

A COMPARATIVE STUDY OF ENGLISH LANGUAGE TEACHING IN THAILAND AND OTHER ASEAN COUNTRIES

SASIPORN PHONGPLOENPIS

Faculty of Education, SuanSunandhaRajabhat University, Bangkok, Thailand
Email: sasiporn.ph@ssru.ac.th

Abstract - English Language Teaching (ELT) has gained its importance since ASEAN Economic community was established in 2015. In spite of the preparation of English education at the national level, Thai's English proficiency is considered "very low", "below the international average" (Deerajviset, 2015), and "very low proficiency" (Sanonguthai, 2014). This documentary research aims to investigate the similarities and differences of ELT (English Language Teaching) in Thailand and other ASEAN nations in three aspects: teaching content, teacher's quality, and teaching methodology. Based on the analysis of the four national curricula, calls for English language curriculum and English as a medium of instruction (EMI) are suggested in order to improve Thai citizen's English ability. The study recommended further research on factors in implementing EMI in Thailand.

Keywords - English Language Syllabus, Basic Education Curriculum, ELT in ASEAN, English as a Medium of Instruction.

I. INTRODUCTION

English Language Teaching (ELT) has gained its importance since ASEAN Economic community was established in 2015. The policy makers of ASEAN nations especially those of Thailand in which English is used as a foreign language (EFL) have prepared its citizen with the aim to enhance their English knowledge and skill (Phongploenpis, 2016). According to Deerajviset (2015), the preparation of English education at the national level includes the attempt to become one of the educational hubs in ASEAN, internalise its higher education system, integrate English at every educational level, and launch projects improving Thai's English proficiency. One of the projects is "English Speaking Year". According to Hodal (2012), this project was initiated by the Thailand's education ministry with the aim to provide the teachers with media modules and partnerships training them in English speaking. Hodal (2012) reported that the other goal of this project includes teaching students all across the country to speak English through multimedia educational material e.g. TV, the radio and internet and conversations with native English speakers.

In spite of the preparation of English education at the national level, Thai's English proficiency is considered "very low", "below the international average" (Deerajviset, 2015), and "very low proficiency" (Sanonguthai, 2014). The English average scores for the Ordinary National Educational Test (O-NET) in 2012 were 36.93 and 22.07 out of 100 for Thai primary and high school students, respectively which is considered very low, according to Office for National Education Standards and Quality Assessment (2012, cited in Deeravisit, 2015).

Based on the results of score data summary for TOEFL internet-based tests (iBT), Thailand ranked 116th out of 163 countries across the world

(Educational Testing Service, 2010 cited in Deerajviset, 2015) and 6th out of ten ASEAN nations with an average score of 75 which was below the international average of 80 (Deerajviset, 2015).

Similarly, Thai 15-year old students underperformed those in two ASEAN countries i.e. Singapore and Vietnam and worldwide in the 2015 Programme for International Student Assessment (Pisa). According to Fredrickson (2016), Pisa is the evaluation of the knowledge and skills in mathematics, sciences and reading of over half million students at the age of 15 across 70 countries worldwide and takes place every three years. Based on the results of score data summary for the 2015 Pisa, Thai ranked 57th for reading with 409 points which below the average of 493 points.

While Thai's score of Pisa in 2015 were below the international average, Singapore and Vietnam ranked the first and the eighth in all three subjects (Fredrickson, 2016). The English proficiency index 2017 conducted by Education First showed that Thailand was classified as having low proficiency (Pandey, 2017). The country scored 47.21 and the score has put Thailand in the 53rd out of 80 non-native English speaking countries (Pandey, 2017). Among ASEAN nations, Singapore was the top performer with the score 66.03 and having a very high proficiency category (Pandey, 2017). Malaysia and Philippines came after with the rank of 13 and 15, respectively and they were classified as having high proficiency (Pandey, 2017). Vietnam was ranked 34th with having a moderate proficiency category, followed by Indonesia (39th) with having a low proficiency, Cambodia (77th) and Laos (80th) with having a very low proficiency (Pandey, 2017). Thai's low proficiency in English evident from the results of O-NET, TOEFL (iBT), Pisa, and the English proficiency index 2017 showed that Thailand have major deficits in teaching and learning English.

According to Pandey (2017), the improvement of teacher qualifications should be firstly taken into account and has been implemented in Singapore through the campaign ‘Speak Good English Movement’ and through the project ‘State Professional Upskilling of English Language Teachers’ for over a decade in Malaysia.

The Thai Ministry of Education works in close partnership with the British Council Thailand on a project called The Regional English Training Centres Project also known popularly as “Boot Camp”. The project was taken place in March 2016 with twelve British Council expatriate teacher trainers based in Chiang Mai, KhonKaen, SuratThani and Bangkok (British Council, 2018b). It has now expanded to forty-four trainers in fifteen locations across Thailand (British Council, 2018b). Each teacher takes part in a three-week intensive course which uses British Council course materials tailor made to the Thai context (British Council, 2018b). The trainers provide a fun, dynamic and interactive training environment while giving the teachers attending the courses the skills they need to deliver effective English lessons back in their own schools (British Council, 2018b).

The project is also training 45 Thai master trainers (TMTs), who successfully completed the Boot Camp teacher and trainer development programme in March 2016 or one of the Boot Camp intensive courses (British Council, 2018b). The TMTs complete a range of training development tasks including team-training or delivering Boot Camp training sessions (British Council, 2018b). This is aimed at building sustainability into the project with, in the future, TMTs able to pass on their skills and autonomously train other Thai teachers (British Council, 2018b).

This research study aims of this research is to investigate the similarities and differences of ELT (English Language Teaching) in Thailand and other ASEAN nations in three aspects: teaching content, expected English learning outcomes, and teaching principles stated in the K-12 curriculum of Thailand and other ASEAN nations with PISA scores higher than Thailand. The curricula under the investigation are from the following countries: Singapore, Philippines, Brunei Darussalam and Thailand. The analysis of the curricula is expected to answer the following research questions.

1. What are the teaching contents used among the selected ASEAN countries?
2. What are learning outcomes required in the selected ASEAN countries?
3. What are teaching principles implemented in the selected ASEAN countries?

The comparison of the three aspects: teaching content, expected learning outcomes and teaching principle will be able to explain how certain nations of ASEAN such as Singapore and Malaysia are successful in educating their citizen’s English. This will hopefully provide a guide to policy of English education and English teacher education in Thailand.

II. DOCUMENTARY RESEARCH

2.1. Validity and Reliability of Documentary Research

In documentary research, data must be handled scientifically with four criteria to control the quality of source (Ahmed, 2010, p.3). The four criteria are authenticity, credibility, representativeness and meaning (Ahmed, 2010). This research study selected the national curriculum from the four countries as follows: Philippines, Singapore, Brunei Darussalam and Thailand. The researcher analyses them whether they are genuine and have integrity by authenticating the authorship of the document as shown in the below

Table 1.

Table1: The National Curricula Investigated in the Present Study

Country of Origin	Curriculum Title	Author
Philippines	K to 12 Curriculum Guide English (Grade 1 to Grade 10)	Republic of the Philippines, Department of Education, DepEd Complex, Meralo Avenue Pasig City
Singapore	English Language Syllabus 2010: Primary and Secondary (Express/Normal [Academic])	Curriculum Planning & Development Division, Ministry of Education, Singapore
Brunei Darussalam	The National Education System for the 21 st Century: SPN21	Ministry of Education, Brunei Darussalam
Thailand	The Basic Education Core Curriculum	Ministry of Education, Thailand

In terms of credibility, researchers are suggested to establish credibility of the documents by attempting to record an accurate account from the chosen document (Ahmed, 2010, p.4). In this study, it might be argued that the four documents are free from error and distortion because they are written by the Ministries of Education. With two characteristics, it might be argued that the documentary sources of the present study contains two key components of credibility which are ‘trustworthiness and expertise’ According to Ahmed (2010, p.5), “representativeness refers to whether the evidence is typical of its kind or not”. Whether the documents consulted in this present study are representative of the totality of the entire relevant documents is difficult to say. However, the national curriculum is solely used as a guide on teaching and learning in formal education of the four

countries. As a result of this, the curriculum is generally accepted and implemented. This means that data from the curriculum would describe the overall situation of ELT there which is the focus of this research study.

In terms of meaning, Ahmed (2010, p.5) states that the evidence must be clear and comprehensible. The researchers must arrive at an understanding of the meaning and significance of what the document contains (Scott, 1990 cited in Ahmed, 2010, p.5). To understand a literal or face value meaning and an interpretative meaning, researchers can conduct an in-depth interview with a few key informants who are familiar with and or knowledgeable about the document (Ahmed, 2010, p.5). However, it is relatively impossible for the researcher of the present study to contact people who used to experience the national curriculum investigated in this study. To gain meaning of the documents, the researcher captures the meanings through carefully reading the documents.

2.2. Documentary Data Analysis

According to Weber (1990, p.41 cited in Ahmed, 2010, p.7), there is too much information in texts. This is true with the four nation curricula each of which contain more than 100 pages. Data reduction is necessary for reducing the data and at the same time the reduction should be done without losing significant information. Ahmed (2010, p.7) suggests two stages of data reduction act. Firstly, a researcher takes a voluminous amount of information and reduces it to certain patterns and themes and then interprets this information by using some schema (Ahmed (2010, p.7). Secondly, Ahmed (2010, p.7) points out that the second stage happened through coding which is associated with activities such as finding themes, cluster, and patterns. For this research study, the research read through the four national curricula and then segmented the information by referring to the three research questions. Each piece of information was codified and three main themes were established and they are "Aspects of Language Learning", "Language Learning Outcomes", and "Language Teaching Principles" (Section 3.2-3.4).

According to Ahmed (2010, p.7), data display is the process of presenting and analysing the data. There are many different ways of display data i.e. charts, diagrams and researcher should select a way that moves the analysis forward (Ahmed, 2010, p.7). For this present study, the narrative text has been used the most frequently alongside the quotes from the four national curricula. Furthermore, the researcher has employed tables to show the relationships between the learning contents and learners' levels (Table 2) stated in the four national curricula. Table 3 compared teaching principles implemented in Philippines and Singapore. This way of displaying

data would reflect on the main issue of the present study.

Ahmed (2010, p.8) states that data reduction and data display aim to assist in drawing conclusions. However, the three processes: data reduction, data display and data drawing and verifying conclusion take place relatively concurrently (Ahmed, 2010, p.8). For the present study, the first two processes (data reduction and data display) involved in codifying data and the third process (drawing and verifying conclusions) involved in interpreting data. All three processes happened almost at the same time and presented a comprehensive and robust explanation of the data.

III. RESULTS AND DISCUSSION

3.1. The Curriculum Overview

Among the four countries: Brunei Darussalam, Philippines, Singapore and Thailand, only Philippines and Singapore have English language curriculum, particularly. For Brunei Darussalam and Thailand, English is as a language subject included in one of the learning areas required by the national curriculum.

In Brunei Darussalam, English is included in the learning area 'Languages'. It is one of nine learning areas in the SPN21 curriculum. Similarly, English is included in the learning area 'Foreign Languages' as one of the eight learning areas in the Basic Education Core Curriculum of Thailand. Brunei Darussalam and Philippines' curriculum was established and has been implemented since 2013 while Singapore built and implemented its curriculum in 2010. In Thailand, the Basic Education Core Curriculum 2008 is currently used. It shows that Thai Basic Education Core Curriculum is required a revision for identifying learning contents and outcomes responding to latest educational trends e.g. 21st century skills, global citizenship, etc. Based on the data analysis above, Singapore and Philippine consider teaching and learning English very significance for their population which can be seen from the establishment of the curriculum particularly for teaching and learning English. Unlike the two countries, Brunei and Thailand only established its national curriculum in which English is included as one of the learning areas. This might be because of the different roles of English playing in each country.

3.2. Aspects of Language Learning

Areas of language learning are described delicately in the Philippines' K to 12 Basic Education Curriculum and the Singapore's EL Syllabus 2010 and they are relatively similar. In the K to 12 Basic Education Curriculum, they are listening, speaking, reading, writing and viewing. These are called the 5 sub-strands aligning with the 14 language and literary domains (Department of Education, 2013, p.11). In Singapore's EL syllabus 2010, six areas of language learning include listening and viewing, reading and

viewing, speaking and presenting, writing and representing, grammar and vocabulary (Curriculum Planning & Development Division, 2010, p.13).

The K to 12 Basic Education Curriculum indicated areas of language learning through the 15 domains (Oral Language, Phonological Awareness, Book and Printed Knowledge, Phonics and Word Recognition, Fluency, Spelling, Writing and Composition, Grammar Awareness and Structure, Vocabulary Development, Reading Comprehension, Listening Comprehension, Attitudes towards Language, Literary and Literature, and Study Strategies) categorised into the five sub-strands (Listening, Speaking, Reading, Writing, and Viewing) which varies to learners' levels (K-12). The main contents of learning areas for foreign languages (English) stated in the Thai Basic Education Core Curriculum include four main strands: Language for Communication, Language and Culture, Language and Relationship with Other Learning Areas and Language and Relationship with Community and the World.

The four strands describe broadly about the content to be taught. Language for Communication (Strand 1 with three standards) stresses the four skills of English to be used in different purposes. Language and Culture (Strand 2 with two standards) focuses on comparison between Thai and foreign language and culture. Language and Relationship with Other Learning Areas (Strand 3 with one standard) and Community and the World (Strand 4 with two standards) view language as a tool.

Based on the Brunei's SPN21 curriculum, English is taught as a subject from preschool to year 11. There is no specific aspect of language to be taught stated in the curriculum. However, the language is used as a medium of instruction for English lessons for learners at all levels and for Mathematical and Science lessons from Year 1 to Year 3. The use of English as a medium of instruction expands to other subjects varied to learners' levels. English as a medium of instruction is implemented to all subjects in Year 9 to 11 as shown in **Table 2**.

Based on the SPN21 Curriculum, general aspects of language learning were described with the terms such as 'English Language', 'English as a Second Language (E2L)', and 'Functional English and Communication' which are to be taught in year 9 to Year 11 (Ministry of Education, Brunei Darussalam, 2013, p.71-72).

Table2: English as a Medium of Instruction Implemented in the SPN21 Curriculum

Learners' Level	Learning Areas	Subjects	MoI
Pre school	Languages	English	English
Year 1 to Year 11	Languages Mathematics Science	English Mathematics Science	English English English Malay/

Learners' Level	Learning Areas	Subjects	MoI
	Physical and Health Education	Physical Education	English
Year 4 to Year 6	Technology	ICT	English
Year 7 to Year 8	Social Sciences and Humanities Technology Art and Culture	Social Studies Business, Art and Technology Drama Music	English English English English

Based on the data analysis, four skills of English, vocabulary and grammar is seen as the core content of learning English in the four countries. Teachers of English in Philippines, Singapore and Thailand can consult the national curriculum for choosing specific teaching and learning contents responding to the learning outcomes (Section 3.3). In a way, teachers of English in Brunei are freer to select related contents to be taught. On the other hand, Bruneian teachers have to determine teaching and learning contents by themselves because the SPN21 provides broad details of teaching and learning content of English lessons and generally for learners at all levels.

English as a medium of instruction is implemented in Philippines, Singapore and Brunei. It seems to be usual for Philippines and Singapore where English is a second and official language. Moreover, the two countries are put in Kachru's inner circle. However, it seems to be remarkable for Brunei where English is one of the foreign languages but it is used as a medium of instruction for all subjects. Although English is the first foreign language in Thailand, Thai Basic Education Core Curriculum does not require English as a medium of instruction for any learning areas even for English lessons.

3.3. Language Learning Outcomes

The general outcomes of language learning were established in the SPN21 curriculum, the K to 12 Basic Education Curriculum and the EL Syllabus 2010. The learning outcomes stated the three curricula aim to raise the language competency regarding the grammatical and linguistic areas. The K to 12 Basic Education Curriculum uses linguistic terms to describe language learning outcomes. Both speaking and writing in English was highlighted in the K to 12 Basic Education Curriculum and the EL Syllabus 2010. The former described its language learning outcomes in a formal way with linguistic terms. On the other hand, the EL Syllabus 2010 described its language learning outcomes with simple terms. The SPN21 curriculum emphasises an increase in reading, writing and communicative competence. Reading ability is also emphasised in the

SPN21 curriculum. Furthermore, the language learning outcomes stated in the SPN21 curriculum and the K to 12 Basic Education Curriculum include the ability to interpreting the information. Unlike the two curricula, the SPN21 curriculum clearly stated the language learning outcomes related learners' critical and creative thinking and the development of appreciation of the beauty of literary works. Apart from linguistic competence, the SPN21 curriculum focuses on developing learner's attitude towards diverse sources of information. Unlike the three curricula, the learning outcomes appear through the term 'Learner's Quality' and it is categorized into four levels from the learners graduate which include Grade 3, Grade 6 and Grade 9 sand Grade 12. The description of the learner's quality is written in grade level indicators of standard of learning through Strand and Standard. The specific outcomes of learning language were not stated in the SPN21 Curriculum. The three curricula: Singapore's EL Syllabus 2010, Thai Basic Education Core Curriculum and The Philippines' K to 12 Basic Education Curriculum have its own way to present specific learning outcomes but all of them are presented by using tables. The information in the tables is relatively similar. All of the three curricula include learning content which learners will be taught and learning outcomes which learner at each grade level have to achieve. The learning outcomes charts of the EL Syllabus 2010 are categorised into six groups corresponding to the curriculum's six areas of learning: listening and viewing, reading and viewing, speaking and representing, writing and representing, grammar and vocabulary.

The learning outcomes charts of Thai Basic Education Core Curriculum are categorised into four strands with eight standards. Within each strand and standard, grade level indicators are provided to indicate desired learning outcomes groups in each learning levels from Grade 1 to Grade 12.

The learning outcomes charts of the K to 12 Basic Curriculum are categorised into ten groups corresponding to learner's level i.e. Grade 1 to Grade 10. Each grade level is provided with grade level standards. Teaching and learning activities are delivered in four quarters each of which contains ten weeks and emphasises different aspects of language.

3.4. Language Teaching Principles

In the EL syllabus 2010, the areas of language learning charts are established with the aim to guide EL teachers in the planning of their schools' EL instructional programme in a way that will best cater to their pupils' specific needs, abilities and interest (Curriculum Planning & Development Division, 2010, p.16). The Singapore's EL syllabus 2010 and Philippines' K to 12 Basic Education Curriculum are similar regarding to the language teaching principles which guide language teachers in both countries through the language teaching and learning

process. **Table 3** compares language teaching principles stated in both curricula.

Table3: Comparative Teaching Principles

EL Syllabus 2010	K to 12 Basic Education Curriculum
Contextualisation	Spiral Progression
Learner-Centeredness	Interaction
Learner-Focused Interaction	Integration
Integration	Learner-Centeredness
Process Orientation	Contextualisation
Spiral Progression	Construction

It found that the principles of 'Contextualisation', 'Learner-Centeredness', 'Integration' and 'Spiral Progression' are almost the same. The only difference is the use of pupils in the EL Syllabus 2010 and learners in the K to 12 Basic Education Curriculum. For 'Learning-Focused Interaction' in the EL Syllabus 2010 and 'Interaction' in the K to 12 Basic Education Curriculum, the explanation is not exactly the same but the meaning is in the same direction. Both curricula states that learner should be learnt in the context communication. For the EL Syllabus 2010, it clearly states that this is the teachers' responsibility. 'Process Orientation' and 'Construction' are similar in terms of teacher's role which provide student with sufficient scaffolding. However, the former in the EL syllabus 2010 emphasizes the teaching of processes to develop language skills and knowledge. On the other hand, the K to 12 Basic Education Curriculum emphasizes making meaning through reflective process.

The SPN21 curriculum has identified seven instructional principles. They are both general approach and specialised strategy projects for teaching and learning languages which are considered appropriate for the primary and secondary levels of schooling. In terms of general teaching approach, the curriculum contains two principles: Integration and learner-centeredness and they also appear in the Singapore's EL Syllabus 2010 and the Philippines' K to 12 Basic Education Curriculum. For SPN21 curriculum, learner-centeredness involves teaching and learning processes which recognises the different learning abilities and learning styles of learners similar to the Singapore's EL Syllabus 2010 and the Philippines' K to 12 Basic Education Curriculum. In addition, the SPN21 curriculum urges the teachers to use different instruction including three categories. Furthermore, the SPN21 curriculum encourages teachers to use a variety of teaching aids. The SPN21 curriculum specifically states practical activities such as game, role play, experiments, demonstrations, music, drama, signing, and movement to be included in teaching process. Two projects have been implemented to improve the effectiveness of teaching and learning English. First, Malay and English Language Literary Programme for Primary Schools

was introduced to improve the literacy level for both languages through the use of phonics at Preschool, Year 1 and Year 2 (Ministry of Education, Brunei Darussalam, 2013, p.81). Second, Sustainability of the Reading and English Language Acquisition (RELA) approach in Teaching and Learning English Language continues in Primary 3 and Primary 6 (Ministry of Education, Brunei Darussalam, 2013, p.81). For SPN21 Year 1, 2, 4, and 5, this approach is now incorporated into the classroom teaching and learning based on the themes and language structures taught in given Scheme of Work and Syllabi (Ministry of Education, Brunei Darussalam, 2013, p.81).

CONCLUSIONS

This research study has revealed the similarities and differences of the four national curricula in three areas as follows: aspects of language learning, language learning outcomes, and language teaching principles. Based on the analysis of the four national curricula and the countries' achievement in improving their citizen's English proficiency, there are two issues to be taken into account of revising Thai curriculum. First, an establishment of curriculum of language learning should be discussed. As can be seen from Philippines and Singapore, the two countries implement the curriculum which particularly aims to develop language ability and the results are impressive which was discussed in Section 1. Secondly, English as a language of instruction should be considered and implemented in at least English lessons. It is interesting to further research on factor in implementing English as a medium of instruction for Thai education.

ACKNOWLEDGMENTS

I, Dr. Sasiporn Phongplopis, Head of English Department in Faculty of Education is highly grateful to all those who support me on completing this research project. First of all, I would like to pay my heartiest thanks to Suan Sunandha Rajabhat University who financially supports me to conduct the research project. My heartfelt thanks goes to all other staff members of the "Institute of Research and Development" provided valuable suggestions and kind co-operation in completion of this research

project. Finally, we would like to express our heartfelt thanks to my husband and son who were very supportive both financially and mentally and for their encouragement to achieve my set goals.

REFERENCES

- [1] Phongplopis, S. (2016). The Education of Bilingual Teachers: Preparation of Thai Pre-service Teachers of English to Teach in Thai-English Bilingual Schools (Doctoral thesis/dissertation). Available from Open Research Exeter (ORE) <https://ore.exeter.ac.uk/repository/handle/10871/24301>.
- [2] Deerajviset, P. (2015). The ASEAN Community 2015 and English Language Teaching in Thailand. *The Journal of Humanities and Social Studies*, p. 39-75.
- [3] Hodal, K. (2012). Thai Schools Urged to Boost Speaking. Retrieved from: www.theguardian.com/education/2012/feb/14/thailand-speaking-english-campaign
- [4] Sanonguthai, S. (2014). Ready or Not? The State of Thai Schools in Response to the ASEAN English Language Policy. Language Institute, Thammasat University, p.128-142.
- [5] Pandey, U. (2017) Retrieved from: <https://www.bangkokpost.com/opinion/opinion/1358915/thailand-must-pass-english-test>
- [6] National Heritage Board [NHB], (n.d.). Retrieved from <http://goodenglish.org.sg/about-us>.
- [7] British Council (2018a). Professional Upskilling of English language teachers – Pro-ELT 1 and PRO-ELT 2. Retrieved from <https://www.britishcouncil.my/programmes/education/teachers/pro-english-language-training>.
- [8] British Council, (2018b). Regional English Training Centres Project (RETC Project) Retrieved from <https://www.britishcouncil.or.th/en/regional-english-training-centres-project-retc-project>
- [9] Mogalakwe, M. (2004). The Use of Documentary Research Methods in Social Research. *African Sociological Review*. 10(1), pp. 221-230.
- [10] Ahmed, J.U. (2010). Documentary Research Method: New Dimensions. *Indus Journal of Management & Social Sciences*, 4(1): p.1-14. Retrieved from: <http://ideas.repec.org/s/iib/journal.html>
- [11] Department of Education (2013). K to 12 Curriculum Guide English. Pasig City: Republic of the Philippines.
- [12] Curriculum Planning & Development Division. (2010). English Language Syllabus 2010: Primary & Secondary (Express/Normal/ [Academic]). Singapore: Ministry of Singapore.
- [13] Ministry of Education, Brunei Darussalam (2013). The National Education System for the 21st Century: SPN21. Brunei Darussalam: Ministry of Education.
- [14] Ministry of Education, Thailand (2008). The Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Bangkok: The Ministry of Education, Thailand.

★★★