
Submitted by Damian Fitzpatrick (Student Number: 550000377) to the University of Exeter as a thesis for the degree of Doctor of Education in Teaching English to Speakers of Other Languages January 2011

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(Signature) ........................................................................................................................................
Acknowledgements

I would like to express my gratitude to Dr. Salah Troudi for all of his hard work in helping me with this thesis. Without his valuable comments, and most of all, his patience, much of this work would not have seen the light of day. I would also like to thank Dr. Martin Levinson for all his feedback, particularly with respect to the telling of this story. A big thank you to all of those who participated in this research, particularly the teachers who despite having an incredibly busy schedule still found time to allow me to carry out this study. Of course, a huge thanks to all the members of my family who have constantly supported me throughout this process, as well as to all those who have had to put up with me while I have attempted to complete this work.
**Abstract**

Similar to other countries in the South-east Asian region, Thailand has transformed its education policy so that it may be able to better face the challenges of the globalised world. In order to do this, constructs such as student-centred learning and critical thinking, as well as the teaching of English in a more communicative manner, have been promoted.

There has been little critical or grounded research carried out on the current English policy in Thailand, which emerged from the National Education Act of 1999 and the subsequent Basic Education Core Curricula of 2001 and 2008, therefore, in order to better understand how this policy works, this study explores how a group of Thai-English language teachers conceptualise the English language policy in Thailand by investigating their practices and beliefs (dispositions). In order to do this, and drawing on a social constructionist perspective from Bourdieu’s theory of practice, this thesis adopts a qualitative methodology that incorporates exploratory and ethnographic elements. Employing a combination of data collection methods that include classroom observations, retrospective accounts and semi-structured interviews, the findings demonstrate that a gap exists between the goals of the policy and what actually occurs in the classroom. Thus, there were few examples of either the communicative approach or student-centred learning being employed, with teachers instead tending to transmit knowledge to their students in a teacher-centred manner. Reasons for this may be due to the influence that the national examinations has on teachers’ work, the suitability and/or relevance of imported teaching and learning approaches on local contexts, as well as the need for better implementation of change. Teachers would indeed benefit from more professional development concerning the policy, but this thesis also argues that the policy itself needs to be critically examined. This would then allow Thailand, as well as other countries in the region, to better inform and improve their current education policies.
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Abbreviations used in the study

ADB  Asian Development Bank
ASEAN  Association of Southeast Asian Nations
BEC  Basic Education Core Curriculum
ELI  The English Language Institute
EP  English Programme
ERIC  Educational Resource and Instruction Centre
KWL  Know-Want-Learn
MEP  Mini English Programme
MoE  Ministry of Education
NEA  National Education Act
NESAC  National Economic and Social Advisory Council
OEC  Office of the Education Council
ONEC  Office of National Education
PPP  Present, Practise, Produce
TKT  Teacher Knowledge Test

Thai words used in the study

*Ferrang*  The Thai word for foreigner
*Matayom*  The Thai word for secondary school grade
*Prathom*  The Thai word for primary school grade