around the world in the EFL classrooms (Jenkins, 2011). This is a result of the fact that English today is spoken more widely as a second or foreign language than as a mother tongue, with non-native speakers of English outnumbering native speakers (Mauranen, 2003). These ELF users have used English as an additional language to facilitate communication.

The ELF phenomenon has resulted in a paradigm shift in English learning, with Graddol (2006) announcing that global English may mean the end of the teaching of English as a Foreign Language (EFL). That is, the study of English is moving away from a specialized academic discipline for students of linguistics or literature, to a basic language skill to anyone aspiring to participate in today’s integrated economies and societies.

ELF has also impacted the global higher education and research community in significant ways as many non-native English speaking academic professionals use English as their professional language (Mauranen, Hynninen, & Ranta, 2010). Similarly, the rise of student mobility through exchange programs, international degree programs, and on campus EMI courses has meant that English has become an important tool for college students to facilitate learning and academic communication. Currently, as discussed in the problems identification section of this proposal, English learning in Taiwan has not reflected the changes and primary and secondary school teachers have not prepared students for ELF. However, changes in language education are to be expected as Taiwan adopts a more ambitious language policy (see below).

2.4 ELF impacts on global English Education

The demand for English communication has great implications for education across Asia. Nowadays, primary school children in several Asian countries are learning English as a compulsory subject (Bolton 2008; Kirkpatrick 2012). Taiwan’ Ministry of Education (MOE) has actively promoted the learning of English. Compulsory English was introduced to Grade 1

(age 7) in 2002, with 1 to 2 hours of instruction per week during the two 20-week semesters in each school year (Nunan, 2003).

In 2015, Tainan City announced its plan to adopt English as its official second language. The city, Taiwan's former capital city known for its cultural heritage, has aimed to build a bilingual city with competitive advantages, a place not only for tourists but for anyone interested in discovering the culture and history of Taiwan. For this project, the city set up the Second Official Language Office and announced a 10-year plan with 25 concrete projects. Among them are short, mid, long-term (3, 5, 10-year) goals for (1) creating a user-friendly public, business, and English-learning environments, and (2) enhancing language proficiency for resident groups including students, teachers, business owners, medical/police/fire protection officers.

One of the action plans involves a reorientation of the city's primary and secondary education, which calls for a greater role of English in classroom instruction. After one year of planning, the implementation phase kicked off in 2016. The plan is to begin with at least one class period (40 minutes) of a week, beginning with English classes and then the policy will be rolled out to other subjects. Similar plans are being introduced by other cities in Taiwan, including New Taipei City, Nantou County, Taitung County, and Changhua County. Currently, the general guideline for these English-taught classes indicates that English teachers will use 70% English and 30% Chinese.

2.5 Important features of CLIL on primary education

As mentioned in the introduction of this project, CLIL was selected due to the following important features: 1) the applicability of translanguaging strategies in CLIL contexts, 2) the "win-win" situation could be created among students' native language (i.e. Chinese), foreign language (i.e. English) and content knowledge, 3) the idea of using language as a tool fits better with students in EFL settings, and 4) the coherence and the continuous program (i.e. CLIL and then EMI courses) could be further established in Taiwan.

First, the idea of translanguaging includes a set of pedagogical strategies to help students use language and literacy in more academic ways. It permits students to appropriate all language practices as their very own, including those in Chinese and English, and those for academic purposes. The beauty of translanguaging strategies is that they can be carried out by different teachers in many different classroom contexts — monolingual general education classrooms, bilingual classrooms, English as a second language classrooms, even foreign language classrooms (Creese & Blackledge, 2010). As English is taught as a foreign language in Taiwan, students' language performance might be differed diversely based on their socioeconomic status, school locations, and teacher's qualification. The pedagogical notion of translanguaging could support various kinds of language course/program in the CLIL setting.

Second, in most EFL contexts, English is used more like a tool than one learned content subject. To meet learners' needs, the way of teaching English in different educational levels in EFL should focus on its communicative purposes; that is, the integrated curricula between the content knowledge and English language. In addition, learners' native language (i.e. Chinese in this case) plays a crucial role in assisting their comprehension on the content and cognitive development of a second language. This is especially true in the elementary level. The theoretical background of CLIL supports the integration of content knowledge and language, and the use of students' L1 as a repertoire to assist learning.

Finally, the application of CLIL program in elementary level could be viewed as a continuum for the ESP and EMI courses implemented in higher education in Taiwan. EMI courses have recently aroused widely discussion among scholars (Tsou & Kao, 2017). The notion of using English as a communicative tool has been clearly manifested in both CLIL and EMI courses. Therefore, CLIL is considered a better applicative system for elementary students in Taiwan.

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THE POLITICAL ECONOMY OF INTERNATIONALIZATION OF THAILAND'S HIGHER EDUCATION

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ABSTRACT

The development of Thailand's higher education can be traced back to early nineteenth century, when Rama V commenced the establishment of the country's education system in 1889 in pursuit of state modernization. King Rama V oversaw the establishment of eight professional schools aimed at providing training in the fields of politics, law, education and pharmaceutical science. On March 28, 1917, Chulalongkorn University, the nation's first university, was established. Since then, Thailand's higher education progressed steadily. From an academic viewpoint, the development of Thailand's higher education system is comparable to developments in domestic politics. Before the 1970s, bureaucratic polity dominated Thailand's higher education system, with the state possessing total control over the system. However, since the end of the Cold War, under the influence of the United States and globalization, the outbreak of student movements in Thailand led to the university raising direct challenges against the government. After the 1997 Asian financial crisis, Thailand's higher education system confronted the need for reform, with internationalization being a critical aspect.

After more than a decade of investment, in terms of internationalization, in what state is Thailand's higher education system currently in? Applying the triangle of coordination, this article seeks to analyze the political economy embodied by the triangular relationship in Thailand's higher education system involving state authority, academic oligarchy and the market. This article argues that the higher education system has fallen under the influence of marketization and universities returned to market competition as the golden standard. Thus only by strengthening the international competitiveness of universities can reforms in higher education be achieved.

Keywords: Thailand, Higher Education, Internationalization, Education Reform

Internationalization of Higher Education

In the literature on higher education, internationalization and globalization are often confused and used incorrectly. Globalization is a massive political, economic and social force that pushes higher education in the new century towards internationalization (Altback & Knight, 2007, p.290), and as such, globalization is considered as the process that influences internationalization. In simple terms, globalization transformed the landscape of internationalization, and internationalization changed education in the world (Knight, 2003, p.3). On the other hand, internationalization of higher education refers to the response of states towards globalization (Chalapati, 2007, p.29; Knight, 1999, p.14; Wit, 1999, p.2). In general, domestic and foreign driving forces make up the context for state adoption of internationalization in higher education, including market liberalization, an increase in interdependence, advancements in information technology and enhanced labor mobility across state borders (Lavankura, 2013).

According to academic studies (Knight, 1999, pp.17-21; Wit, 1999, pp.2-3), the primary reasons for internationalizing higher education include:

1. academic – professional development of the university, development of global competitiveness of departments and institutes, and the achievement of international standards in teaching and research
2. socio-cultural – a wish to enhance intercultural understanding and communication
3. political – political objective (control) was a main reason for internationalizing higher education before the second world war; higher education was also considered as an effective diplomatic tool
4. economic – the main motive for internationalizing higher education shifted from the political to the economic after the second world war. Internationalization is connected to economic and technological development of the state. Market becomes the main concern, or in other words, whether graduates can survive the intensity of global competition.

In the 1980s, the internationalization of higher education garnered attention, and by the beginning of the 1990s, the Organization for Economic Co-operation and Development

(OECD) also shed emphasis on the international aspects of higher education (Chalapati, 2007, p.9). Nonetheless, while the term “internationalization” appeared more frequently in discussions and conversations, considering that the definition of internationalization varies with specific culture and education system, an authoritative definition of the term did not exist. A number of academics have raised different definitions of internationalization. For example, for McBride (2012, p.159), internationalization of higher education refers to “specific policies and programs established by the state and education organizations that cater to international trends.” On the other hand, internationalization is also defined as “continuous and systematic efforts aimed at meeting the demands and challenges produced by globalization of the society, the economy and the labor market” (Nilphan, 2005, p.38).

For Wit (1999, p.2), internationalization is “the process of integrating international and intercultural dimensions into the teaching, research and service of schools.” This definition is later revised as “the process of integrating international, intercultural and global dimensions with the purpose, function and delivery of higher education.” As Knight (2003, pp.2-3) notes, process suggests that internationalization is a continuous effort in progress; “international, intercultural and global dimensions” is a combined concept; integration refers to the introduction of international and intercultural dimensions into policies and programs to consolidate the global dimension; and finally, “purpose, function and delivery” are terms usually used together.

According to academic analysis, four main factors make up the internationalization of higher education, including: (1) faculty: selection and human resource development, and professional development of faculty; (2) student: student oriented approach and activity oriented approach; (3) course development: the integration of global dimensions into existent courses and the integration of international and intercultural courses into the current curriculum; and (4) international strategic alliances: faculty and student exchange and joint dual-degree (Sangpikul, 2009, pp.5-6). In terms of strategies and plans for internationalization, four general categories can be identified: (1) academic plans: student exchange programs, recruitment of international students, visiting programs and internationalized courses; (2) academic and research collaboration: joint research projects,

international conferences and forums, and journal and book publication; (3) international relations and services: participation in international networks, oversea alumni organizations, and overseas or distance education; (4) extracurricular activity: student organizations and international and intercultural campus activities (Knight, 1999, pp.23-25).

On the other hand, factors that decide whether internationalization is successful include: (1) political reality and national security: for example, terrorism makes the acquisition in the US more difficult; (2) government policy and education cost: policies concerning tuition and visa application fee affect the willingness of foreign students to study abroad; (3) increase in domestic demand: more students choose to study abroad or enter international programs at home; (4) English ability: an increasing number of courses use English as the working language; (5) internationalized curriculum: students are increasingly receptive of international programs; (6) E-learning: distance education certificates from international programs are increasingly recognized; (7) private sector: private education is the fastest growing sector in terms of higher education in the world; (8) quality guarantee and control: insurance of the quality of higher education is an important issue (Altbach & Knight, 2007, p.303). The listed variables can be further integrated into three major factors: (1) external factors: policies, alliances and market; (2) internal factors: strategy, personnel and budget; (3) innovation: international and intercultural curriculum (Nilphan, 2005, p.43).

Another often discussed issue in the internationalization of higher education is student mobility (UNESCO, 2014). Some notable issues include: (1) the push and pull factors that influence student mobility; (2) the status of the state as the receiver or supplier of students; (3) the role of government in the process; (4) the categorization of education services; (5) the outcome and meaning of international student mobility; (6) policy implication (Tan, 2014). As such, this paper will examine and analyze the internationalization of higher education in Thailand, noting issues such as the meaning and reasons for internationalization, adopted strategies, keys for success and student mobility.

The Development and Reform of Thailand's Higher Education

A strong higher education system is critical for sustainable growth and development of a state. Higher education plays an important role in the creation and delivery of new

knowledge and the nurturing of students who can respond to the pressure of global competition (Bank, 2010, p.1). Modern education in Thailand originated during the reign of King Rama V (Chulalongkorn, 1868-1910). Under Chulalongkorn, Thailand adopted the European system of higher education and initiated the National Education Plan (Nitungkorn, 2001, p.461). In 1887, Thailand established its first central authority for managing 38 schools, 81 teachers and 1,994 students (Bank, 2010, p.16), and in 1892, the Thailand Ministry of Education was officially established (OEC, 2017, p.2). Since then, higher education was regarded as an important institution for the development of professional bureaucrats (Fry & Bi, 2013, p.292), and facilitated Thailand's successful transformation into a modern state.

In 1917, Thailand established its first university, Chulalongkorn University, an institution named after King Rama V. In 1932, after Thailand's transition into a constitutional democracy, several other professional schools were established, including Thammasat University (1933; law and politics), Mahidol University (1942; medical science), Silkaporn University (1942; fine art), and Kasetsart University (1943; agricultural science). In the 1960s, following the succession of General SaritThanarat as the Prime Minister of Thailand, and noting the goal of developing educated personnel outside Bangkok to push back the invasion of communism, the Thai government subsequently established Chiang Mai University (1964), KhonKaen University (1964) and Prince of Songkla University (1967).

After the end of World War II, Thailand began adopting the US higher education model; comprehensive universities began emerging, which signaled the popularization of higher education from elites to common individuals.¹ In the 1960s and 1970s, a number of higher education institutions came into being, including National Institute of Development Administration (NIDA), Asian Institute of Technology (AIT) and King Mongkut's Institute of Technology (KMUT). In addition, Ramhamhaeng University and SukhothaiThammathirat Open University – professional schools aimed at the further popularization of higher education – were respectively established in 1971 and 1979 (OHEC, 2013, pp.1-2). In this period, the Thai higher education system demonstrated three characteristics: (1) an emphasis on national

¹ In this period, a number of reasons led to the popularization of higher education, including: (1) the emphasis on credentialism, (2) popularization of primary and secondary education, (3) establishment of two continue education colleges in the 1970s, (4) participation of private universities and colleges, and (5) state policy on institution upgrade (Lao, 2015, pp.12-17).

development; (2) an emphasis on technological education in response to the need of industry; and (3) an emphasis on the relationship between education and the market (Lao, 2015, pp.36-37).

In 2004, Thailand adopted the Rajabhat University Act, an act that upgraded teacher's college to the university level in the hope of supporting regional development. In the same vein, Thailand also upgraded the Rajamangala Institute of Technology into the Rajamangala University of Technology and integrated professional colleges that spanned 40 campuses into 9 technology universities. As of September 2015, Thailand boasts 156 higher education institutions, including 81 national universities (including professional schools, autonomous universities,²Pathumwan Institute of Technology, normal universities and technology universities) and 75 private universities and colleges. In any sense, the massive expansion of Thailand's higher education system from merely 5 universities before the 1960s to 156 universities and colleges in 2015 is a wonder. Unfortunately, while the number of education institutions grew rapidly, the number of university and college students dropped due to Thailand's slow economy and low birth rate among other reasons. The number of university and college students fell from 2,054,426 in 2006 to 1,970,644 in 2009, and by 2015, the number continued to fall to 1,851,653 (OEC, 2017, p.30; Sinlarat, 2014, pp.72-73). Such a trend heightened the pressure of competition among schools, which began to turn to the student pool beyond the national border, in the hope of increasing its competitiveness at home through internationalization.

As officials and bureaucrats chronically served as part time instructors in national universities (in the early period, more than 80% of all bureaucrats served as part time instructors; the number dropped to 31% in 1973), the Thai higher education system was highly controlled and great obstacles stood before the path of reform. However, changes in the atmosphere and low birth rate meant that Thailand's higher education system had to adjust towards the market. Many educators hoped the government could relax its control and grant universities and colleges with more independence to train students who can meet the market demands.

²As former Prime Minister Thaksin Shinawatra noted, "all universities and colleges host business and administrative management programs, why can't universities manage themselves?" (OPS, 2002). On university independence and self-governance, see Sangmahachai (2002).

According to previous studies (Fry & Bi, 2013, p. 295; Kirtikara, 2001; Nitungkorn, 2001, pp. 468-469; OEC, 2003, pp. 7-8; Praphamontriping, 2010; Sinthunava, 2009, pp. 3-6), issues on development that the higher education system faced, which in turn established the main context for reform, include:

1. the objective of education policies in the past lacked coordination
2. expansions in fundamental education, economic growth and other institutional factors increased the social demand for higher education
3. improvements in information technology required higher education reform in order to meet the ideal of lifelong learning and develop competitive skilled labor
4. in the past, interaction between the higher education system and economic departments was limited; increased interstate competition as a result of globalization put pressure on the higher education system to reform
5. the 1997 economic crisis gave rise to the competition for public resources, which in turn exposed the narrow concentration of the budget and skilled labor
6. the demand for more efficient response towards changes at home and abroad, particularly against the arcane management structure
7. shortage of a state institution for supervising and supporting the higher education system
8. regional imbalance and inequity in the Thai education system³

In terms of education reform in Thailand, since Rama V, three periods can be identified: (1) the Chulalongkorn period (1868-1910); (2) the student movement period (1973-1980); and the post-financial crisis period (1997 -) (Fry & Bi, 2013, pp.292-299). Among the three periods, developments after the Asian financial crisis are perhaps the most notable.

Adopted in 1999, the National Education Act (1999)⁴ stressed the three principles of lifelong learning, community participation and the continued development of knowledge and the learning process. The NEA provided the driving force for a new wave of higher

³ Such regional imbalance remains in recent times. For example, in 2012, among 4,057 freshman students at Mahidol University, there were no students from more remote regions such as Si SaKet, Satun and Mae Hong Son (Fry & Bi, 2013, p.303).

⁴ On the National Education Act, see (DIC, 2000).

education reforms that include (Kirtikara, 2001, p.15; Sinthunava, 2009; Nitungkorn, 2001, pp.470-472):

1. reorganization of the education administrative system
2. autonomy of education institutions
3. redistribution of resource and investment for education
4. the use and accountability of public resources
5. quality assurance and evaluation of higher education
6. participation of the private sector⁵

Meanwhile, according to regulations, on July 7, 2003, the Ministry of Education, the Ministry of University Affairs, and the Office of the National Education Commission (ONEC) – the chief authorities for education affairs – were integrated into a single ministry with six subordinate offices (Chalapati, 2007, p.59; Sirichana, 2002, pp.6-7):

1. Office of the Minister
2. Office of the Permanent Secretary
3. Office of the Education Council
4. Office of the Basic Education Commission
5. Office of the Vocational Education Commission
6. Office of the Commission on Higher Education (OCHE)

Directly related with higher education, the OCHE is responsible for (1) providing policy suggestions and plans for the advancement of higher education, (2) establishing standards compatible with international demands, (3) suggesting resource redistribution structure for higher education, and (4) supervising and evaluating the management of higher education (OCHE, 2013, p.4).

Internationalization of the Thai Higher Education System: Past and Present

In general, Thai universities have four functions and missions that are related to the internationalization of higher education (Mayot, 2001, pp161-163; Nilphan, 2005, p.304):

1. Teaching: increase the global competitiveness of graduates; increase the

⁵The adoption of the student loan act in 1998 is considered as the critical factor for the mass emergence of private universities and colleges (Praphamontripong, 2010).

number of international programs; increase academic exchange and cooperation with universities and colleges abroad

2. Research: advance research ability, understanding of related fields abroad and mutual cultural understanding through international cooperation

3. Service: strengthen service activities and improve knowledge sharing with foreign institutions through international cooperation

4. Cultural literacy: increase student understanding of intercultural developments and support the establishment of Thai cultural centers and Thai study programs abroad

On the outset, the goal of Thailand's internationalization of its higher education was to respond to the changing environment under globalization. As the First 15 Year Long Range Plan on Higher Education of Thailand (1990-2004) points out, the internationalization of higher education should aim at attracting international attention towards Thai universities and colleges, increasing the status and economic competitiveness of Thailand in the international community, and improving and maintaining Thailand's national image and relations with other countries (Nilphan, 2005, p.304). In addition, other aspects that are emphasized include: (1) opportunity and equality, (2) efficiency and accountability, (3) quality and excellence, (4) internationalization and regionalization, and (5) privatization and entrepreneurship (Chang, 2004b). Corresponding to the established goals, in 1991, Thailand convened the first national forum on the internationalization of higher education.

In the Seventh National Higher Education Development Plan (1992-1996), Thailand stressed the importance of increasing economic, technological and cultural cooperation with other countries, and the vital role of the higher education system in the plan. Universities and colleges were deemed with the tasks of providing support for both regional and domestic research activities and academic exchanges abroad (Nilphan, 2005, p.305). In the succeeding Eighth National Development Plan, Thailand emphasized internationalization and regionalization and established three dominant objectives: (1) improve the international competency of Thailand's higher education system, (2) increase the international competitiveness of university faculty and students, and (3) establish Thailand as a leader in academic development in Southeast Asia (Nilphan, 2005, p.306).

Aside from severely damaging domestic politics and Thai economy and society on various fronts, the Asian Financial Crisis also generated a crisis in the Thai higher education system. Decrease in the number of student enrollment indirectly contributed to the massive reduction in education revenue, which fell from 299.6 billion Baht in 1997 to 196.8 billion Baht in 1998 (Achava-Amrung, 2002). Nonetheless, while financial turmoil caused the Thai government to slightly waver in its internationalization policy (Lavankura, 2013, pp.665-666), some factors indirectly created opportunities for the internationalization of higher education as well. For example, as state budget decreased, universities and colleges subsequently demanded central authorities to reduce financial and administrative intervention and increase the autonomy of higher education institutions. In the meantime, high unemployment rate also increased the interest of professionals such as lawyers, engineers and management personnel to enter the academia while reduced government support allowed institutions the opportunity to merge underperforming departments and increase their overall competitiveness. Finally, due to heavy depreciation of the baht, the cost of studying abroad increased greatly and discouraged many students from studying oversea. The result was that more students enrolled in international programs at home and increased the progress of internationalization of Thailand's higher education (Atagi, 1998; Nilphan, 2005, p.120).

In the Second 15-Year Long Range Plan on Higher Education of Thailand (2008-2022), Thailand positioned itself as the leader of higher education in ASEAN and learnt from the development experience of Europe (McBride, 2012, p.169). The second 15- year plan consists of two parts. Part one describes the influence of the global economy and local community on the society and higher education system of Thailand centered on seven issues, including: (1) demographic change, (2) energy and environment, (3) employment, (4) political conflict and violence, (5) local distribution of power, (6) student and young adult, and (7) "sufficiency economy" as proposed by Rama IX. Part two outlines effective response towards issues related to higher education, including: (1) the connection between basic, professional and higher education, (2) popularization of higher education institutions, (3) academic governance and management, (4) state competitiveness, (5) education budget, (6) human resource development of instructors, (7) reinforcement of university networks, (8)

education planning in the southern regions of Thailand, and (9) infrastructural establishments in higher education (Bank, 2010, p.28; OHEC, 2013, pp.10-20). The Thai education authority hoped to boost the number of international students in the country from 20,000 to 100,000 people through the plan (Lek, 2014). The following sections detail the internationalization of Thailand's higher education from different aspects.

First, in terms of the number of foreign student recruitment, by the end of 2002, Thailand recruited 4,343 students from abroad, including 946 from China, 619 from Vietnam, 380 from Myanmar, 131 from Laos and 61 from Cambodia (Chang, 2004a). By 2008, the number expanded immensely to 16,361, with 7,301 incoming Chinese students making up 44.62% of all international students recruited for the year, followed by 1,301 from Laos (7.95%), 999 from Myanmar (6.11%), 984 from Cambodia (6.01%), 895 from Vietnam (5.47%), 828 from the US (5.06%), 403 from Japan (2.46%), 344 from India (2.10%), 340 from South Korea (2.08%) and 328 from Bangladesh (2.00%). In terms of schools with the highest number of foreign student recruitment, Assumption University led all schools, followed by Mahachulalongkornrajavidyalaya University, Mahidol University, Burapha University and Rangsit University. In 2009, the number of international students studying in Thailand reached 19,502, with 11,177 enrolled in national universities and 7,875 enrolled in private universities and colleges. Once again, Chinese students were the biggest group, with 8,993 students studying in Thailand, followed by 1,254 students from Laos, 1,205 students from Myanmar, 1,141 students from Vietnam and 1,009 students from Cambodia (Sinlarat, 2014, pp.74-76). In 2012, the number of international students in Thailand reached 20,309, distributed across 103 higher education institutions in the country. Assumption University attracted 4,179 students, followed by Mahachulalongkornrajavidyalaya University (1,276 students), Mahidol University (1,233 students), Ramkhamhaeng University (1,004 students) and Dhurakij Pundit University (598 students) (OHEC, 2014).

Regarding the leading destinations for Thai students who chose to study abroad, the US led all countries in the category – attracting 9,021 students – followed by Australia (5,014), the United Kingdom (3,940), Japan (1,631) and Germany (1,023) (Bank, 2010, pp.39-43). In 2007, 24,485 Thai students chose to study abroad, with the US serving as the top destination – making up 37.09% of all students who studied abroad – followed by

Australia (19.95%), the UK (18.55%), Japan (7.04%) and Malaysia (3.47%) (Sinlarat, 2014, p.77).

In terms of joint degree programs administered by Thailand and other countries, in 2013, Thai institutions collaborated with institutions around the world on 158 programs, including 7 joint dual degree programs, 56 joint degree programs, 78 national degree programs and 17 other programs. China was the leading collaborator, with 60 active programs, followed by the US (29), the UK (16), Australia (12) and Japan (12). Taiwan administered two programs with Thai institutions. In terms of Thai universities and colleges, Chulalongkorn University was the leading institution in the category, with 20 active programs, followed by Mahidol University (11), Kasetsart University (10), Rangsit University (9), HuachiewChalermpraklet University (8), Prince of Songkla University (8) and Burapha University (7) (Sotthibabdhhu, 2013).

Regarding international programs established in Thailand, in 2004, Thailand hosted 520 programs, including 176 undergraduate programs, 217 graduate studies programs and 127 doctoral programs (Chang, 2004a). The number increased annually and by 2012, Thailand hosted 1,017 international programs. By 2013, the number of international programs peaked at an unprecedented 1,044 programs (OHEC, 2014). However, in 2014, the number of programs took a staggering fall to 769, including 247 undergraduate programs, 270 graduate studies programs and 224 doctoral programs (OEC, 2017, p.58; OHEC, 2015). Most programs were offered by public institutions. The sharp decrease in international programs has a severe impact on the internationalization of Thailand's higher education.

Finally, in terms of cooperation agreements signed between Thailand and other countries, in 2011, Thai universities concluded 2,171 MOUs with foreign institutions, with Kasetsart University leading the way with 295 agreements, followed by Thammasat University (259), Mahidol University (233), Chulalongkorn University (190) and KhonKaen University (185). Regarding national distribution, Japan was the leading country, with 372 MOUs, followed by China (300), the US (270), Australia (148) and France (102). Taiwan concluded 79 MOUs with Thai universities and ranked eight among all countries that cooperate with Thai institutions (BICS, 2011).⁶ According to a press statement released by

⁶National Taiwan Normal University concluded 12 MOUs and ranked fourth among all universities. Other Taiwan universities in the list National Taitung University (7 MOUs, ranked 21st), National Chung Hsing University (6 MOUs, ranked 35th) and Tungfang Design University (6 MOUs, ranked 36th).

Taiwan's Ministry of Education dated March 30, 2012, over the years, Taiwan and Thailand have concluded a total of 360 cooperation agreements. At the Third Taiwan-Thailand Higher Education Forum, then Taiwanese representative in Thailand Chen Ming-zheng (陳銘政) announced that universities and colleges between the two countries have already concluded 421 cooperation agreements on education. In 2015, 25 MOUs were concluded at the Fifth Taiwan-Thailand Higher Education Forum in Hua Hin, a sign of rapid development in bilateral cooperation on higher education in recent years.

In sum, based on academic analysis and the previous discussion, we can notice that Thailand's internationalization of its higher education mainly revolves around four concepts: (1) English ability, (2) faculty and student mobility, (3) development of international programs, and (4) an emphasis on global awareness for participation in a globalized world (McBride, 2012, pp.161-165). Noting the internationalization of Thailand's higher education over the past decades, several aspects continue to demand for improvement, including (1) a lack in English competency, (2) shortage in budget and imbalance in resource distribution, (3) inefficiency of internationalization policies, and (4) lack of faculty and students who can compete on the international level (McBride, 2012, pp.176-186).

Conclusion: The Triangle of Coordination in Thailand's Higher Education

When discussing the national issue of higher education, the "triangle of coordination" proposed by Burton Clark (1983) serves as a very useful analytical framework. According to Clark, the higher education system is basically at the center of a coordination triangle formed by state authority, the market and academic oligarchy. State authority can be subdivided into the categories of bureaucratic authority and political authority; academic oligarchy consists of established scholars and schools; the market denotes informal institutions such as the consumer market (student preference), labor market (faculty) and institution market (prestige of institution) (Lavankura, 2013, pp.47-49). Each higher education system is located differently in the triangle of coordination depending on domestic conditions. For example, the US system is located near the market while the Japanese system is situated between the market and academic oligarchy. The British system sits near academic oligarchy while the French system sits between state authority and academic

oligarchy.

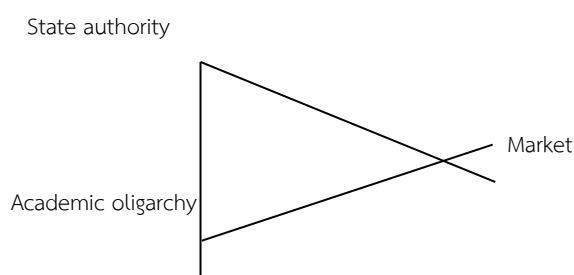


Figure 1: Triangle of Coordination

According to academic analysis, the development of higher education in Thailand was similar to the development of the country's political system (Lavankura, 2017). In the historical phase (1900 – 1970s), as bureaucratic polity characterized Thailand (Riggs, 1996), the bureaucracy not only directed the development of Thailand's political economy, it was also at the helm of the higher education system – the education system was under state control. In this period, national universities mainly served as training institutions for bureaucrats, a phenomenon that could be observed from Mahidol University's focus on training bureaucrats who specialize in medical science, Kasetsart University's concern for training bureaucrats in the agricultural science, and Silkaporn University's focus on the fine arts.

Following the transformation to constitutional monarchy in 1932, the Thai government fell under the control of the military, which in turn dominated the higher education system.⁷Bureaucrats basically served as instructors in universities until 1967, when Thailand finally adopted a professional academic system. In the bureaucratic polity period, the higher education system of Thailand demonstrated the following characteristics: (1) bureaucratic training was the chief purpose of universities; (2) the state possessed strong control over universities; and (3) the structure, regulation and value of universities and colleges were all centered on the bureaucracy (Lavankura, 2017). In other words, the development of higher education in Thailand mainly reflected state direction and a higher regard for bureaucratic values than the academia. As such, the situation of Thailand was located near state authority in the triangle of coordination.

⁷The Sarit government controlled higher education institutions through two ways: (1) establishment of the national education council office to oversee university management, and (2) assignment of military man as the president of national universities (Lavankura, 2017).

In the 1970s, great change swept over Thailand – the Thai economy began to take off, democratization commenced, and bureaucratic influence weakened steadily. Civil society expanded, evidenced by the emergence of politicians elected by the mass, technocrats, civil officials, academics and a growing middle class. In terms of higher education, numerous student movements broke out in the country while universities and colleges began challenging government authority. The triangle of coordination underwent change at this time; analysis on the higher education system shifted from bureaucratic polity to neo-pluralism and institutionalism (Lavankura, 2017). In other words, Thailand began to relax its higher education system and the state lifted its control on universities and colleges. Meanwhile, civil society expanded while influence of the market began entering the higher education system. Externally, the Thai society and economy were changing and business sought skilled labor provided by the domestic education system. Domestically, universities and colleges underwent administrative reform while private institutions began to emerge; higher education returned to the tenet of market competition (Nilphan, 2005, ch.2).

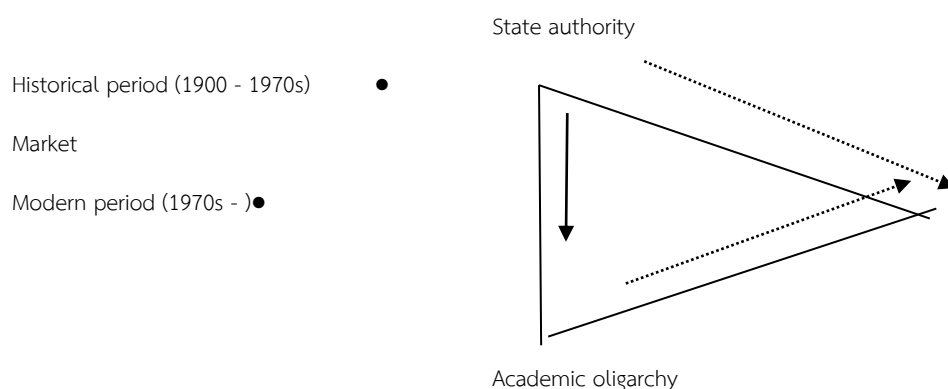


Figure 2: Triangle of Coordination in Thailand's Higher Education System

Through the preceding analysis, we can observe that after the 1970s, influence of the market induced Thai universities to return to market competition. Meanwhile, the Asian Financial Crisis produced pressure for reform in higher education. Under such condition, whether in terms of recruitment of international students, Thai students studying abroad, cooperation agreements with foreign institutions or establishment of international programs,

Thai universities have continued to strengthen their global competitiveness in recent years. Nonetheless, challenges from globalization and low birth rate remain, with the internationalization of higher education demonstrating itself as the potential solution.

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STUDENTS' SATISFACTION WITH THE USE OF SCAFFOLDING TO ENHANCE INTERACTIONAL COMPETENCE IN THE EFL SPEAKING CLASSROOM

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ABSTRACT

This article reports students' satisfaction with the use of scaffolding to strengthen interactional competence of Thai students in the EFL speaking classroom. Thirty eight of third year English major students at Chandrakasem Rajabhat University were asked to answer a 20-item questionnaire. The study revealed that scaffolding stimulated the participants to work in groups and help each other to achieve the outcome. Moreover, it offered rooms for participants to discuss and share ideas intrinsically and more productively. Lastly, it encouraged the participants to have more confidence to speak English.

Keywords: Scaffolding, Interactional competence, EFL speaking classroom, satisfaction

Introduction

It is always a challenge for second or foreign language learners to speak English effectively. In the same way, as a means to improve students' speaking skills, there were a shift of changes of teaching methods and teaching focuses. In the early stage, the teaching focused largely on communicative competence (CC). Hymes (1972, p. 282) claimed that CC comprised "both (tacit) knowledge and (ability for) use". He believed that a child needed to know both grammatical rules and appropriateness to form a sentence. Further, a child acquires competence when he/she knows where/when not to speak, what is appropriate to talk about and to whom, where to talk, and what manner they should have. Similarly, Canale and Swain (1980) pointed out that competence derived from the 3 key components, namely grammatical competence, sociolinguistic and discourse competence, and strategic competence. However, there were criticisms against Hymes, Canale, and Swain due to the impracticality of real communication. By then, the new term interactional competence (IC) was coined with the claim that it could offer more practical views on actual communication and collaboration between the speaker and interlocutors. In 1986, Kramsch was the first to argue that "communication is co-constructed by participants in communication" (Galaczi 2013, p. 1) and for that "it allows us to concentrate more on the ability of learners to communicate intended meaning and to establish joint understanding" (Walsh 2012, p. 2-3). To this point, it is guided that all participants gather together to interact to create meaning

as Tecedor (2016, p.24) stated that IC “poses a view of interaction that is social rather than cognitive”. Young added to Kramsch’s argument further that IC allows participants to co-construct knowledge and that “knowledge and skills are local” (2013, p.20). The term ‘local’ refers to the specific practices that participants share in common in conducting knowledge and to him interactions between participants occur in a more informal way. Likewise, Riley (1996) argued that it took two to tango. He claimed that, CC was “neither dyadic nor intersubjective” (p.119). He pointed out that such concept relied heavily on the individual rather the interaction in pair. Moreover, he described that CC lacked interpretative dimension (p.120). Finally, he pointed out that by the means to produce appropriate utterances “participants are deprived of all real autonomy” (p.123). He explained that as humans, we are not always willing to follow the pre-subpositions or the implications of discourses produced by the speaking partner. On the contrary, we may argue, challenge, or persuade to change their minds (p. 124).

To practice IC in classrooms, Walsh (2012) proposed the conceptualization of classroom interactional competence (CIC) and suggested strategies called ‘space’. Firstly, teachers should provide some time for learners to think and process information. Therefore, teachers should extend wait time (pausing) a little longer to allow students to take turns. Secondly, the teacher should not correct students’ mistakes all the time unless they are necessary. Thirdly, the teacher should give explicit signposting in instructions to learners. It should be clear whether the teacher demands the whole class, the group, or the individual to correspond with. Fourthly, the teacher should not interrupt students in the middle of conversation. Students should have a chance to fully elaborate their opinions especially for a complicated topic. Lastly but importantly, the teacher should make sure that students’ contributions are accurate and logical. To do so, the teacher may ask students to clarify their points and this strategy is called seeking clarification.

Through this point, although CIC is seen as a conceptualization where teachers and students acquire more opportunities to maximize their teaching and learning abilities and where both collaborate to produce mutual agreement of discussion, its framework is rather imprecise. Responding to this fact, the researcher decided to integrate scaffolding teaching method with Walsh’s CIC framework to strengthen students’ IC. In this research, the researcher integrated Walsh CIC (2012) with the scaffolding teaching method with the aims to develop the participants’ IC and to stimulate participants to produce more productive and meaningful utterances.

Literature Review

Lipscomb, Swanson, West (2004) and Scheb-Buennner (2013) defined ‘scaffolding’ as a form of tutorial or assistance given by the expert in order to help the novice/learners to achieve the tasks that are slightly beyond their current ability. Wood, Bruner, and Ross (1976,

p. 98) were the first to introduce the scaffolding instructions as a tutorial method in assisting learners to complete the tasks. The six scaffolding instructions include 1) *recruitment* - the process where the teacher attempts to do something to gain learners' interests and prepare them to do the following tasks, 2) *reduction in degrees of freedom* - the act of simplifying and helping learners reduce difficulties in performing the tasks, 3) *direction maintenance* - the teacher's attempt to ensure that students keep the objectives in focus, 4) *marking critical features* - the guidance when discrepancy occur among learners, 5) *frustration control* - the attempt to help students reduce stress and frustration to do the tasks, and 6) *demonstration* - the example to show how the tasks should be done. In 1996, Lier added that teachers should be more patient to bear with students' failure and understand that mistakes are likely to occur during scaffolding. He explained further that participation should occur naturally instead of forcing. Importantly, he created the new instruction called '*handover/takeover*' explaining that when students understand or know how to comprehend the input they will have more confidence and learn to take over and do the tasks by themselves. In 1999, Zhao and Orey (1999) made some changes to increase the effectiveness of teaching and learning. They pointed out that teachers must consider students' interests and task goals have to be explained clearly from the very beginning. In addition and teachers' assistance must be given in time and must not hinder learners from participating in the tasks. Pentimonti and Justice (2010) divided scaffolding strategies into 2 levels. For low support strategies, the teacher only acts as a facilitator to assist students and students are assumed to do the tasks that are a bit advance for their level of comprehension. The teacher can ask students to discuss beyond the content (generalizing), explain why something happened or will happen (reasoning), and set a hypothesis to describe what might happen next (predicting). On the contrary, high support strategies demanded the teacher to devote great effort in assisting students. The teacher may ask students to prompt them to produce a correct answer (co-participating), choose the correct answer within the given choices (reducing choices), and help them to give a correct answer by providing the model (eliciting). Importantly, to bring about meaningful discussion, participants in this research were asked to negotiate meaning during scaffolding. Foley (2012) suggested that meaning negotiation can be done in many ways, for instance, comprehensible check (ask questions to check understanding), confirmation check (ask to ensure that they understand the input correctly), clarification request (request more details), repetition (request for more explanation), or paraphrasing (ask them to create self-descriptions in a different way).

Objective

To describe students' satisfaction with the use of scaffolding and how this teaching method facilitated and benefited them in terms of interactional competence in speaking

English.

Methods

1. Teaching Framework

To form participants into groups, the researcher gave a 10-minute English speaking test to each participant in order to evaluate their communicative competence. The conversations between the researcher and participants were recorded in audio files. Later, the recordings of conversations were examined by the researcher and 2 English experts who teach in English Program at Chandrakasem Rajabhat University (CRU) to sort participants into 3 levels of communicative competence (high, medium, and low). In this research, to increase scaffolding effectiveness, participants with different levels of communicative competence (high+ medium+ low) or (medium+ low) were mixed and assigned to be in groups of 4 or 5.

To elicit more meaningful discussion, a topic was given and participants were asked to do some research in advance. Nevertheless, to perform a group discussion, the unseen questions were given and participants had only 10 minutes to scaffold with group members or the teacher to answer the questions. To answer each question, participants were encouraged to negotiate meaning and discuss until the group consensus was made.

The framework was adapted from Clark and Graves (2005) and Brown and Broemmel (2011) and was divided into 3 stages as can be seen in Table 1 below.

Table 1: Scaffolding Framework

Stage 1: Orientation	Stage 2: During Intervention	Stage 3: After Intervention
<p>In this stage, the teacher was required to:</p> <ol style="list-style-type: none"> 1. Introduce a topic and relate it to students' lives 2. Motivate students to think along and participate 3. Help students to recall their backgrounds or prior knowledge 4. Pre-teach concepts and suggest strategies 5. Simplify lessons 6. Assign group discussion 7. Give demonstration 8. Give support as needed 	<p>In this stage, students were required to present their findings. They were encouraged to:</p> <ol style="list-style-type: none"> 1. Think beyond the context to reflect reality and share opinions within their cultures. 2. Negotiate meaning by predicting, comparing, proving the point, giving examples, discussing the pros and cons, or describing the feasibility. 	<p>In this stage, the teacher was obliged to:</p> <ol style="list-style-type: none"> 1. Build connection to bridge students' prior knowledge to new knowledge they have learned. 2. Conclude the discussion and highlight the group mutual agreement 3. Provide feedbacks 4. Re-teach if needed 5. Evaluate the students' performance

2. Data Collection

The questionnaire was distributed at week 16 to third year English major students who enrolled in ENGL3202 Diction and Speech Course in the second semester of academic year 2016 at CRU. Additionally, video recordings of participants' group discussion were also used to support questionnaire findings.

3. Participants

The target population of the study were 72 third year English major students who enrolled in ENGL3203 Course in both sections 101 and 102. However, only 38 students who enrolled in section 102 volunteered to participate in this study and allowed the researcher to record videos of their group discussions throughout the Course. Hence, the data were collected from the volunteered group.

4. Research Instruments

4.1 The Questionnaire

The domains measured in the questionnaire were adapted from Phungdee and Krongyut (2013). Before distributing the questionnaire, three experts were asked to validate the questionnaire's validity. Moreover, Alpha Coefficient Reliability was used as a statistical method to find the reliability of the research instrument. To facilitate students' understanding, the questionnaire was translated into Thai. The participants were asked to indicate the level of their agreement with each item on a 5-point Likert scale and write additional comments in Thai. The questionnaire comprised 20 items and was divided into 5 domains. Items 1 to 3 were created to measure satisfaction with the teaching contents. Items 4 to 6 were made to measure the teaching performance. Items 7 to 16 were designed to measure feedbacks on teaching activities. Items 17 to 18 were used to collect students' opinions on evaluation. Lastly, items 19 to 20 were launched to ask about the benefits of scaffolding teaching method. Out of 38 copies of questionnaire, 36 copies were completely answered.

4.2 Video Recordings of Students' Group Discussion

The video recordings helped the researcher to see more details of teaching instructions, speaking activities, students' responses, and learning atmospheres in the classroom and were used as the back-up to support the findings from the questionnaire.

Results and Discussion

The participants' satisfaction can be interpreted in 5 levels including strongly disagree (SD), disagree (D), undecided (UN), agree (A), and strongly agree (SA). The research results can be seen in Table 2 below.

Table 2: Participants' satisfaction towards the scaffolding teaching method (N = 36)

Criteria/ Items	SD	D	UN	A	SA
Teaching Contents					
1. The teaching contents open opportunities for learners to interact in every day conversations.	0	1	3	16	16
	(2.77%)	(8.33%)	(44.45%)	(44.45%)	
2. The level of the teaching contents is suitable to students' knowledge and background in English.	0	0	1	21	14
		(2.77%)	(58.34%)	(38.89%)	
3. The teaching contents and given speaking topics are interesting, versatile, and met students' interests.	0	1	5	22	8
	(2.77%)	(13.88%)	(61.12%)	(22.23%)	
Teaching Performance					
4. The teacher's teaching helps me to understand lessons and do activities better.	0	0	2	9	25
		(5.55%)	(25%)	(69.45%)	
5. The teacher encourages me to work in group and participate with other classmates to learn.	0	0	0	6	30
		(16.66%)	(83.34%)		
6. The teacher always assists me when problems occur while doing the activities.	0	0	1	20	15
		(2.77%)	(55.56%)	(41.67%)	
Teaching Activities					
7. The teaching activities are interesting and useful.	0	0	5	21	20
		(13.88%)	(58.34%)	(27.78%)	
8. The teaching activities support students to collaborate to work and learn lessons in groups together.	0	0	2	8	26
		(5.55%)	(22.23%)	(72.22%)	
9. Group work helps me to learn from group members.	0	1	1	15	19
	(2.77%)	(2.77%)	(41.67%)	(52.78%)	
10. I have a chance to do research to seek information, express my opinions, and practice English skills.	0	0	1	13	22
		(2.77%)	(36.12%)	(61.11%)	
11. The speaking activities in class help me to feel more confident to speak English better in an individual task.	0	1	1	15	19
	(2.77%)	(2.77%)	(41.67%)	(52.78%)	
12. The group activities support me to solve unexpected problems and help me to adjust myself better in dealing with other classroom problems.	0	0	3	16	17
		(8.34%)	(44.44%)	(47.22%)	
13. I have a chance to discuss with classmates to exchange ideas and opinions through classroom activities.	0	0	2	16	18
		(5.55%)	(44.44%)	(50.01%)	
14. The teaching activities promote students to share experiences and feelings to classmates.	0	1	6	19	10
	(2.77%)	(16.67%)	(52.78%)	(27.78%)	

15. The teaching activities open opportunities for me to express my own identity and speak what I think.	0	1	5	14	16
	(2.77%)	(13.88%)	(38.89%)	(44.44%)	
16. I feel relaxed and less stressful in doing class activities.	0	9	15	8	4
	(25%)	(41.66%)	(22.22%)	(11.11%)	

Evaluation

17. I'm aware of and clearly understand the judging criteria that are used to evaluate my performance in doing classroom activities.	0	1	0	15	20
	(2.77%)			(41.67%)	(55.56%)
18. The evaluation has been done clearly and reasonably.	0	1	2	14	19
	(2.77%)	(5.55%)	(38.89%)	(52.78%)	

Benefits

19. I think this teaching method is useful in developing my English skills.	0	0	0	14	22
				(38.89%)	(61.12%)
20. I think this teaching method is useful for my future career.	0	0	0	13	23
				(36.12%)	(63.89%)

According to Table 2, the overall results indicated that the participants expressed their highest satisfaction (83.34%) to the item number 5 that scaffolding opened opportunities for the teacher to encourage participants to work in groups. Relating to the highest satisfaction, the second highest satisfaction (72.22%) was given to the item number 8 that participants were exposed to share knowledge and learn from each other experiences through group work. Further to the participants' comments in the open-ended questionnaire, 15 participants (41.67%) gave positive comments that group work promoted them to learn to compromise, adjust, and participate in speaking group discussions better. Two obvious comments that can best describe the learning effectiveness through group work were:

"I think it's very challenging that we were assigned to work with group members who have different speaking abilities. We shared many experiences and we relied on each other and for that we knew each other better. I felt good to see development of speaking skills of my friends."

Questionnaire No. 20

"I have learned many things from this subject such as doing research before making a presentation, being a good audience and speaker and working on time management. I learned from my mistakes and teacher's comments motivated me to keep practicing. I think it's not easy for 5 people to say everything within 10 minutes, but we could do it."

Questionnaire No. 34

These research results were in line with Nguyen's research (2013) that peer scaffolding appeared to be beneficial and highly valuable to participants. She claimed that it

helped students overcome challenges such as lack of ideas, and limited content knowledge. It also helped to develop presentation skills, increase motivation, and confidence to complete the tasks.

The third highest satisfaction (69.45) was given to the item number 4. The majority of participants strongly agreed that it was easier for them to understand and participate in group discussion when the teacher adopted scaffolding as the teaching method. Regarding evidences from the video recordings, it was discovered that there was a strong relationship between the teacher's recruitment and the participants' ability to negotiate meaning. In other words, participants negotiated meaning better when the teacher prompted them to do the task and offered them a chance to involve the discussion intrinsically. For example, if the topic is about social media problems, during the orientation stage, participants should be allowed to select the problem they are interested in. To prompt them, the researcher may ask them to share their backgrounds and discuss when and how did such problem occurred. Next, during the intervention stage, the teacher may ask the participants to propose possible solutions and ask them to show the feasibility and practicality of their solution. By doing so, it promoted more chances for participants to share insight opinions, personal experiences, and produce utterances that were more realistic and closely related to them as Bain (2004) stated that when students learn the lessons intrinsically they would be able to solve problems, analyze, and synthesize effectively and logically. Verenikina (2008) also supported that students became self-motivated lifelong learners once the offered lessons were based on their interests and motivation to learn.

The item number 20 was ranked as the fourth highest satisfaction (63.89%). Eight participants (22.23%) shared comments that scaffolding aroused them to organize their thoughts more logically and helped them to fit in with the others better. They also have more courage to share personal views and listen to peer's voices. They believed that both thinking and social skills will benefit them when they work.

The fifth highest satisfaction was voted to the item number 19. The majority of participants (61.12%) strongly agreed that scaffolding supported them to gain more confidence in speaking English. Seventeen participants (47.23%) answered the open-ended questionnaire in the same way that they became more confident to speak English in front of many people regardless of their English grammatical mistakes. Two of them pointed out further that they realized now that it was not necessarily to speak in sentences. Instead, simple words and short phrases could be more powerful and understandable when the focus was more on the meaning. On top of that, they knew that the more competent peers in their groups would be there to assist them until their points were delivered successfully. The evidence from video recordings revealed that on the latter classes of scaffolding, the participants could handle the group discussion without relying on the teacher's assistance. They learned to overcome problems by themselves and became more independent. Lier

(1996) called this occurrence as ‘handover/takeover’ when students understand and know how to comprehend the input and carry confidence do the tasks by themselves.

Nevertheless, though participants were generally satisfied that they were exposed to have practical English discussion very often, the percentage in item 16 indicated that they were quite stressful in doing the class speaking activities. This was due to the fact that they were asked to have a group discussion almost every week and demanded to do advanced research on the given topics. Thus, it was quite natural for them to feel less relaxed.

Conclusion

It is hoped that this research will help EFL English teachers to gain more understanding of interactional competence (IC) and scaffolding instructions. To apply scaffolding as a teaching method, teachers are required to have well-preparation of the teaching framework and sufficient understanding of scaffolding instructions and knowledge of the subjects taught. Teachers need to be sensitive to students’ limitations and weaknesses so they can assist students more effectively when they encountered any difficulties or challenges in doing future activities.

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THE ATTITUDE OF LEARNING ENGLISH AS A FOREIGN LANGUAGE LEARNERS TOWARDS ENGLISH LANGUAGE AFTER USING E-LEARNING

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ABSTRACT

This paper presents a case study of using PIM e-Courseware to develop students' positive attitude towards English language learning. E-Courseware represents an educational environment for much of the world where computers, smart phones, and the Internet are readily available. A total of 54 participants took a questionnaire as a measuring instrument. They were divided into 2 groups according to class section. The first group at 23 was non-treated while the second group of 31 was treated. The four rating scales were analyzed by frequency distribution on percentage by dividing the questions into positive and negative attitudes of the respondents' answer. The findings from this study show that e-Courseware develops positive attitude towards English language learning. Based on the research findings, some recommendations are finally presented.

Introduction and Background of the study

Along with globalization, English language has been the necessary tool of communication among countries. In Thailand, there are a growing number of English speakers due to the government implementing English programs and curricula throughout the nation's educational system. Although English is not the official language in Thailand, it is considered a core subject in universities (Ali, 2007). However, the English language in the classroom still has its challenges. Therefore, developing a solid teaching methodology is important for EFL language learners.

In Thai traditional classroom, a teacher lectures content while students listen, take notes and join in class activities. In addition, most Thai students are willing to accept what the teacher says without questioning (Wiriyachitra, 2002). Moreover, students are different in terms of perception. Some students learn and understand more easily than others. One of the factors that makes differences between underachievement and accomplishment is language attitudes. According to some researchers, learning a language is closely related to the attitudes towards languages (Starks and Paltridge, 1996). Karahan (2007, p.84) states that "positive language attitudes make students have positive orientation towards learning

English”. As such, positive language attitudes may play a crucial role in language learning as they can influence learners’ success or failure in their learning. In conclusion, Thai traditional classroom may not be enough to suit student’s requirements leading to the need for modern technology to serve each student’s needs.

Technology is an important tool for helping students to gain their interested knowledge. Additionally, the blended learning is the learning process streaming from different learning strategies which can manage the instruction inside and outside classroom with using online educational technology to develop students to learn effectively (Panmee, 2014). Teachers should apply the blended learning in curriculum to attain the educational targets, to develop the life-long learning, and get ready for the new experience. To address this, additional lessons were developed on the web for the purpose of this study, here called e-Learning or PIM e-Courseware.

PIM e-Courseware is one of the tools of learning materials that is portable for using anywhere. It is an alternative teaching and learning techniques for developing students’ positive attitudes and motivating students to speak English both inside and outside the classroom from English Group. An e-Courseware has designed and created from English group, General Education Office and Information Technology Office.

In order to know what our new e-Courseware should include and how it should be designed, we have examined the task of the design from English lecturers in General Education Office, taking into account the nature of the learner learning styles and problem, and the environment and media within which the learning community is formed and learning activities take place. Firstly, we share the same purpose, i.e. to enable students to practice the basic English conversation in classroom and language used in real life situation and achieve planned learning outcomes. Secondly, we asked information technology office to support in creating animation process. The product of the design process described here will be outlined in below.

- | | |
|-----------------------------|--------------------------------|
| 1. Introduction & Greeting | 2. Asking for permission |
| 3. Classroom rules | 4. Asking for something |
| 5. Asking for clarification | 6. Asking for help |
| 7. Language in classroom 1 | 8. Language in classroom 2 |
| 9. Where are you going? | 10. What would you like to...? |
| 11. How long have you...? | 12. Chit - Chatting |
| 13. How was...? | 14. Where did you go? |
| 15. What’s the matter? | 16. Go shopping |
| 17. What's your plan? | |

Literature Review

Blended Learning

The use of technology has been so successful for teachers and students to achieve their goals especially for those who are learning a foreign language. Learning English through the web make students willing to learn and make English becoming easier to learn more than ever before.

According to Marsh (2012), Blended learning is used to teach different subjects one of them being English. The process of learning English presents varied challenges for learners in varied contexts. Instructors can use varied methods to teach grammar, vocabulary, speaking, reading, listening, writing, and other language skills.

“Blended learning refers to a mixing of different learning environments. The phrase has many specific meanings based upon the context in which it is used. Blended learning gives learners and teachers a potential environment to learn and teach more effectively”. (p.3)

Similar definitions have also been given by Hofmann (2011) who stated that: “A blend is using the best delivery methodologies available for a specific objective, including online, classroom-based instruction, performance support, paper-based (self-study), and formal and informal on-the-job solutions.” (p.2)

Hofmann (2011) went on to note that, blended learning is understood to mean the available technologies and how instructors can be used during the instructional process.

Similarly, Bersin (2004) defined blended learning as: “The combination of different “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor-led training is being supplemented with other electronic formats.” (p.15)

These given definitions support the blended learning. There are several studies that have been conducted to validate the effectiveness of blended learning in teaching. In light of the shortage of this line of research, despite the importance for successful English communication, this study aimed to explore pronunciation competence of Thai learners of English studying in the field of blended learning by using e-Courseware.

Attitude towards Language Learning

As attitude is one of factors for success in language learning, numerous studies have already been conducted in the field of language attitude (Alhmali, 2007). In addition, Saidat (2010) states that language attitude researchers considered language attitude because of the growing relation between the importance of the language use and the nature of individuals. However, the information concerning the language attitudes of Arab students, especially the Libyan students is not sufficient. For that reason, this study investigates the attitudes of EFL learners towards English language at Panyapiwat Institute of Management in Thailand.

Psychology and education researchers, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008, p. 71) state,

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.”

Gardner (1985) also points out that attitude is an evaluative reaction to attitude object, inferred on the basis of the beliefs or opinions about the referent. “Attitude is thus linked to a person’s values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal.”

Gardner and Lambert (1972) have concluded that the ability of the learners to master a foreign language is not only influenced by the mental competence or, language skills, but also on the learners’ attitudes towards the target language.

Research Question and Aims

This paper aims at investigating the attitudes of EFL students towards using PIM e-Courseware in the process of learning. The study is trying to find out answers for the following question:

Does using PIM e-Courseware influence student’s attitudes toward learning English as a foreign language positively or negatively?

Research Methodology

Participants

The survey was conducted in the first year non-English major students, Business Chinese major in Faculty of liberal Arts, Panyapiwat Institute of Management which enrolled subject of English for Sales and Service Business (EN60205) in the researchers’ classes at PIM. The participants were 54 students and they were divided into 2 groups according to class section and treatment called “e-Courseware”. The first group at 23 was non-treated while the second group of 31 was treated.

Data Collection

The questionnaire was adapted from Gardner's (1985) "Attitude/Motivation Test Battery" (AMTB) including some statements were composed in English and the researchers explained all statements in Thai.

The questionnaire investigated students' attitudes towards English Language. The students were asked to rate each item so as to determine their level of agreement with each item statement in the following Likert-type scale: (1) Strongly disagree, (2) Disagree, (3) Agree and (4) Strongly agree. Questionnaires was complete in class and collected immediately.

Data Analysis Procedure

The four rating scales were analyzed by frequency distribution on percentage by comparing 2 groups of learners and dividing the questions into positive and negative attitudes of the respondents' answer.

Results and Discussion

The basic information of the participants was that 74% were female and 26% were male. They are all studying in the first year of Business Chinese major in Faculty of liberal Arts, Panyapiwat Institute of Management which enrolled subject of English for Sales and Service Business (EN60205).

To identify the students' attitudes towards English language learning, the subjects were asked to rank their attitude in each item.

Positive Attitude

1. I enjoy learning English language.
2. I feel English is really interesting.
3. I always look forward to English courses.
4. I think I enjoy studying English through multi-media.
5. I imagine myself as someone who is able to speak English.
6. I find learning English is really interesting.
7. I believe that English will bring me bright future.
8. English is fun for me.
9. My parents encourage me to study English.
10. I should study English so I can be a successful learner and worker.
11. I have to study English in order to pass the test.

Negative Attitude

1. Studying English is not important because it is not my native language.
2. My parents will be disappointment if I don't study English.
3. I would rather spend my time on subjects other than English.
4. Studying English is a waste of time.

The first group of 23 were *non-treated with e-courseware*.

Positive		Strongly disagree	Disagree	Agree	Strongly agree
1	I enjoy learning English language.	8.69	13.04	56.52	21.75
2	I feel English is really interesting.	4.34	0	65.21	30.45
3	I always look forward to English courses.	0	43.47	43.47	13.06
4	I think I enjoy studying English through multi-media.	13.04	17.39	34.78	34.79
5	I imagine myself as someone who is able to speak English.	8.70	17.39	52.17	21.74
6	I find learning English is really interesting.	0	13.04	52.17	34.79
7	I believe that English will bring me bright future.	0	4.34	21.39	74.27
8	English is fun for me.	0	17.39	60.86	21.75
1	My parents encourage me to study English.	0	8.69	26.08	65.23
3	I should study English so I can be a successful learner and worker.	0	0	26.08	73.92
4	I have to study English in order to pass the test.	0	17.39	47.82	34.79
Negative		Strongly disagree	Disagree	Agree	Strongly agree
1	Studying English is not important because it is not my native language.	65.21	13.04	8.69	13.06
2	My parents will be disappointment if I don't study English.	4.34	30.43	65.21	0.02
3	I would rather spend my time on subjects other than English.	56.52	17.39	21.73	4.36
4	Studying English is a waste of time.	60.86	13.04	13.04	13.06

The second group of 31 were *treated with e-courseware*.

Positive		Strongly disagree	Disagree	Agree	Strongly agree
1	I enjoy learning English language.	0	19.35	61.29	19.36
2	I feel English is really interesting.	0	6.45	64.51	29.04
3	I always look forward to English courses.	6.45	41.93	38.7	12.92
4	I think I enjoy studying English through multi-media.	6.45	19.35	48.38	25.82
5	I imagine myself as someone who is able to speak English.	3.2	25.8	45.16	25.84
6	I find learning English is really interesting.	3.2	0	67.74	29.06
7	I believe that English will bring me bright future.	3.2	0	25.8	71
8	English is fun for me.	0	9.67	67.74	22.59
9	My parents encourage me to study English.	3.2	6.45	45.16	45.19
10	I should study English so I can be a successful learner and worker.	16.12	6.45	45.16	32.27
11	I have to study English in order to pass the test.	3.2	25.8	51.61	19.39
Negative		Strongly disagree	Disagree	Agree	Strongly agree
1	Studying English is not important because it is not my native language.	67.74	6.45	12.9	12.91
2	My parents will be disappointment if I don't study English.	12.9	48.38	32.25	6.47
3	I would rather spend my time on subjects other than English.	19.35	51.61	3.22	25.82
4	Studying English is a waste of time.	83.87	0	6.45	9.68

The results showed in negative items that the second (treated) group that 83.87% strongly disagreed with the item: "Studying English is the waste of time" compared with the

first (non-treated) group that strongly disagreed at 60.86% as well as the item: “Studying English is not important because it is not my native language.” the treated group strongly disagree higher than the non-treated group at 2.53% which these disagreements showed that the treated group strongly disagree in negative items more than non-treated group.

However, the positive items have interesting trend of agreements. There were 73.92% of non-treated group strongly agree whereas treated group is at 71% in item “I believe that English will bring me bright future.” The attitude towards positive items in non-treated group have higher percentage than the treated group. The highlighted item that significantly differ was “I should study English so I can be a successful learner and worker.” Non-treated group strongly agree at 74.27% while treated group was at 32.27%.

Consequently, non-treated group with e-courseware owned an extreme trend of attitude both in positive and negative items asked.

Conclusion and Recommendation

This research aimed at examining students’ attitude towards English language learning through e-courseware in Panyapiwat Institute of Management. Using the survey method, the tool was tailored from Gardner (1985) “Attitude/Motivation Test Battery” (AMTB). Of special interest was the way different students groups showed their attitudes. What this investigation has found is that the group of treated e-courseware have strong agreement in negative items more than non-treated group. Whereas, the positive items are surprisingly found that the non-treated group have higher percentage compare with the treated group. What this investigation found is that the group of non-treated group have higher level of attitude in both negative and positive items.

When considered the participants through personality and characteristics, we have found that the non-treated students have strong comments/attitudes. This is to comprehend the significance of attitudes which either positive or negative impact students’ language learning ability and their language achievements.

We would like to point that attitude is not the single factor influencing language proficiency. Other factors such as motivation, aptitude, learning cognitive style or learning strategies also play the important role in foreign language learning process.

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THE DEVELOPMENT OF A WEB APPLICATION TO IMPROVE ENGLISH SPEAKING ABILITY AND VOCABULARY KNOWLEDGE OF CONVENIENCE STORE PERSONNEL

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ABSTRACT

This research was focused on the development a web application for convenience store personnel to improve their English language ability. The effectiveness of the application would be evaluated in terms of to what extent it would facilitate the improvement of the personnel's vocabulary knowledge and communication skills; in particular, speaking skills. In addition, users' satisfaction with using the web app would be examined. The research was divided into three phases: a preliminary study to construct the web application; evaluation of the application; and implementation and subsequent evaluation of the application's benefits.

Keywords: web application, convenience store personnel, speaking ability, vocabulary knowledge

Introduction

At the annual Tourism Authority of Thailand's (TAT's) Action Plan Meeting in July 2016, TAT's 2017 Marketing Plan was announced, focusing on "providing visitors with unforgettable experiences with our rich culture, fantastic tourist destinations and unforgettable tourist activities." TAT's 2017 Annual Report of tourists boasted an increase of a total number of visitors from 32.59 million in 2016 to 35.38 million in 2017 (Updated: February 2018). TAT's Action Plan for 2018 emphasizes both international and domestic tourism, designed to "promote new ideas and follow the development agenda of Thailand 4.0." (Tourism Authority of Thailand's Plan, 2017)

In order to create "unforgettable experiences" for 2018 incoming tourists, both foreign and local, all sectors of the service industry from hotels, tourist agencies, restaurants and convenience stores, among others, must be involved and tuned towards that goal.

Among the major convenience store chains, there are more than 10,000 stores, approximately 50% of which are located in Bangkok and environs, and the rest covering provincial areas around the country. It is essential that employees of these stores should have the basic English ability to communicate with foreign customers. However, the majority

of employees have very limited English language ability to serve foreign customers' needs. Therefore, English training courses could be of benefit to reaching the goal of ensuring a smooth and pleasing travel experience for tourists. However, a challenge such convenience store chains would face is how to arrange English courses for their employees when they are scattered in thousands of stores throughout the country. It would seem to follow that it would be wise to help their employees develop their English communication skills wherever their location is. The mobile application appears to be a perfect solution in this situation as stated in TAT's marketing plan 2018 to follow the development agenda of Thailand 4.0. Thus, it is the main purpose of this research to develop a web-based application which will facilitate the improvement of convenience store employees' English language ability, whenever and wherever they are.

In order to improve the English communication skills of convenience store employees, vocabulary about products and services in the stores should be taught, including the aspects of meaning and pronunciation as well as basic useful phrases in different situations such as greetings, giving information, and parting (Pochakorn, 2012).

Literature Reviews

Vocabulary and its importance

It has long been acknowledged by scholars and researchers that "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ..." (Wilkins, 1972 as cited in Alqahtani, 2015). This is further elaborated by Nunan (1991), who argues that the knowledge of a sufficient vocabulary is significant for successful second language use because, without an extensive vocabulary, structure and functions, one will be unable to engage in comprehensible communication. To produce the language, one cannot convey a message without adequate vocabulary to express it. Second language learners, therefore, rely seriously on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 learners to overcome (Berkenkotter and Huckin, 1995). The acquisition of vocabulary is significant for successful second language use and plays an important role in the creation of completed spoken and written texts (Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Tellier (2008), and Nation (2011). Similarly, Schmitt (2000) insists the importance of vocabulary acquisition, stating that "lexical knowledge is central to communicative competence and to the acquisition of a second language." Moreover, both receptive and productive vocabulary should be taught in order to promote communication skills (Webb, 2008). The importance of vocabulary can be daily demonstrated in and out the school. Frequently reviewing vocabulary knowledge is a significant tool for second language learners because a limited vocabulary in a second language impedes completed communication. Nation (2001) states the relationship between vocabulary knowledge and

language use as supplementary: knowledge of vocabulary enables language use and, contrarily, language use enlarges vocabulary knowledge. Thus, learning vocabulary items plays a vital role in all language skills, i.e. listening, speaking, reading, and writing.

Autonomous learning through technologies and applications

Many researchers have studied learner autonomy through technologies. Hayta and Yaprak (2013) investigated learner autonomy and computer technology as a facilitator of autonomous language learning. Over half of the participants responded that their English had improved through audio-visual materials. Rahimi and Miri (2014) studied the impact of mobile dictionary use on language learning. Similarly, the results showed that the experimental group achieved better results in post-tests, as reported in similar studies by Deng and Shao (2011), Basal, Yilmaz, Tanriverdi, and Sari (2016).

Recently, Deng and Trainin (2015) presented an overview of learning vocabulary with apps: from theory to practice focusing on how mobile devices enhance English learners' vocabulary knowledge, with the conclusion that mobile applications could be considered scaffolding for vocabulary acquisition of English learners. The applications help students learn word meaning, pronunciation and word structures, e.g. prefixes and suffixes.

Learning styles and preferable channels of perception

Boneva and Mihova's (2012) study of learning styles focuses on students' preferred channel of perception. Visual learners tend to think in pictures. Auditory learners, on the other hand, will be able to learn best by receiving information through listening. Kinaesthetic learners learn best through touch, movement, impersonation, and other physical activities. They remember best by composing or physically controlling the data.

In their analysis of vocabulary learning techniques, Oxford and Crookall (1990) suggest that visual learners might prefer to learn vocabulary by using visual imagery. Visual imagery involves the forming of associations between a picture and a word and is generally more effective than using words in isolation. Learners may visualize a set of locations (such as the rooms in their house) and could then associate each place with a particular word or expression.

Pochakorn (2012) analyzed the needs of convenience store employees in terms of necessities, lacks, wants, and problems in English use so as to their proficiency to communicate with foreign customers. The results indicated that employees greatly needed to improve their vocabulary knowledge and grammatical usage. Krisnachinda (2016) showed the importance of vocabulary knowledge in terms of products and services which

convenience store personnel should have. While it has been an obvious fact that employees are truly in need of training, either in or out of their work sites, it would be impossible to provide such support, due to their workload and the sheer number of store chains. Thus, a similar study by Suwantarathip and Orawiwatnakul (2015), which examined the effect of using mobile-assisted exercises to support students' vocabulary skill development and reported the enhancement of vocabulary knowledge of language learners, is of particular use.

It is, therefore, the aim of this research to develop a mobile application to teach vocabulary and basic communication skills to convenience store personnel.

Objectives

1. To develop a web application to improve English vocabulary knowledge and communicative skills of convenience store employees.
2. To examine vocabulary knowledge of the employees after using the web application.
3. To examine the effectiveness of the web application in terms of communicative skills of the employees.
4. To examine the satisfaction level of the employees after using the web application.

Methods

The study was divided into three phases as follows:

Phase 1: Preliminary study to construct the web application

Phase 2: Evaluation of the web application by convenience store employees-interview and questionnaire responses

Phase 3: Implementation of web application and consequent evaluation means of analyzing the difference between the pre-test and the post-test scores.

Phase 1: Preliminary study and web application development

In this phase, the study comprised of an interview and an observation of convenience store employees working at five convenience stores located in the Pattaya and Jomtien municipalities in Chonburi province. Under the time limitations, the interview questions of Phochakorn (2012) were replicated in light of the similar research settings in language use in convenience stores, and were verified by experts. For research depth, observations notes were documented to describe the situations happening at the time of the observation.

The interview and observation were conducted as follows:

Table 1: Interview schedules

Site	No. of convenience stores	No. of interviewees	No. of research team members
Jomtien	3	9	6
Pattaya	2	4	4

Five research assistants were recruited to conduct interviews and observations of the employees and to maintain the validity and reliability of the interview, all interviewers were instructed on how to observe and ask interview questions. The interview was conducted on a one-to-one basis. The data from the interview were transcribed, and then the coding process based on Miles and Huberman (1994) and Saldana (2009) was employed to analyze it. The results were interpreted, analyzed and utilized in the development of the application which is called ‘Just What You Need’.

Working as a team of two, one researcher or assistant conducted a face-to-face interview with each employee, while the other would document the observations on the real-time, on-site situations. The coding in this present study followed the coding process of Miles and Huberman (1994) and Saldana (2009).

The interview results were analyzed based on the coding as shown in Table 2 to identify the language/skill needs and requests of the participants which would be the basis for the web-based application development.

Table 2: Category of coding of convenience store employees’ interview

Major categories	Associated concepts
Verbal communication (Language need)	<ul style="list-style-type: none"> • Basic communication: greetings and parting • Sale transactions • Pronunciation
Nonverbal communication (Skill need)	Body language
Problems with vocabulary knowledge (Language need)	<ul style="list-style-type: none"> • Special days or public holidays • Food products • Non-food products, particularly SIM cards
Problems with general information (Language need)	<ul style="list-style-type: none"> • Directions • Tourist attractions
Language skill improvement (Participants’ requests)	<ul style="list-style-type: none"> • Training course • Thai teachers and/or native teachers • Pronunciation

Major categories	Associated concepts
Company assistance (Participants' requests)	<ul style="list-style-type: none"> • Training course • Call center (Interpreters)

The interviews of employees from the five convenience stores revealed that the employees requested assistance from their company, i.e. providing call-center interpreters and/or English training courses with Thai and/or foreign teachers, with topics including pronunciation and useful phrases for sale transactions. However, it was considerably difficult for management to rotate staff to attend the company's training courses because of the shortage of manpower. Another issue that emerged was that all interviewees stated that they found great difficulties in explaining the use/types of SIM cards and cosmetic products to customers.

The analysis of the interview results, together with observation notes are presented in Table 3.

Table 3: Category of coding of the real-time observation in the stores

Major categories	Associated concept
Verbal communication (Language need)	<ul style="list-style-type: none"> • Basic communication: greetings and parting • Numbers • Sales • Counter services
Nonverbal communication (Skill need)	Body language
Problems with vocabulary knowledge (Language need)	<ul style="list-style-type: none"> • Food products • Non-food products, particularly SIM cards • Health
Assistance (Participants' requests)	<ul style="list-style-type: none"> • Assistance from colleagues

After the analysis of data from the interview and the observation, an early stage of the 'Just What You Need' web application was undertaken. The application aims to enhance vocabulary knowledge and communicative skills of convenience store employees. To this aim, the expected learning outcomes, particularly speaking skills, were taken into consideration based on a theory of learning styles (Kolb and Kolb, 2015, as cited in Clark,

Threeton and Ewing, 2010) vocabulary retention strategies (Subaşı, 2014), and technologies enhancing language learning (Rüschhoff and Ritter, 2001; Yang, and Chen, 2007).

The first version of 'Just What You Need' is presented in Appendix E. According to the identified problems, SIM card products were the first language topic selected to be developed and presented on the application.

The SIM Card lessons consist of:

Videos of conversation models in five situations

Review exercises and answers (Appendix B)

Games related to the lesson

Summary of vocabulary and phrases used in the lessons

After developing the 'Just What You Need' web application, the evaluation of the application's features such as contents, design and activities will be conducted through interviews and questionnaire responses of convenience stores employees.

Phase 2: Evaluation of web-based application

The purpose of this phase is to evaluate the features of the web application. The instruments of evaluation comprise of the in-depth interview and the questionnaire responses of convenience store employees working at stores in areas of Chonburi province. In this phase, the Krejcie and Morgan (1970) sample size formula will be employed to calculate the sample size of the convenience store employees working in the Chonburi area and/or areas where foreigners commonly live for questionnaire distribution. Additionally, ten employees will be randomly selected from the shops in similar areas for an in-depth interview. Two research tools will be employed, namely, interviews and questionnaires. The 5-scale questionnaire questions have been developed and will be sent for verification by three experts. In addition, in-depth interview questions have also been developed to examine the employees' satisfaction towards the features of the web application and to determine priorities of content requirement.

The questionnaire verified by the experts will be distributed to the sample in order to evaluate the features of the 'Just What You Need' web application. At the same time, in-depth interviews will be conducted. The results of this phase will be analyzed and employed to revise the features of the application.

Phase 3: Implementation and evaluation of web-based application benefits

In this phase, the 'Just What You Need' web application will be implemented after revisions. The purposes of this phase are to examine the effectiveness of the web application in terms of the improvement between pre-test and post-test scores. Twelve convenience store employees working in Chonburi and/or areas where foreigners commonly

live will be selected to learn English on 'Just What You Need' in their free time for a period of at least 15 hours. Those employees are selected on the basis of differences in their English proficiency levels: upper intermediate, intermediate, and beginning.

A speaking rubric will be selected and verified by three experts and employed to assess employees' speaking abilities in the pre-test and the post-test after 15 hours of learning English for convenience stores through the 'Just What You Need' application.

Ten participants will take the speaking pre-test with a foreign examiner via an online application examining their speaking abilities and vocabulary knowledge before using the application. After that, they will be shown how to learn English on the 'Just What You Need' application. They are requested to study the lessons for a period of at least 15 hours. At the end, they will take a speaking post-test to examine their speaking abilities and vocabulary knowledge before using the application.

Conclusions

The researchers hope that the 'Just What You Need' web application will improve the English vocabulary knowledge and communicative skills of convenience store personnel and that the positive results will serve as a model and example for web and app-based English language instruction in Thailand. Through a commitment to learning and innovative methods of instruction, Thailand's people will be able to reach a higher level of English language ability to effectively meet their tourism goals, ensuring unforgettable experiences for visitors, and reaching other benchmarks.

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Appendix A

Examples of the first version of 'Just What You Need'






Appendix B

Review exercises and answers

Conversation 1

Last updated: 04 July 2017



international SIM card international calls surf the internet TRUC camera tourist SIM neighboring country SIM the internet 4G

Review **Answer**

Cashier: Welcome to 7-Eleven. What would you like today?

Tourist: Hi, there, I'm looking for international SIM card.

Cashier: What kind of _____ are you looking for?

Tourist: Actually, I'm not sure. But I need something that would help me make _____ calls and surf the internet with high speed.

Can you suggest something?

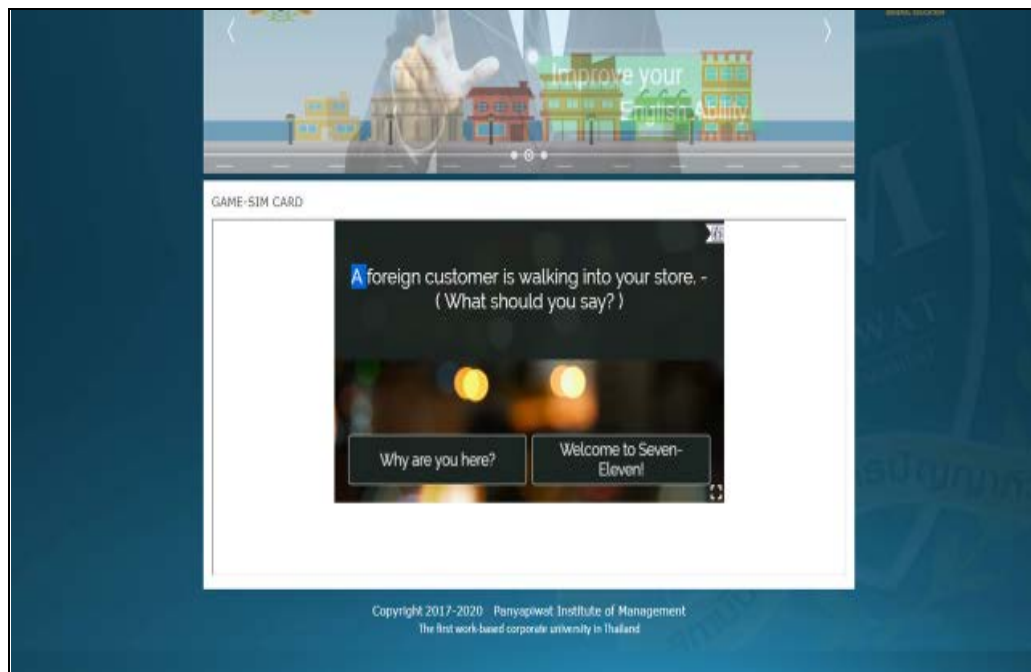
Cashier: Sure, we have many carriers such as TRUC, DTAC, AIS, BKKCOM and so on.

But I would recommend TRUC _____ because for tourists it is to use. We have two types of this.

They are "Tourist SIM" and "Country SIM". Both would make international calls and internet 4G.

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GO TO TOP Ask your Question?



THE ROLES OF PRIVATE HIGHER EDUCATION INSTITUTIONS IN THAILAND ON THE MISSION OF CONSERVATION, PROMOTION AND ENHANCEMENT OF ART AND CULTURE

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ABSTRACT

The objectives of this research were as follows: (1) to study the operating condition based on the roles on the mission of conservation, promotion and enhancement of art and culture; (2) to study the problems and obstacles in the operation based on the roles on the mission of conservation, promotion and enhancement of art and culture; (3) to study the needs in the operation based on the roles on the mission of conservation, promotion and enhancement of art and culture; and (4) to study guidelines for solving the problems and development of the work operation based on the roles on the mission of conservation, promotion and enhancement of art and culture.

This research was a mixed-method research involving both the quantitative and qualitative research methodologies. In the quantitative study, the research sample consisted of 53 private higher education institutions. The employed data collecting instrument was a questionnaire with reliability coefficient of 0.93. Research data were statistically analyzed using the frequency, percentage, mean, standard deviation, and t-test. In the qualitative study, the researchers conducted in-depth interviews and a focus group discussion. Data obtained from the interviews and focus group discussions were analyzed with content analysis.

Conclusions from research findings were as follows:

1. Regarding the operating condition based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand, it was found that the activity to enhance students' appreciation of art that was organized by the highest percentage of private higher education institutions (96.33 percent) was the promotion of students to perform and participate in Thai classical dance in various festivals. As for the activities to promote and enhance Thai culture and tradition, it was found that the highest percentage of private higher education institutions (88.68 percent) organized activities on the Start of Buddhist Lent Day.
2. Regarding the problems and obstacles in the operation based on the roles on the

mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand, it was found that the problems and obstacles faced by private higher education institutions in Thailand could be ranked from top to bottom based on the percentage of the institutions having the problems as follows: the personnel problem (75.47 percent), the budget problem (73.58 percent), the problem on organizing activities (67.92 percent), and the problem on organizational management (49.06 percent), respectively.

3. Regarding the needs for work development based on the roles on the mission of conservation, promotion and enhancement of art and culture, it was found that the expected work performance mean was significantly higher than the actual work performance mean at the .05 level of statistical significance.

4. Regarding the guidelines for solving the problems and development of work performance based on the roles on the mission of conservation, promotion and enhancement of art and culture, it was found that the suggested guidelines were the following: (1) every private higher education institution should have, or formulate, the clear policy on conservation, promotion and enhancement of art and culture at the institution level; (2) the private higher education institutions should create the standard criteria for work performance on conservation, promotion and enhancement of art and culture at the institution level; (3) the private higher education institutions should establish a network organization on art and culture for sharing and exchange of knowledge; and (4) the private higher education institutions must be allocated sufficient budget for work performance based on these roles.

Keywords: art and culture, conservation, promotion, enhancement, private higher education institution

Introduction

Art and culture are two important components that signify the national identity. It is the duty of all citizens to conserve, promote and enhance art and culture in order to maintain identity of the nation. Moreover, art and culture remind all people in the nation to be united in the love and maintenance of them so that they become national heritage to be handed down to the future generations in order to maintain the national identity and national independence.

If the country is to be developed toward stability, prosperity, and sustainability, the development must start with developing “human capital” which is the most important factor in the process of national development. One characteristic that needs to be instilled in each citizen is the knowledge, awareness and appreciation of art and culture of the nation. In case of the Thai society, if the Thai people are equipped with knowledge, awareness and appreciation of contemporary art and culture, the Thai society will be the

society that its people are proud of contemporary art and culture of the country and willing to collaborate in conserving and promoting the art and cultural heritage of the country. This will be in accordance with the Constitution of Thailand (Temporary Version) B.E. 2557, the Contemporary Art Promotion Act, B.E. 2551, the Master Plan for National Culture (B.E. 2550-2559), and the Policy and Strategies for Promotion of Contemporary Art and Culture (B.E. 2560-2564). The art and culture work is the work that requires cooperation from all sectors of the society in order to collaborate in constructively develop it based on the policy and strategies of the country in every era, starting with development of human capital and then bringing the cultural capital to be on top of it by conducting research and development to obtain the body of knowledge that is strong and sustainable (The Office of Contemporary Art and Culture, 2017).

The operation of work in art and culture is the cooperative function of every concerned state and private sectors. At present the work agency directly in charge of the work is the Ministry of Culture which is responsible for determining the concerned policies and strategies. However, there are other work agencies responsible for development and promotion of art and culture work which is perceived as the national heritage that every concerned organization must collaborate to develop and promote it to achieve the goals based on the national strategies concerning development and enhancement of the potential of the people.

The higher education institutions are a group of organizations responsible for producing graduate students who will serve the society. One important function of the higher education institutions is the organization of the system and mechanism for conservation, maintenance and enhancement of art and culture which is required for quality assurance based on the standards determined by the Office of the Higher Education Commission in accordance with the Announcement of the Office of the Higher Education Commission on the Criteria and Practice Guidelines for Internal Quality Assurance at the Higher Education Level, B.E. 2557. According to that Announcement, each higher education institution must have the policy, programs, structure, and administration and management of the work for maintenance and enhancement of art and culture including the effective and efficient conservation, restoration, continuation, and dissemination of Thai culture, local wisdom in accordance with the emphasis of the institution (Office of the Higher Education Commission, 2015:140).

While the requirements for functions of private higher education institutions are the same as those of state higher education institutions, information on the function of conservation, maintenance and enhancement of art and culture of private higher education institutions is scarce and still not widely understood as that of state higher education

institutions. Based on this consideration, the two researchers who are now working in private higher education institutions have decided to conduct this research study.

Review of Related Literature

From the study and synthesis of related literature, theoretical background and information related to this research study can be concluded as follows: (Office of Standard and Quality of Higher Education, 2016)

1. The missions of higher education institutions based on the Announcement of the Ministry of Education

All higher education institutions are under the control and supervision of the Office of the Higher Education Commission. They have to perform functions based on the four missions according to the Announcement of the Ministry of Education. The four missions are specified as follows:

1.1 The provision of instruction for producing graduated students

The higher education institution must admit students to study in their programs according to the specified qualifications and numbers. It must provide quality instruction to produce graduated students with high quality who will be able to serve the society and the country effectively and be good citizens of the country.

1.2 The conducting of research studies

The higher education institution must conduct research studies to extend the body of knowledge in the disciplines that it offers instruction. It must also conduct research studies that will yield research results contributing to national development and improving life quality of the people. In so doing, it must equip its staff with the capability to effectively and efficiently conduct quality research studies. It must provide supports in terms of budgets, research funds and other incentives to its staff so that they can carry out quality research studies.

1.3 The provision of academic services to society

The higher education institution must provide academic services to society. The provided academic services can be in the forms of training programs, consultation programs, research programs, or any other service program that will respond to the needs of the society and contribute to improving life quality of the people. The higher education institution can either provide some services free of charge or it can charge some fees for its provided services.

1.4 The conservation, maintenance and enhancement of art and culture

The higher education institution must perform its roles on conservation, maintenance and enhancement of art and culture. It must have the system and mechanism for promotion and supporting of art and culture to be a part of instruction in its programs either directly or indirectly in order to instill in its personnel and students the knowledge,

awareness and appreciation of art and culture of the nation. The personnel and students of the institution must absorb art and culture of the nation to be an integral part of their way of life. They must actively participate in the conservation, maintenance, enhancement, and dissemination of art and culture of the nation both within and outside the country.

2. The roles of work units in private higher education institutions responsible for conservation, maintenance and enhancement of art and culture

There are 72 private higher education institutions in Thailand. In each of the private higher education institution, the work unit responsible for the work of conservation, maintenance and enhancement of art and culture is called by different names. In some institutions, the work units are called “Art and Culture Center”; in others, they are called “Art and Culture Office”, or “Section of Culture”. These work units have the main responsibility of conservation, maintenance and enhancement of art and culture for the private higher education institution, which can be further elaborated as follows:

2.1 Main policies of the work unit in private higher education institution responsible for conservation, maintenance and enhancement of art and culture of each private higher education institution

(1) To enable the personnel and students in the institution to be aware of the importance and values of Thai art and culture, both at the local and the national level.

(2) To promote research studies on local art and culture including seeking knowledge on local wisdom for appropriate application with the way of life of people in the local community in which the institution is located.

(3) To cooperate with public and private organizations at the local, national, and international levels in organizing activities for conservation, maintenance, enhancement, and dissemination of art and culture.

(4) To promote and support the organizing of religious, art and cultural activities for the personnel and students of the institution in order to enhance and develop their desirable art and cultural characteristics.

2.2 The mission and sub-missions of the Art and Culture Center/Office in private higher education institution

From the above-mentioned main policies, the mission of the Art and Culture Center/Office can be elaborated to comprise the sub-missions for practice as follows:

(1) Organizing activities as an integral part of each study program to develop students to become graduated students who can conduct themselves with quality, virtues and ethics, and become good leaders in the society.

(2) Conducting research to develop new body of knowledge on art and culture and to integrate and apply the existing body of knowledge on art and culture to benefit the community, society and country.

(3) Creating cooperating networks involving educational institutions, organizations and local communities to develop and impart the local and national arts and cultures.

(4) Creating cooperating networks in conservation of local environment and art.

(5) Providing academic services on art and culture and imparting the body of knowledge on art and culture to local communities.

2.3 The goals for work operation on art and culture in the Art and Culture Center/Office concerning the conservation, maintenance and enhancement of art and culture

From the study and synthesis of reports on work operation on conservation, maintenance and enhancement of art and culture in private higher education institutions, the researchers have determined the goals for work operation on the above-mentioned mission. Details of the goals can be concluded as follows:

(1) To become the central organization on academic matters concerning art and culture, including the application of local wisdom in solving social problems in each local community.

(2) To become the organization that creates networks for development and continuation of art and culture in each local area and region.

(3) To become the organization with academic strengths concerning local art and culture in each local area and region, and with readiness to provide academic services on art and culture to outside people and the community with findings on research studies and other related activities.

(4) To become the organization that integrates instructional activities in normal instructional programs with art and culture activities in order to inculcate the awareness and appreciation of art and culture on the part of students and the general public.

(5) To provide opportunities for every student to participate in activities concerning the conservation, maintenance and enhancement of art and culture in every year of their undergraduate programs.

3. Conceptual framework for research

PoonsapNaknaka (2012) conducted the research on the topic “A Study of Conditions Problems and Needs of Culture Network Organizations in Thailand”, conclusion from research finding were as follows:

(1) Regarding the conditions of the work on culture, it was found that in the provinces the work on culture was under the authority of the Provincial Office of Culture; while in Rajabhat universities, the work on culture was under the responsibility of the Institute of Language, Art and Culture, which was a work unit under each Rajabhat University

(2) Regarding the problems of the work on culture, the following problems were identified: 1) the lack of staff members who were really experts on cultural matters; 2) the

existing personnel in the provincial offices of culture were insufficient to tackle the amount of work under their responsibility; 3) the work on keeping watch on culture had not been carried out to achieve the set objectives; and 4) sometimes, coordination with other work agencies was not carried out according to the plan.

(3) Regarding the needs, the following needs were identified; 1) the need for more staff members and staff members with real expertise on cultural matters; 2) the need for in-service training to upgrade the competency of staff members; 3) the need for organizing workshops to formulate clearer operational plans; 4) the need for more collaborations on planning from higher education institutions in the area,

RuenkhawPatharanuprawat (1998) conducted the research on the topic “The Role Cultural Centers in Private Higher Education Institutions for Developing Thai Culture”, results regarding the problems were as follows:

- (1) Lack of staff members who were really expert on cultural matters.
- (2) Working on cultural matters without a clearly plan and policy
- (3) Insufficient of supporting budget to develop cultural work.

4. Conceptual framework for research

Based on the above-mentioned review of related literature, the researchers have determined the conceptual framework for research as shown in Figure 1 below:

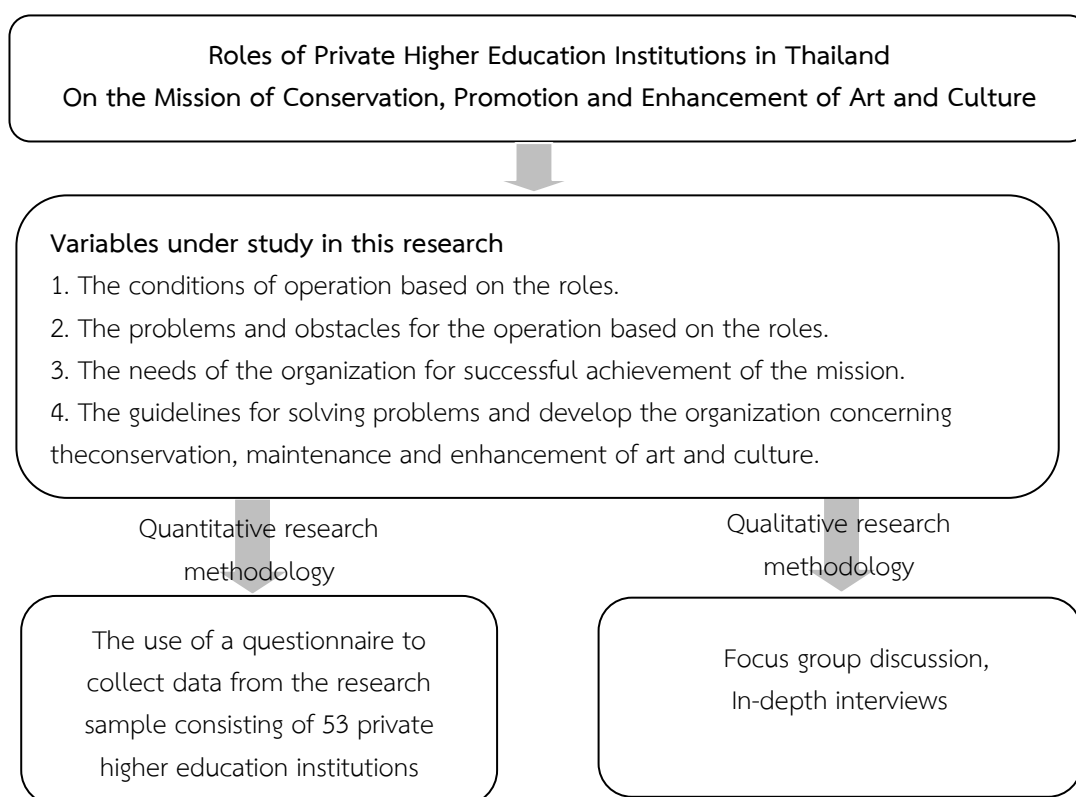


Figure 1: Conceptual Framework for Research

Source: PoonsapNaknaka and WarapornHengsanthia (2017:5)

Research Objectives

The objectives of this research are the following:

1. To study the operating condition based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand.
2. To study the problems and obstacles in the operation based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand.
3. To study the needs in the operation based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand.
4. To study guidelines for solving the problems and development of the work operation based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand.

Research Method

This research is a mixed method research involving the quantitative and qualitative research methodologies. Details of the research method are shown as follows:

1. Research sample

In the quantitative study, the research sample consisted of 53 randomly selected private higher education institutions in Thailand. They were classified into 33 universities, 14 colleges, and 6 institutes.

In the qualitative study, the key research informants to be in-depth interviewed by the researchers were four purposively selected staff members in charge of the work on conservation, maintenance and enhancement of art and culture of two private higher education institutions whose works on art and culture were acknowledged to be at the distinguished level. The in-depth interviews of the four key informants were conducted in order to learn about the best practices of the two institutions. Furthermore, 30 purposively selected key personnel responsible for the work on art and culture of private higher education institutions were invited to participate in a focus group discussion to determine guidelines for solving problems and develop the organization concerning the conservation, maintenance and enhancement of art and culture.

2. Research instruments

In the quantitative study, a questionnaire with reliability of 0.93 was employed as the data collecting instrument. The questionnaire was composed of question items in six parts: (1) general background information of the institution; (2) the operation conditions of conservation, maintenance and enhancement of art and culture; (3) the problems and

obstacles in the operation based on the roles of the institution; (4) the needs for development of the work on conservation, maintenance and enhancement of art and culture; (5) information of the achievement on conservation, maintenance and enhancement of art and culture that the institution is proud of; (6) additional suggestions.

In the qualitative study, two data collecting instruments were employed: (1) question guidelines for focus group discussion, and (2) an in-depth interview form for in-depth interviews of personnel of the two selected institutions.

3. Data collection

In the quantitative study, copies of the questionnaire were sent by mail to all of the 53 private higher education institutions in the sample. The researchers also contacted by telephone later with the institutions that had not returned the questionnaire.

In the qualitative study, two methods of data collection were undertaken:

(1) The focus group discussion involving 30 key personnel responsible for the work on art and culture of private higher education institutions who were invited to participate in the focus group discussion to determine guidelines for solving problems and develop the organization concerning the conservation, maintenance and enhancement of art and culture.

(2) The in-depth interviews of the four key informants in the selected two institutions with distinguished work achievements on art and culture in order to obtain detailed information on their achievements and best practices.

4. Data analysis and presentation

In the quantitative study, research data were statistically analyzed using the frequency, percentage, mean, standard deviation, and t-test. Analysis results were presented in tables with their interpretation.

In the qualitative study, research data were analyzed with content analysis and presented with descriptive presentation.

Research Findings and Discussions

Research findings and subsequent discussions are presented as follows.

1. The operating condition based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand

Research findings from the quantitative study revealed that the activity to enhance students' appreciation of art that was organized by the highest percentage of private higher education institutions (96.33 percent) was the promotion of students to perform and participate in Thai classical dance in various festivals, followed by the establishment of Thai music band or Thai music club in the institution (77.36 percent), and the hiring of teachers to teach Thai music or Thai classical dance to students (73.58 percent). As for the activities to

promote and enhance Thai culture and tradition, it was found that the highest percentage of private higher education institutions (88.68 percent) organized activities on the Start of Buddhist Lent Day, followed by the organizing of activities on Loy Krathong Day (84.91 percent), and the organizing of activities on Songkran Festival (60.38 percent). In addition, it was found that 64.15 percent of private higher education institutions in Thailand had conducted research studies on the conservation, promotion and enhancement of art and culture.

Research findings from the qualitative study of two case studies of private higher education institutions with distinguished achievement in conservation, promotion and enhancement of art and culture revealed that one institution, KasemBundit University, was distinguished in conserving and showing the ancient shadow play; while the other institute, Panyapiwat Institute of Management, was distinguished in integrating Thai art and culture in Thai language instruction for foreign students that enabled foreign students to understand and appreciate Thai art and culture while learning Thai language.

The above-mentioned research findings lead to the following research discussions: The findings seem to indicate that most, if not all, institutions organize activities in accordance with important festivals with the emphasis on Thai classical dancing and Thai music. On the other hand, no institution sets up networks for promotion of art and culture and no institution is actively involved in dissemination of Thai art and culture at the international level. As for distinguished work achievement on conservation, maintenance and enhancement of art and culture, only two institutions were identified. Most institutions seem not to put much effort on proactive conservation, maintenance and enhancement of art and culture. Comparing with the other three missions of providing instruction, conducting research, and providing academic services to the society, this mission of conservation, maintenance and enhancement of art and culture seems to receive the lowest emphasis from private higher education institutions.

2. The problems and obstacles in the operation based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand

Research findings from the quantitative study revealed that the problems and obstacles faced by private higher education institutions in Thailand could be ranked from top to bottom based on the percentage of the institutions having the problems as follows: the personnel problem (75.47 percent), the budget problem (73.58 percent), the problem on organizing activities (67.92 percent), and the problem on organizational management (49.06 percent), respectively.

The above-mentioned research findings lead to the following research discussions: The findings seem to point out again that the private higher education institutions in

Thailand put the lowest emphasis on this mission, with the allocation of limited number of personnel, and limited operating budget reflecting the small status of the work unit in the institution that is responsible for carrying out this mission. It seems that many, if not most, institutions carry out this mission only to pass the quality assurance criteria.

3. The needs in the operation based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand

Research findings from the quantitative study revealed that the private higher education institutions had the overall mean of expected work performance on the roles at the high level, while their overall mean of actual work performance on the roles was at the moderate level. When the two means were tested by t-test, it was found that the expected work performance mean was significantly higher than the actual work performance mean at the .05 level of statistical significance, indicating the need for work development on their roles. When the needs on specific aspects of work development were considered, it was found that the need for work development in the aspect of dissemination of Thai art and culture to foreign countries had the highest mean ($\bar{X}=2.30$, $SD=1.31$), followed by the need for supporting budget for the operation ($\bar{X}=1.92$, $SD=1.11$), and the need for application of applied art and culture in production of consumer goods for people in society ($\bar{X}=1.87$, $SD=1.22$), respectively.

The above-mentioned research findings lead to the following research discussions: The findings seem to point out again that the private higher education institutions in Thailand put the lowest emphasis on this mission, as reflected by the feeling of their personnel that the actual performance in this mission is at only the moderate level and significantly less than the expected performance. The art and culture work as practiced in private higher education institutions at present is limited to activities in accordance with important festivals. Also, when the number of performance indicators in this mission is compared with those in the other three missions, the number is less than those in the other three missions.

4. Guidelines for solving the problems and development of the work operation based on the roles on the mission of conservation, promotion and enhancement of art and culture of private higher education institutions in Thailand

Research findings from the focus group discussion revealed that the suggested guidelines were the following: (1) every private higher education institutions should have, or formulate, the clear policy on conservation, promotion and enhancement of art and culture at the institution level; (2) the private higher education institutions should create the standard criteria for work performance on conservation, maintenance and enhancement of art and culture at the institution level; (3) the private higher education institutions should

establish a network organization on art and culture for sharing and exchange of knowledge; and (4) the private higher education institutions must be allocated sufficient budget for work performance based on these roles.

The above-mentioned research findings lead to the following research discussions:

All guidelines for solving the problems and development of the work operation based on the roles on the mission of conservation, maintenance and enhancement of art and culture of private higher education institutions in Thailand, obtained as results of the focus group discussion, are sound and will certainly lead to the more effective and efficient performance of the roles on the mission.

Recommendations

Based on the above-mentioned research findings and discussions, the following recommendations are presented:

(1) The status of the work unit responsible for performing the roles on the mission of conservation, maintenance and enhancement of art and culture in each private higher education institution should be upgraded to that of the center or office, with appropriate allocation of personnel and budget to enable it to effectively carry out its roles on the mission.

(2) Work performance of the created Art and Culture Center/Office should be more proactive, i.e. not only organizing activities on art and culture on importance festivals, but also putting more emphasis on conservation and exhibition of some outstanding features of local art and culture, and on disseminating art and culture of the country at the international level.

(3) The created Art and Culture Center/Office of each institution should set up networks with counterpart centers/offices of other institutions, and especially with the Office of Contemporary Art and Culture, Ministry of Culture, in order to cooperate and collaborate in performing the roles on the mission of conservation, maintenance and enhancement of art and culture of the country.

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(All documents are in Thai language)

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