

Models of Dual Language Classroom Instruction: A Case of Sarasas Affiliated Schools

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บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR)
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รูปแบบการสอนชั้นเรียนแบบสองภาษา:กรณีศึกษาโรงเรียนในเครือสารสาสน์



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

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การวิจัยนี้มีจุดประสงค์เพื่อ 1) สำรวจรูปแบบการสอนชั้นเรียนแบบสองภาษาที่ใช้ในประเทศไทย 2) จำแนกความแตกต่างของรูปแบบการสอนโดยครูเจ้าของภาษาอังกฤษ และครูที่ไม่ใช่เจ้าของภาษาอังกฤษ ในการการสอนชั้นเรียนแบบสองภาษา และ 3) ตรวจสอบความคิดเห็นของนักเรียน และครูที่มีต่อรูปแบบการสอนชั้นเรียนแบบสองภาษาของโรงเรียนในเครือโรงเรียนสารสาสน์ กลุ่มตัวอย่างในการวิจัยนี้ประกอบด้วย ผู้บริหารโรงเรียน 4 ท่าน ครูผู้สอนระดับประถมศึกษา 106 ท่าน และนักเรียนชั้นประถมศึกษาปีที่ 6 จำนวน 712 คน เครื่องมือในการวิจัย ได้แก่ 1) แบบสัมภาษณ์กึ่งโครงสร้าง เพื่อสัมภาษณ์ผู้บริหาร ครู และนักเรียน 3 แบบ 2) แบบสำรวจความคิดเห็นสำหรับครู และนักเรียน 2 แบบ และ 3) แบบสังเกตชั้นเรียน วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้สถิติเชิงบรรยาย t-test และ Pearson Correlation Coefficient แปรผลข้อมูลเชิงคุณภาพด้วยการวิเคราะห์เชิงเนื้อหา

ผลการวิจัยพบว่า 1)โรงเรียนในประเทศไทยมีการจัดการสอนชั้นเรียนแบบสองภาษา 3 รูปแบบ ได้แก่ Language Immersion Programmes, Developmental Bilingual Programmes และ Two-way Immersion Programmes โดยโรงเรียนในเครือสารสาสน์จัดการสอน Bilingual Programme และ International Education Programme ตามรูปแบบ Language Immersion Programmes ในขณะที่การจัดการสอน Mini Bilingual Programmes ไม่สอดคล้องกับรูปแบบใด 2)วิธีและกลยุทธ์การสอนของครูเจ้าของภาษาอังกฤษและครูที่ไม่ใช่เจ้าของภาษาอังกฤษแตกต่างกัน ชั้นเรียนที่จัดการสอนโดยครูที่ไม่ใช่เจ้าของภาษามีบรรยากาศการเรียนรู้ที่ดีกว่า และเน้นผู้เรียนเป็นศูนย์กลางมากกว่าชั้นเรียนที่จัดโดยครูเจ้าของภาษา และ 3) นักเรียนและครูโรงเรียนในเครือสารสาสน์มีความเห็นว่าการจัดการสอนชั้นเรียนแบบสองภาษาเหมาะสมสำหรับโรงเรียนในเครือสารสาสน์

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CHAPTER I

INTRODUCTION

This chapter introduces the background of the study. It talks about the role of English in the world calling for multi-language instruction in the educational area. Considering that the English proficiency level is quite low in Thailand, the Thai national curriculum focuses on English teaching by encouraging students to use English in the authentic situations, that is, students should use English to study every subject except the Thai Language. Many schools are practicing various kinds of English programmes according to the national curriculum, and Sarasas Affiliated Schools' programmes were one of the examples. In addition to the research questions and objectives, the academic terms, the scope of the study and the significance of the study also included in this chapter.

Background of the Study

In our modern society, languages are very important tools to understand each other and to express ourselves. Different languages enable learners to be aware of the diversity of cultures and viewpoints in the world community and are conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding themselves and build a good relationship with others. Thailand is one of the members of the Association of Southeast Asian Nations (ASEAN), so the government has identified the need to reform the curriculum in order to development a workforce that is both bilingual and keenly aware of the outside world. The fact of linguistic diversity and the need for multi-language capability call for multi-language instruction in the educational area in Thailand.

Nowadays, English as an International Language was used worldwide. According to David Crystal (2003, p. 5), approximately 360 to 400 million people speak English as their first language, while the numbers of English as a second language speakers varies greatly, from 470 million to more than 1 billion. When combining native and non-native speakers, English is the most widely spoken language worldwide. From Kachru's Three-circle Model of World English (1985), Thailand is in the expanding circle which means, on average, the English level is lower than the inner and outer circles. The current English proficiency levels in Thailand are worryingly low. According to the EF English Proficiency Index (EF EPI) (2015), Thailand ranked 14th out of 16 Asian countries in English skill, near the bottom of English proficiency level. Considering the worldwide use of English and the low level of English in Thailand, increasing the intensity of English education is imperative.

According to the Ministry of Education of Thailand Education (2008), the foreign language constituting the basic learning content is prescribed for English. The importance of English has been stressed in the four strands for the foreign language subjects' area in the currently national curriculum, the Basic Education core curriculum B.E. 2551 (A.D. 2008). According to the curriculum, English is a tool for communication, for exchange ideas, for understanding the cultures, for seeking further education and for career development. The curriculum emphasizes that studying English is increasingly essential, Thai students need be able to use English in authentic situations so English being just taught as a language is not enough. English should be embedded in every aspect of their daily life. Based on this idea, students should use English to study every subject except the Thai language.

The Thai government has been investing very heavily in education in recent years, the Ministry of Education has allocated over 500 million baht to improve the English of students (Chongkittavorn, 2014). The low English proficiency and high governmental investment in today's English education situation call for educational revolution and innovation. There is a clear need for bilingualism or even multiculturalism.

In Thailand, most of the dual language instruction occurs in English and Thai languages, with the different percent of instructional language using in the curriculum, and different start-ending levels in accordance with the model of the programmes. Regular programmes use Thai as the medium of instruction in all subjects, which is the original form of Thai education. English or International education programmes use English as the medium of instruction in all subjects except the Thai language. Dual language programmes use both Thai and English as the medium of instruction for at least half of the curriculum. Some programmes start from the early level, like kindergarten or grade 1; some programmes start from the middle level, like grade 4; and other programmes start at a very late level, like grade 6. The end levels also different from the early-exit (e.g. grade 3) and late-exit (e.g. secondary school level).

Since 2005 the Thai government has encouraged schools to establish bilingual departments where the core subjects were taught in English. The bilingual programmes or dual language programmes have considered by the Ministry of Education as an important tool for developing manpower needed for future national development. The researcher would like to explore how these expectations are practicing in the schools of Thailand.

A recent study conducted at the Experimental School of Rangsit University showed that children who went to Thai government schools' regular programme received a good education in Thai subjects but hardly anything in English. At international programmes, Thai children received an excellent international education, including superb instruction in English, but many students graduated high school not being fully conversant in their national language, Thai. While in the bilingual programmes, Thai children receive an education based on the Thai curriculum but with the majority of classes taught in English, not Thai, students benefit from two languages as well as academic knowledge. In addition to the language and knowledge they get from each type of programme, the tuition fees in the International programmes are quite expensive, it reported that the cost of studying at international programmes in Thailand range from 200,000 to 700,000 baht per year, while the bilingual schools' fees range from 40,000 to 400,000 baht per year (Post, 2007). Public educational institutions in Thailand are free for children

up to grade 12; however, many parents choose to send their children to bilingual schools anyway.

Sarasas Affiliated Schools is a group of private and Catholic bilingual schools. Nowadays, there were 37 Sarasas Schools, with 85,845 students, 5,499 Thai teachers, and 1,392 foreign teachers by the middle of 2015. There are three programmes, and two technological colleges in Sarasas Affiliated Schools (2015). The three programmes are bilingual programme, mini bilingual programme, and international education programme. There are 27 Schools with the bilingual programme, 26 schools with the mini bilingual programme, 10 schools with the international programme, and 6 schools offer all the three programmes. There are 46,927 students in the bilingual programme, 35,178 students in the mini bilingual programme, 2,234 students in the international education programme, and 1,506 students in the technological colleges.

There are very few such affiliated schools in Thailand that offer three dual language programmes together and also have such a large population, so it's a perfect case for the researcher who wants to know how the different types of dual language programmes are practiced in the school situation, what are the instructional principles followed by the teachers, and what are the opinions of students and teachers toward the dual language instruction.

Research Questions

According to the previous studies presented above, the research questions addressed in this study were as follows:

1. What are the models of dual language classroom instruction implemented in Thailand?
2. What are the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction?
3. What are the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools?

Research Objectives

The objectives of this study were:

1. To explore the models of the dual language classroom instruction implemented in Thailand.
2. To differentiate the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction.
3. To investigate the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools.

Definitions of Terms

In the present study, the following terms are defined as follows.

Dual language instruction (DLI) is a form of instruction in which students are taught literacy and content in two languages. Dual language classroom instruction (DLCI) refers to the dual language instruction happens in the classroom. Dual language learners (DLLs) refer to students who acquire two languages simultaneously and learn a second language while continuing to develop their first language.

Models of dual language instruction refer to a variety of forms of education that promote the acquisition of English along with additional languages and cultures. There were three models in this research: language immersion programmes serve for language majority students, developmental bilingual programmes serve for language minority students, and two-way immersion programmes serve for language majority and language minority students.

Instructional principles of dual language instruction refers to instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in students. Instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement. Instruction is student-centered. Teachers create a multilingual and multicultural learning environment.

Opinions toward the dual language instruction refers to the views of the teachers and students about the dual language instruction, it includes seven areas: assessment and accountability, curriculum, instruction, staff quality and professional development, program structure, family and community, support, and resources.

Non-native English-speaking teachers (NNESTs) refer to the English language teachers who speak English as a foreign or second language. Native English-speaking teachers (NESTs) refer to the teachers whose English is his or her first language.

Language minority students refer to the students who speak a type of language in a particular context quite small compare with other language groups. Language majority students refer to the population who speak a type of language in a particular context quite big compare with other language groups.

Sarasas Affiliated Schools is a general term of chain schools under the name of Sarasas. Those schools share the instructional principles and curriculums. They offer three dual language programmes (Mini Bilingual Programme, Bilingual Programme, and International Education Programme), from nursery to year 12.

Scope of the Study

Population

The population of this study was 35 Sarasas Affiliated Schools with 84,339 students and 1,388 foreign teachers in the three dual language programmes. There were 46,927 students in the Bilingual Programme, 35,178 students in the Mini Bilingual Programme, and 2,234 students in the International Education Programme.

Variables

In this study, there were two types of variables as follows:

Independent variable: the models of dual language instruction used in Sarasas Affiliated Schools and the instructional principles used by native and non-native English-speaking teachers in dual language classroom instruction.

Dependent variable: the opinions of students and teachers toward the dual language classroom instruction in Sarasas Affiliated Schools.

Context

The context of this study was the Sarasas Affiliated Schools throughout Thailand located in 16 provinces. The 4 sample schools were Sarasas Witaed Bangbon School, located in Bangkok; Sarasas Witaed Rangsit School, located in Pathumthani; Sarasas Witaed Pittaya School, located in Bangkok; and Sarasas Witaed Samutsongkram School, located in Samutsongkram.

Significance of the study

The innovation of curriculum in Thailand underwent a big improvement. It involved a move away from Thai-only as the medium language of instruction to a situation in which the English language has also been accorded a space in formal instruction through the gradual introduction of dual language instruction (Cooperation, 2008) . Therefore, many challenges were faced in the implementation of these programs. This study may provide an overall view of dual language instruction as well as the implementation of this innovative instruction in the country.

Against this background, the researcher expects this study to make a theoretical contribution. This study may contribute to the discussion about the value of dual language instruction from a pedagogical perspective contributing, in this way to empirically informed theory building on dual language instruction especially as concerns speaking in English as foreign language countries, like the ASEAN countries.

The other reasons why need to conduct dual language instruction research in Thailand were as follows (S. E. School, 2014a):

Firstly, Thailand cannot depend on the findings of overseas research to assist the planning or evaluating in dual language instruction unless it's confident that the terms and definitions of the research are consistent with Thailand.

Secondly, there was a need for continuing locally-directed research into dual language instruction in this country, supervised or monitored by Thai universities and research institutes.

Finally, there is a need for clarification of the term “dual language instruction” in Thailand and the adoption of the clarified definition by those who advise parents, government agencies, and universities.

What happens in dual language classroom instruction within schools as well as wider fields in Thailand is necessary to provide a knowledge platform from which one can make changes and improvements to organization, teaching, and curriculum. In addition, it will provide the up to date information and answer questions posed by parents, government and the educational communities.



CHAPTER II

LITERATURE REVIEW

The purpose of this chapter was to review related documents in order to design the research and construct instruments for the survey. The following topics were reviewed and presented.

Dual Language Instruction

1. Definition and history of dual language instruction
2. Models of dual language instruction
3. Dual language instruction in Thailand
4. Dual language instruction in Sarasas Affiliated Schools

The Instructional Principles Used in Dual language Classroom Instruction

1. Guiding principles for dual language instruction
2. Barak Rosenshine's ten instructional principles
3. Sarasas Affiliated Schools' teaching policy

Teachers in the Dual Language Instruction

1. Three-circle Model of World English
2. Teachers in dual language instruction
3. Teaching assistants in dual language instruction

The Opinions toward Dual Language Instruction

1. The effectiveness of dual language instruction
2. Pros and cons related to dual language instruction

Dual Language Instruction

Definition and history of dual language instruction

Dual language instruction refers to a form of education in which two languages are used to present information to students. Dual language instruction has been practiced in many forms, in many countries, for thousands of years. Defined broadly, it can mean any use of two languages in school, by teachers or students or both, for a variety of social and pedagogical purposes.

Dual language education formerly called bilingual education. Since the term bilingual education has negative associations in the history of United States, it is now more commonly called dual language education. It has existed in the United States for roughly two centuries, and it reached its peak time in the 1970s and was called “bilingual education” at that time. The use of bilingual education in public schools has declined significantly in the USA in recent decades due to legislative actions that have sought to limit its use. At a time when other types of bilingual education were on the decline and the “bilingual” word had been scrubbed from the U.S. Department of Education Lexicon, dual language programmes were showing promise in their mission to promote biliteracy and positive cross-cultural attitudes in the increasingly multilingual world ((Ed.), 2014).

During the 19th century, many public and private schools offered a course in languages other than in English. The 20th century saw dual language instruction blossom in publication and practice. The idea that dual language instruction is a recent phenomenon is just an illusion. Special services for limited-English-speaking students were few and limited until the 1970s. At that point, language minority speakers and their advocates were arguing for dual language instruction as a civil right. They argued that students were being deprived of an education if they were taught in a language they didn't understand (Cromwell, 1998).

Dual language programmes first appeared in the U.S., before the 1970s. Dade County Public Schools in Miami, Florida was the first district to implement a Spanish-English dual language programme in 1962. Then in the 1970's programmes spread into Washington D.C., Chicago, Illinois, and San Diego, California. Today, there are more than 300 dual language programmes national wide. Spanish was the most popular target language with 94% of the programmes using Spanish and English as the languages of instruction (W. C. School, 2016).

Dual language learners (DLLs) refer to students who are taught in a language other than their primary language or mother language. The Office of Head Start (OHS) defines dual language learners as children who “acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language” (Start(OHS), 2009).

Models of dual language instruction

During last decades, educators have experimented with a variety of forms of dual language instruction that promote the acquisition of the first language along with additional languages. There are many models of dual language instruction. Some of them have the same name but use different ways to practice in the real setting, and some of them share the same instructional principles but have the different names. The researcher in this study used the models of dual language instruction from Cloud, Genesee, & Hamayan (2000, p. 5), focusing on the three models of dual language instruction:

- 1) Language Immersion Programmes (LIPs) serve for language majority students.
- 2) Developmental Bilingual Programmes (DBPs) serve for language minority students.
- 3) Two-way Immersion Programmes (TIPs) serve for language majority and language minority students.

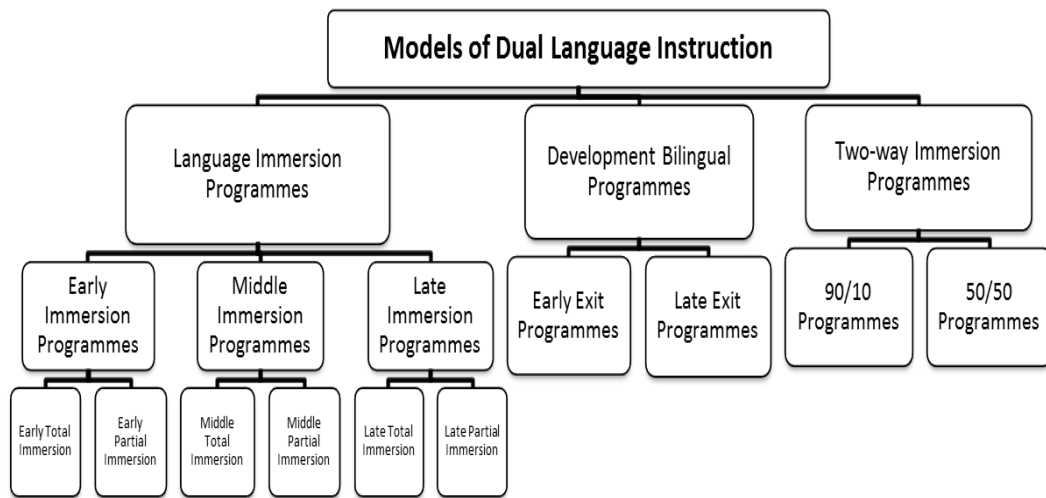


Figure 2.1: Models of dual language instruction (Cloud et al., 2000)

The figure above (See Figure 2.1) was updated according to Cloud, Genesee, and Hamayan's (Cloud et al., 2000) description of models of dual language instruction, to specify each type of dual language instruction program. They are different in terms of the target students, the grade level during which the second language is offered and ended, and the instructional time used to teach academic contents.

Language Immersion Programmes (LIPs) serve language majority students and they use a second or foreign language to teach at least 50% of the curriculum during elementary or secondary level. The language could be second, foreign or heritage languages. *Immersion Education: International Perspectives* by Keith Johnson and Merrill Swain (1997) is a useful collection of examples of immersion programmes from around the world. Immersion programmes vary with the amount of the second language that is used for instruction and the grade levels during the immersion in the second language offered (Johnson & Swain, 1997). In early immersion programs, the second, foreign or heritage language are used for academic instruction beginning in kindergarten or grade 1, while in late immersion programmes use of the secondary language as a medium of instruction begins at the end of elementary school or at the secondary school. In middle immersion programmes, using the second language for academic instruction begins in the middle elementary grades, usually grade 4. In

some immersion programs offer the medium of instruction through the second language except the language arts which are called total immersion programs. In other immersion programs, first language and second language used 50% of the time to teach academic contents, which are called partial immersion programs.

The objectives of these immersion programs are as follows.

- 1) Grade-appropriate levels of language development
- 2) Grade-appropriate levels of academic achievement
- 3) Functional proficiency in the second/foreign language
- 4) An understanding of and appreciation for the culture of the target language group

Developmental Bilingual Programmes (DBPs) serve the language minority students. There are two general models of bilingual education: 1) early-exit or transitional bilingual programmes and 2) late-exit or developmental bilingual programmes. In early exit or transitional bilingual programmes, the students use their first language during Grade 1, 2, 3 until they can make a full transition into all-English instruction. The aim of this type of programmes is to move to a monolingual L2 program. In the late exit or developmental bilingual programs, at least 50% of all courses were conducted in their first language and another 50% were in their second language. This kind of instruction continues throughout the elementary grades and in rare cases until high school, so as to ensure full proficiency in their first and second language.

The primary goals of developmental bilingual programmes are:

- 1) Maintenance and full development of the students' first language.
- 2) Full proficiency in all aspects of the second language.
- 3) Grade-appropriate levels of achievement in all domains of academic study.
- 4) Integration into the all-English language classroom.
- 5) Positive identity with the culture of the first language group and with the culture of the second language group.

Two-way Immersion Programs (TIPs) serve for both language minority students and language majority students in the same classroom. Generally, half of the students come from each language group. The active uses of instructional strategies are different from the other two programmes. There are two forms of the Two-way Immersion Programs: 90/10 programmes and 50/50 programmes. In 90/10 programmes, 90% of the courses in the early elementary grades are taught using the second language and 10% is taught using the first language to both groups of students. In 50/50 programmes, it took 50% of class time to teach all courses in the first language and second language.

Different TIPs have somewhat different objectives, while they share the following important goals:

- 1) Attainment of challenging, age-appropriate academic skills and knowledge.
- 2) Advanced level of functional proficiency two languages.
- 3) Understanding and appreciation of cross-cultural differences.

The three models of dual language instruction have been undergoing a steady growth in recent years.

Dual language instruction in Thailand

1. The background of dual language instruction in Thailand

Thailand has made impressive strides in providing educational opportunities to its citizens. The government provided free and compulsory education to everyone up to grade 12. The students have achieved primary school net enrolment and completion rates of 94% and 86%, respectively (2000–2007), and achieved a nearly universal literacy rate for adults 94% and youth 98% according to Tichuen (2003).

In Thailand, many private schools focus on English proficiency for the students and offer more hours of English classes. Private bilingual schools are becoming more viable options for parents who can't afford the tuition fee of international schools. The standard of the private bilingual schools have been greatly influenced by British and American teaching approaches and focus on student-centered learning. They also offer opportunities for students to develop closer links to Thai culture and society, while still providing access to a higher level of education,

a wider assortment of extra-curricular activities, and the facilities that are usually associated with those private bilingual schools.

There are many programmes practiced in many different language backgrounds. While in Thailand the context of language use is Thai and the majority of the students are Thai speakers. Even though English is not an official language in Thailand, most of the target language or the pair language in the dual language instruction is English. Thailand is also the host to several minority languages, according to Theraphan (1985). The largest minority language is Lao, a dialect of Isan spoken in the northeastern provinces. In the far south, Yawi, a dialect of Malay, is the primary language of the Malay Muslims. Varieties of Chinese are also spoken by the large Thai-Chinese population.

2. The origin of dual language instruction in Thailand

Dual language instruction in the 1990s was introduced by Thai educators. The pioneers were the Yongkamol family who established and administered the Sarasas Affiliated Schools. Dual language instruction linked the gap between the relatively ineffective approach to teaching English before 1992 and the kind of education provided by the international schools at the time. It has experienced extraordinary growth since 1992. The first dual language programme was the Sarasas Extra Class Programme and now, about 200 private and public bilingual schools exist nationwide (Post, 2007).

The Ministry of Education in Thailand classified dual language schools into two types: English Programme (EP) and Mini English Program (MEP). EP schools use English as a medium in all subjects except Thai Language Art, Social Study, Science, Law and Thai Culture and Traditions. MEP schools use English for 50% of weekly teaching hours. Elementary and secondary schools that need to apply EP or MEP programmes must have at least one native English-speaking teacher for every class. The Ministry of Education had supported public schools offering the English Programme since 1995. The ministry also encouraged MEP schools to become EP schools in order to improve their quality of instruction (Post, 2007).

Dual Language Programme (DLP) was implemented by Office of Non-formal and Informal Education (ONIE) in 2003. The goals for DLP are: 1) achieving academic proficiency in all subjects, meeting or exceeding expectations, 2) enabling students to maintain skills in their primary languages as well as develop skills in their second language, thus enabling them to function fully in the general academic program and in future occupational opportunities, 3) providing opportunities to develop and identify with their cultural heritage as well as cultivating an understanding of other cultures, thereby developing a positive attitude toward fellow students, their families, and their communities and 4) becoming bilingual or biliterate members of the community as well as lifelong learners.

3. The application of dual language instruction in Thailand

The dual language instruction is parallel immersion model in Thailand, where core subjects are taught in both Thai and a second language (often in English). Wichai Wittaya Bilingual School (1995), Siriwat Wittaya Bilingual School (2004), Chindemanee School English Program (2005), and the Sarasas models, are examples of parallel immersion models. The English for Integrated Studies Project model at Sunthonphu Pittaya Secondary School is an example of the use of English for integrated studies in Math, Science, and IT, taught by non-native, English speaking, Thai teachers. This project is under the auspices of the International Study Program of Burapha University. Panyaden School is an example of a private bilingual school in northern Thailand that provides its students with Thai-English education where each class has a Thai teacher and a native-English speaking teacher. These programmes belong to Foreign Language Immersion Programme according to Cloud et al. (2000). This type of dual language instruction programme is in the overwhelming majority of cases in Thailand.

There are some transitional dual language programmes (or Early Exit Developmental Bilingual Programme) that involves education in a child's native language, Thai, typically for no more than three years, to ensure that students do not fall behind in content areas like Math, Science, and Social studies while they are learning English. The goal is to help students transfer to mainstream, English-only

classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only.

There are some Two-way Immersion Programmes in Thailand, which are designed to help native and non-native English speakers become bilingual and biliterate. Ideally, in such programs half of the students will be native speakers of English and half of the students will be native speakers of Thai. Two-way Immersion Programmes have students study in two different ways: 1) a variety of academic subjects are taught in the students' second language, English, with specially trained bilingual teachers who can understand students when they ask questions in Thai language, but always answer in the second language; and 2) Thai language literacy classes to improve students' writing and higher-order language skills in their Thai language.

4. The components of Thai dual language school curriculum

Some researchers suggest that Thai dual language school curriculum comprise the following aspects:

First, the percentage of classes in English is one of the advantages at a dual language school. Unlike Thai government schools where a typical Thai student may receive less than 50% of their overall classes in English, at a Thai dual school, a student will receive between 40-100% of their classes in the English language. There was a research that proved that Thai students completing a dual language instruction would often be better than Thai students in a government school or an international school.

Second, the beginning level of the dual language instruction in Thailand varies. In many dual language schools, the instruction begins at grade 1 with 80% of classes in Thai and 20% in English. By grade 6, 40% of classes are in English and 60% in Thai. In some Thai bilingual schools, as students enter their high school years, they take 80% of their classes in English and 20% in Thai. In a few cases, by grade 12, 100% of their subjects are in English except Thai Language Art.

Third, learning Thai Art and Thai Culture and Traditions is important to many Thai parents. In an international school, many Thai students graduated knowing little

about their own culture. In a bilingual school, on the other hand, Thai students learn not only all about their own culture but also Thai manners and how to behave appropriately in Thai society. Thailand has some fascinating holidays like Songkran (the Thai New Year) and Loy Krathong (the Water Ceremony) and these holidays are always included in the bilingual school's curriculum, with students learning about the holiday and making Thai crafts.

Fourth, the teachers are the essential factor in dual language schools. One very important thing about the curriculum at a Thai dual school is that instruction in many subjects is given by native or non-native English-speaking teachers. So, unlike at a government school where students may be taught in English but taught by a Thai teacher, children at a bilingual school will learn correct English from qualified teachers, and will be exposed to a variety of English accents depending on which countries the teachers are from.

Dual language instruction in Sarasas Affiliated Schools

1. Sarasas Affiliated Schools: the biggest dual language school

Sarasas Affiliated Schools is a group of private and Catholic dual language schools. The first Sarasas School was built in 1964 with 410 students, named Sarasas Pittaya School. After more than 50 years of development, Sarasas Affiliated Schools become the biggest dual language school in Thailand. There were 37 Sarasas Affiliated Schools and 85,845 students, 5,499 Thai teachers and 1,392 foreign teachers by the middle of 2015. There are three programmes and two technological colleges offered in the 37 Sarasas Affiliated Schools. The three programmes are bilingual programme, mini bilingual programme, and international education programme. There are 27 schools with the bilingual programme, 26 schools with the mini bilingual programme, 10 schools with an international education programme, and 6 schools offer all these three programmes together. There are 46,927 students in the bilingual programme, 35,178 students in the mini bilingual programme, and 2,234 students studying in the international education programme. 1,506 students in the technological colleges (Sarasas, 2015).

2. Sarasas Ektra School: the first dual language school in Thailand

Sarasas Ektra School is one of the 37 Sarasas Affiliated Schools. It's the first school in Thailand to operate a dual language (Thai-English) programme and was granted a license by the Private Education Board Office, Ministry of Education in 1995. The school offers dual language instruction from year 1 to year 12. The curriculum at Sarasas Ektra School is divided into Thai and English with a ratio of about 50:50. The main English subjects are English, Mathematics, Health Education, Social Studies, and Science at the primary level. The Thai subjects are Thai Language, Religion, Cultural Studies, Mathematics, Science, Social Studies, Physical and Health Education, Music and Art. These subjects are important general knowledge required by the Thai Ministry of Education for all students in primary schools. As for English subjects, the dual language programme has set English as a second language. This programme focuses on allowing students to learn English from foreign teachers. In addition, the school also provides Chinese, Japanese or some other languages as a third language option.

3. The curriculums in Sarasas Affiliated Schools

There are three different curriculums in the three programmes in Sarasas Affiliated Schools. The example of curriculum structure of the three programmes was shown in the following table (See Table 2.1).

Table 2.1: Curriculum structure of the three programmes in Sarasas Bangbon School, grade 6, 2015 academic year

Items	Bilingual Programme	Mini Bilingual	International Education
ENG Period	18	11	28
THAI Period	16	23	5
Third Languages Period	1	1	2
Total Period	35	35	35
ENG %	51.43	31.43	80.00
THAI %	45.71	65.71	14.29
Other Languages %	2.86	2.86	5.71

The Bilingual Programme (BP) is a 50:50 programme, which means about half of the curriculums are taught in English and half in Thai, the subjects taught in English are Foundational English, Math, Science Education, Social Studies, Health, Phonics, and Moral. The textbooks cover the similar contents in the same subject will paralleling taught in English and in Thai in the same academic year. The English textbooks are translated from the national standard Thai textbooks by Foreign Staff of Sarasas Affiliated Schools. The English subjects will be taught by foreign teachers who are native or non-native English speakers. The objective of this programme aims to develop students' language proficiency both in English and Thai and get the content knowledge in every subject at the same time.

The Mini Bilingual Programme (MBP) is a 20:80 programme, which means about 20% of the curriculum is taught in English, including the 4 main subjects (Mathematics, Science, Social Studies, and Health Education) and Fundamental English. The textbooks for English subjects will use the textbooks from BP but they don't have the same Thai subject taught as a pair at the same time. The students will use the textbooks which are lower than their actual grade level in English, for example, a student in grade 6 will use the grade 4's Social Studies textbook in BP. The foreign teachers in this programme are qualified non-native English Speakers. Most of them are Filipinos. The objectives of this programme are to develop students' language proficiency in Thai and also be good in English at some level and obtain content knowledge in every subject at the same time.

The International Education Programme (IEP) is a 90:10 programme, which means about 90% of the curriculum is taught in English, except for Thai language, Thai History, Civil Duty, Scout and Club which are taught in Thai. The textbooks in this programme are national-standard English textbooks. All the foreign teachers in this programme are supposed to be native English Speakers. The objective of this programme is to develop students' English language proficiency and the content knowledge in English at the same time, while not giving up the ability of Thai literacy and culture as well.

The Instructional Principles Used in Dual Language Classroom Instruction

Guiding principles for dual language instruction

According to Howard and Rogers (2007, p. 68), there are seven strands of guiding principles in dual language education which reflect the major dimensions of program planning and implementation:

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and Resources

Each strand is then composed of a number of guiding principles, which, in turn, have one or more key points associated with them. These key points further elaborate on the principle, identifying specific elements that can be examined for alignment with the principle.

This research focused on the guiding principles of instructional strands. There are 4 guiding principles: 1) instructional methods are derived from research-based principles of dual language education and from research on the development of bilingualism and biliteracy in children, 2) instructional strategies enhance the development of bilingualism, biliteracy, and academic achievement, 3) instruction is student-centred, 4) teachers create a multilingual and multicultural learning environment. The key points of each guiding principle were shown in the following table (See Table 2.2).

Table2.2: Dual language instructional guiding principles and key points

Guiding principles	Key points
Instructional methods	<ul style="list-style-type: none"> a) Explicit language arts instruction is provided in both program languages. b) Academic content instruction is provided in both program languages. c) The program design and curriculum are faithfully implemented in the classroom. d) Instruction incorporates appropriate separation of languages according to program design. e) Teachers use a variety of strategies to ensure student comprehension. f) Instruction promotes metalinguistic awareness and metacognitive skills.
Instructional strategies	<ul style="list-style-type: none"> a) Teachers integrate language and content instruction. b) Teachers use sheltered instruction strategies, such as building on prior knowledge and using routines and structures, to facilitate comprehension and promote second language development. c) Instruction is geared toward the needs of both native speakers and second language learners when they are integrated into instruction. d) Instructional staffs incorporate technology such as multimedia presentations and the Internet into their instruction. e) Support staff and specials teachers coordinate their instruction with the dual language model and approach.
Student-centred	<ul style="list-style-type: none"> a) Teachers use active learning strategies such as thematic instruction, cooperative learning, and learning centres in order to meet the needs of diverse learners. b) Teachers create opportunities for meaningful language use. c) Student grouping maximizes opportunities for students to benefit from peer models. d) Instructional strategies build independence and ownership of the learning process.
Learning environment	<ul style="list-style-type: none"> a) There is cultural and linguistic equity in the classroom. b) Instruction takes language varieties into consideration. c) Instructional materials in both languages reflect the student population in the program and encourage cross-cultural appreciation

Barak Rosenshine's ten instructional principles

According to Barak (2012b), there are ten teaching principles that every teacher should follow, that is, 1) begin a lesson with a short review to wake up student's background knowledge of languages and contents, 2) present new materials in small steps with students to practice using languages, 3) ask a large number of questions and check the responses by encouraging to students use English, 4) provide models and examples before students use the language as a tool to solve the problem by themselves, 5) spend time to guide students to practice their English using new materials, 6) check for students understanding both in language and content at each knowledge point, 7) obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction, 8) provide language scaffolding for difficult tasks, 9) require and monitor independent practice in using English, 10) Students in the class do the self-assessment on their language and academic acquisition frequently.

Table2.3: Barak Rosenshine's ten instructional principles

Items	The ten instructional principles By Barak
1.	Begin a lesson with a short review to wake up student's background knowledge of languages and contents
2.	Present new materials in small steps with students to practice using languages
3.	Ask a large number of questions and check the responses by encouraging to students use English
4.	Provide models and examples before students use the language as a tool to solve the problem by themselves
5.	Spend time to guide students to practice their English using new materials
6.	Check for students understanding both in language and content at each knowledge point
7.	Obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction
8.	Provide language scaffolding for difficult tasks
9.	Require and monitor independent practice in using English
10.	Students in the class do the self-assessment on their language and academic acquisition frequently

Sarasas Affiliated Schools' teaching policies

In Sarasas Affiliated Schools, there are their own teaching policies to teachers to follow, which are 1) write difficult words on the board every lesson, 2) read each sentence aloud before allowing students to read, 3) explain by asking questions individually or in small groups, 4) make sure students can read and understand all of the difficult vocabulary before doing exercises, 5) make sure the students can read fluently before assigning students to read their books for homework, 6) teach students how to solve a problem before letting them come out to solve a problem by themselves on the board (Sarasas, 2015).

Table2.4: The teaching policies of Sarasas Affiliated Schools

Items	Sarasas Affiliated Schools' six teaching policies
1.	Write difficult words on the board every lesson
2.	Read each sentence aloud before allowing students to read
3.	Explain by asking questions individually or in small group
4.	Make sure students can read and understand every difficult vocabulary before doing exercises
5.	Make sure the students can read fluently before assigning students to read their books for homework
6.	Teach students how to solve a problem before letting them come out to solve a problem by themselves on the board

The language used between teachers and students in the English subject classes could be either English or Thai in the real situation. According to Yoon and Kim (2012), in the dual language classroom, teachers often speak four kinds of language: students' first language, students' target language, or mixed languages. If the target language is English, the teachers could encourage students to speak English-only in the class; respond to students only in English; try to make every student speak English loudly in the class.

The relationship between the guiding principles, Barak's ten principles, Sarasas' six teaching policy, and the language using principles were shown in the following table (See Table 2.5)

Table2.5: The relationship between instructional principles

Instructional Principles		Dual language instructional guiding principles and key points																		
		Instructional methods						Instructional strategies					Student-centred				Learning environment			
		a	b	c	d	e	f	a	b	c	d	e	a	b	c	d	a	b	c	
Ten Instructional Principles from Barak (2012)	1					√														
	2								√		√									
	3								√											
	4				√															
	5			√																
	6								√											
	7	√	√				√													
	8	√						√												
	9	√									√									
	10						√													
The language using in the dual language classroom instruction (Yoon, 2012)	1																	√		
	2																		√	
	3																		√	
	4																		√	
	5																		√	
	6																		√	
Six teaching policy from Sarasas Affiliated Schools (2015)	1														√					
	2														√					
	3														√	√	√			
	4														√		√			
	5														√		√			
	6														√		√			

The table 2.5 shows the ten instructional principles from Barak with more focus on instructional methods and strategies while using dual language classroom principles with more focus on learning environments and the six teaching policies from Sarasas Affiliated Schools.

Teachers in the dual language instruction

Three-circle Model of World English

Kachru (1985) developed the Three-circle Model of World English (See Figure 2.2) which remains one of the most influential models for grouping the varieties of English in the world.

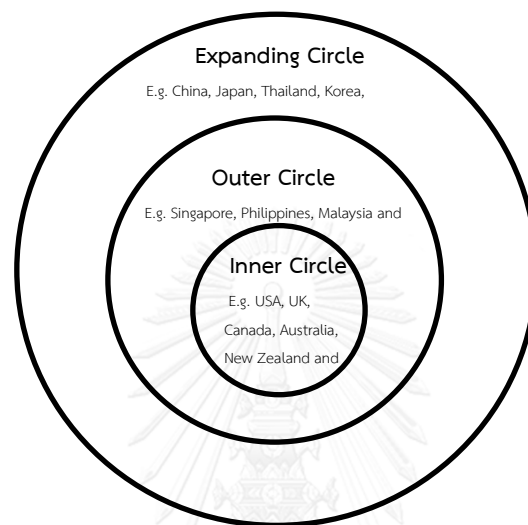


Figure 2.2: The Three-circle Model of World English (Kachru, 1985)

The inner circle refers to the traditional bases of English, where it is the primary language. English is the first language for most of the citizens. Countries included in this circle are the USA, UK, Ireland, Canada, Australia and New Zealand.

The outer or extended circle involves the earlier phases of the spread of English in non-native settings, where the English language has become part of a country's chief institutions and plays an important 'second language' role in a multilingual setting. Singapore, India, Malawi and over fifty other territories are included in this circle.

The expanding circle includes those nations which acknowledge the importance of English as an International Language. Historically, they do not belong to that group of countries which were colonized by members of the inner circle, and English doesn't have any special intra-national status or function. They constitute the context in which English is taught as a 'foreign language' as the most useful vehicle of

international communication. China, Thailand, Japan and many other Asian countries belong to this circle.

Crystal (2012) warned that such data should be carefully interpreted. English “has held or continues to hold, a special place as a member of either the inner or the outer circles”. What is more significant, though, is the growth in the expanding circle, which has resulted in English being used by non-native speakers among themselves at least as much as between native and non-native English speakers.

Graddol (1997) suggested that the three circles of English overlap, with the “center of gravity” shifting towards second English speakers at the start of the 21st century so that in the next century, *“those who speak English alongside other languages will out-number first-language speakers and, increasingly, will decide the global future of the language.”* Schnitzer (1995) also points out that it is among non-native speakers of English “where the use of English is truly expanding” so that the “ownership” of English has shifted from the center to the periphery.

Teachers in dual language instruction

Teachers are essential to the successful implementation of dual language instruction, and the teacher beliefs on bilingualism will affect practice. Being a teacher in a bilingual context is complex, and the demands on bilingual teachers are even greater in developing countries. Benson (2004) suggests that bilingual teachers fulfill the expert roles of pedagogue, linguist, intercultural communicator, community member and advocate (See Figure 2.4) in developing countries

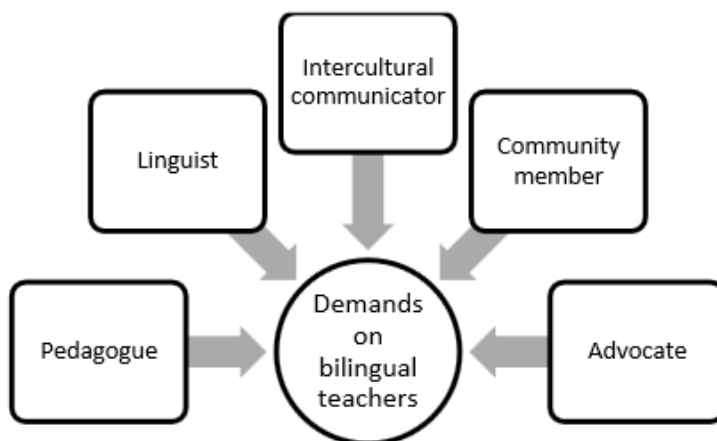


Figure 2.3: Demands on dual language teachers (Benson 2004a)

In the role of a linguist, the teacher is supposed to have proficiency in two languages, but we rarely have this kind of teacher in practice. So the teachers from different language groups co-work as dual language teachers in the classroom instruction is a popular method of solving this problem, especially in Asian countries.

Teaching assistants in dual language instruction

Teaching assistants are used by providing support to children who are mainstreamed or ‘submerged’ in the majority language or the students’ target language. Teaching assistants in Hong Kong, for example, who support students from South Asian backgrounds see their role as helping students to learn Chinese based on their understanding of their first language, and acting as ‘cultural mediators’ between the home and the school cultures (Gao & Shum 2010). Similarly, teaching assistants in England also see part of their function as “effectively bridging communication between home and school” (Baker, 2012, p.6)

In Thailand, however, in some programmes, the classroom teacher acts as a teacher assistant to ensure the smooth running of classroom activities. In some other cases, the teacher assistants, who are proficient in two languages, translate the foreign teacher’s language into students’ language in the classroom instructional time.

However, Bourne (2001) argues that because of power asymmetries in the classroom, the role of bilingual teaching assistants depends on the teacher’s beliefs on bilingualism. Teachers in England felt that an effective bilingual teaching assistant should ensure the smooth running of classroom activities, not facilitate bilingual learning. Kenner et al. (2008) also found that even if teachers consider bilingualism to be an asset, they might still be unaware of what bilingual strategies could be used with their pupils.

The Opinions toward Dual Language Instruction

The effectiveness of dual language instruction

Many researchers try to prove that the dual language programmes are effective instruction from different aspects, here were some famous opinions.

According to Howard & Rogers (2007), the effective features of instructional programmes should have the following features:

- 1) A variety of instructional techniques responding to different learning styles and language proficiency levels.
- 2) Positive interactions between teachers and students and among students.
- 3) A reciprocal interaction model of teaching, featuring genuine dialog.
- 4) Cooperative learning or group work situations, including, students working interdependently on tasks with common objectives, individual accountability and social equity in groups and in the classroom, extensive interactions among students to develop bilingualism.
- 5) Language input that uses sheltering strategies to promote comprehension, uses visual aids and modeling instruction, allowing students to negotiate meaning, is interesting, relevant, and of sufficient quantity, is challenging enough to promote high levels of language proficiency and critical thinking.
- 6) Language objectives that are integrated into the curriculum.
- 7) Structured tasks and unstructured opportunities for students to use language
- 8) Language policies that encourage students to use the language of instruction
- 9) Monolingual lesson delivery.
- 10) Balanced consideration of the needs of all students.
- 11) Integration of students (in two-way programs) for the majority of instruction

Cloud et al. (2000), however, suggested that there were nine features are critical for effective dual language programmes:

- 1) Parent involvement is integral to program success
- 2) Effective programs have high standards
- 3) Strong leadership is critical for effective programmes
- 4) Effective dual language programmes are developmental
- 5) Effective instruction is student-centered
- 6) Language instruction is integrated with challenging academic instruction
- 7) Teacher in the effective dual language programmes is reflective
- 8) Effective dual language programmes are integrated with other school programmes and schools
- 9) Effective dual language programmes aim for additive bilingualism

Cloud focused on the parent, the school standard, school leadership, programme development, student-centered, teachers' reflection, integration with other programmes, and programme aims. These nine aspects are used to interpret the features of effective dual language programmes.

- 1) Parent involvement is integral to program success

Parents play critical roles in both establishing and maintaining dual language programmes. Some of the most successful programmes were initially established because of strong parental interest in giving their children enriched language and culture education. It's important to include parents in programmes from the very beginning so that they are fully aware of the structure and goals of the program and they are prepared to make the long-term commitments of time and involvement that successful participation required.

- 2) Effective programs have high standards

Effective education has clearly defined, well-articulated, and challenging standards in all curricular areas, including language and academic subjects. In addition, dual language programmes have a standard for second language learning and cultural domains. It's not enough that standards be clearly defined and

challenging, they must also be (a) understood, (b) accepted, and (c) implemented in a coherent fashion by all educational and support personnel in the programme. This means that the school principal, all teachers, other educational professional, and even support staff working in the school must understand and share the same standard. The educators need to believe that all students are capable of high levels of achievement.

3) Strong leadership is critical for effective programmes

Well-informed and committed principals provide the critical leadership that is necessary for the adoption and rigorous implementation of challenging standards in all curricular domains. Teachers and other educational professionals working in the programme can also provide leadership in support of dual language programmes. Committed teachers can support the program by emphasizing the importance of challenging language and content standards.

4) Effective dual language programmes are developmental

Effective dual language programmes are developmentally appropriate; they plan for continuous student development and are based on the belief that the benefits of the instruction are cumulative and require a long-term commitment. Effective teachers recognize and build on the skills, knowledge, and experiences that students acquire outside school. Effective instruction plans for continuous student development in language and academic domains. The benefits of education are cumulative and are only evident over the long term.

5) Effective instruction is student-centered

While effective instruction is built on patterns of development that most students exhibit, the individual differences that naturally distinguish one student from another must also be considered. Students are different from one another because of differences in both constitutional and experiential background. Such diverse factors as social, cultural, linguistic, nutritional, interests and personality can all influence students learning styles. Teachers in these programmes must be careful not to assume that all students share the same cultural background simply because they speak the same language.

6) Language instruction is integrated with challenging academic instruction

Language acquisition contributes to the child's cognitive and social development and is, in turn, influenced by these aspects of development. Effective educators recognize and understand these relationships and they use them to promote language development and academic achievement in school.

7) Teachers in the effective dual language programmes are reflective

Effective instruction occurs when teaching is modified in response to the results of the formal and informal assessment of student progress, to feedback from students during instructional activities and to teachers' observations of the appropriateness of curriculum materials and activities. Teachers who work effectively with students from diversity groups understand important cultural differences among their students. They can devise and use alternative assessment methods in ways that respect students' cultural orientations and sensitivities.

8) Effective dual language programmes are integrated with other school programmes and schools

The successful school programmes should coordinate with other programmes and schools. It's important to ensure that their respective goals and plans are mutually compatible and that their resources and expertise are shared to the benefits of all students in the school. Effective programmes are well integrated with district-wide programmes and activities such as during discussions about standardized testing or planning sessions for curriculum revision.

9) Effective dual language programmes aim for additive bilingualism

The additive feature is unique to dual language programmes because they aim for an advanced level of functional proficiency in the second language while fully developing students' primary languages. The status of two languages being learned and of the cultures associated with those languages is important for creating additive bilingual environments in these programmes.

The opinions from Howard & Rogers (2007) can be classified into Cloud's opinions, the researcher used Cloud's opinion into the instrument development.

Pros and Cons related to dual language instruction

1. Hindering innate intelligence and success in learning?

There was a widespread belief in the general community and among researchers that bilingualism and bilingual learning hindered both “innate” intelligence and success in learning. Researchers argued that there was a “balance effect”, bilingual learners gained in linguistic competence but lost ground in cognitive development compared with monolingual students.

By the late 1940s, these beliefs about bilingualism hindered cognitive development were being seriously challenged, and research in South Africa, Ireland, and Canada in the 1960s and 70s effectively put an end to the simple theory. The earlier beliefs were based on simplistic understandings of the value of IQ test scores. Researchers had more faith than was justified in the validity and universality of these scores. Often, bilingual learners were tested in their weaker language and then compared with monolinguals who had been tested in their stronger - in fact, their only - language. In fact, recent research suggests that bilinguals whose two languages are both well-developed tend to perform better on IQ tests than monolinguals. Further studies, where differences in language, gender, and socio-economic background have been taken into account, have yielded the following findings (S. E. School, 2014b):

- Students in dual language immersion programmes have scored as well as their non-bilingual peers in tests of their common language, but much higher in the second (minority or foreign) language.
- Students in dual language programs have greater metalinguistic awareness than monolingual students.
- Students have been found to have greater insight into the potential diversity of language and are more creative in their own use of language.

- There is some evidence that linguistic flexibility extends in bilingual children to general cognitive flexibility, an asset in a world of constant change and variation and a trait sought after by employers of people in roles requiring sensitivity and problem-solving abilities.
- Bilingual children have been found superior to monolinguals in higher concept formation. One reason suggested for this is the wider range of experiences bilingual children have due to their participation in two cultures and linguistic systems.
- The bilingual speaker's habit of switching from one language to another though it may limit where bilingual speaking occurs only in school settings.

2. The threat to the traditional and esteemed role of the mother language?

Opponents in the United States argued that it is costly and wasteful to educate in any language other than English, as English serves as the lingua franca of American society. Though the United States has no officially recognized national language, some organizations, and groups of individuals believe that the presence and use of "foreign" languages is a direct threat to the traditional and esteemed role of the English language. Even though dual language instruction has provided a positive and supportive environment for the academic and social growth of many language minority students, politically motivated opposition to dual language instruction has prevailed in most states. Conservative forces mobilized throughout the nation in the 1980s and. Since the 1990s, these same groups have frequently attacked multicultural education as divisive to national unity. Some English speakers are offended that immigrant children are taught in their native tongue for part of the day. Political leaders argue that bilingualism handicaps children.

No doubt many of the objections to dual language education are lodged in good faith. Others reflect ethnic stereotypes or class biases. They all reflect a pervasive ignorance about how bilingual education works, how second languages are acquired, and how the nation has responded to non-English-speaking groups in the past. Here are a few facts that everyone should know about bilingual education by Stephen (1997):

- Teaching English is among the chief goals of every dual language programme in the United States, enabling children to develop fluent bilingualism and biliteracy.
- The effectiveness of bilingual education in meeting these goals has been well established by research over the past three decades, not only for English language learners but also for native-English speakers acquiring another language.
- The English-only, "sink or swim" method was a cruel failure for generations of immigrant and Native American children, leading to low academic achievement and high dropout rates. That's why the Bilingual Education Act was passed with overwhelming bipartisan support in 1968.
- Bilingual education is closely associated with the civil-rights movement of that period. But it has a long history in this country dating back to the Colonial Period. During the 19th and early 20th centuries, the native-language instruction was at least as widespread as it is today, except that German, not Spanish, was most commonly used.
- English was not "threatened" then or now. In two or three generations immigrants and indigenous minorities learned English and often lost their native languages.
- Linguistic assimilation is, if anything, more rapid today than at any time in U.S. history. The trend is evident in the latest Census reports, and it's nothing to be applauded. Today, more than ever, we need multilingual skills to enhance national security and prosper in a global economy.

3. Dual language instruction studies have poor methodologies?

Critics of dual language instruction have claimed that studies supporting dual language instruction tend to have poor methodologies and that there is little empirical support in favor of it. They further claim that the most significant limiting factors are the shortage of teachers linguistically competent to teach in a second language and the costs involved in the use of expatriate native speakers for this purpose.

Actually, there are a lot of academic researchers support the multiple benefits exist for acquiring a second language during the primary years according to W. C. School (2016). Some of the benefits of learning a second language during the elementary years include

- Children have the ability to learn and excel in the pronunciation of a foreign language (Krashen, et al., 1982)
- Participation in early foreign language shows positive results in areas of standardized testing (Armstrong & Rogers, 1997) Children who had studied a foreign language show greater cognitive development (Hakuta, 1990)
- Foreign language study has shown to increase listening skills, memory, and a greater understanding of one's own language (Lapkin, et al., 1990)
- Children studying foreign language have an improved self-concept and sense of achievement in school (Caine & Caine, 1997)
- Children develop a sense of cultural pluralism, openness, and appreciation of other cultures (Met, 1995)

CHAPTER III

METHODOLOGY

This research aims to 1) explore the models of dual language classroom instruction implemented in Thailand, 2) differentiate the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction, and 3) investigate the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools.

Research Design

This study employed mixed-method research design to collect the quantitative data and qualitative data. Descriptive and inferential statistics were used to differentiate the instructional principles used by NESTs and NNESTs in dual language classroom instruction, and to investigate the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools. The quantitative data from questionnaires was used as the main source of the data and the qualitative data was used as the supplementary information for this study. The samples of this study were selected by using multi-stage random sampling design.

Population and Participants

The population of this study was 35 Sarasas Affiliated Schools with 84,339 students and 6,822 teachers in the three dual language programmes. There were 46,927 students in the Bilingual Programme, 35,178 students in the Mini Bilingual Programme, and 2,234 students in the International Education Programme. There were 5,434 Thai teachers and 1,388 foreign teachers in the 35 schools. Most of the schools located in the central areas of Thailand while other schools located in the other provinces. The information of the schools was shown in the following table (See Table 3.1).

Table3.1: The information of the population in this study

School NO.	Sarasas Affiliated Schools	Location	The Number of Students in Academic Year 2015				The Number of Teachers in Academic Year 2015		
			Bilingual Programme	Mini Bilingual Programme	International Education Programme	Total	Thai Teachers	Foreign Teachers	Total
1	Sarasas Witaed Bangboon School	Bangkok	3,429	3,840	397	7,666	527	147	674
2	Sarasas Witaed Bangbuathong School	Nonthaburi	2,332	2,180	270	4,782	295	84	379
3	Sarasas Witaed Romklaeo School	Bangkok	3,987		218	4,205	251	126	377
4	Sarasas Witaed Rachaphruek School	Nonthaburi	1,981	1,620	295	3,896	236	79	315
5	Sarasas Picha-uthit Pittayakarn School	Bangkok		3,635		3,635	172	2	174
6	Sarasas Witaed Saimai School	Bangkok	3,256		268	3,524	226	88	314
7	Sarasas Witaed Suwamabhum'i School	Bangkok	3,260		208	3,468	215	97	312
8	Sarasas Witaed Rangsit School	Pathumthani	2,216	1,173	56	3,445	231	57	288
9	Sarasas Witaed Nimitmai School	Bangkok	2,741	95	104	2,940	174	72	246
10	Sarasas Witaed Suksoa School	Samut Prakan	2,484		317	2,801	173	65	238
11	Sarasas Witaed Klongluang School	Pathumthani	1,631	1,121		2,752	154	42	196
12	Sarasas Witaed Suksawad School	Bangkok		2,738		2,738	121	2	123
13	Sarasas Witaed Ektra School	Bangkok	2,662			2,662	219	96	315
14	Sarasas Witaed Witaed Minburi School	Bangkok	1,962	644		2,606	168	41	209
15	Sarasas Pittaya School	Bangkok	1,043	1,500		2,543	179	27	206
16	Sarasas Thonburi School	Bangkok		2,468		2,468	127	16	143
17	Sarasas Witaed Samuthsarn School	Samut Prakan		2,431		2,431	114	1	115
18	Sarasas Witaed Nakhonpathom School	Nakhonpathom	1,429	892		2,321	153	37	190
19	Sarasas Pattana School	Bangkok		2,300		2,300	121	2	123
20	Sarasas Witaed Chonburi School	Chonburi	2,257			2,257	167	49	216
21	Sarasas Witaed Nakhonratchasima School	Nakhonratchasima	1,510	714		2,224	160	38	198
22	Sarasas Witaed Thonburi School	Bangkok	1,820			1,820	139	37	176
23	Sarasas Witaed Samutsakhon School	Samutsakhon	842	823		1,665	102	16	118
24	Sarasas Witaed Chiang Mai School	Chiang Mai	1,126	437	101	1,664	156	38	194
25	Sarasas Witaed Lanna School	Chiang Mai	1,096	505		1,601	115	20	135
26	Daruna Ianchanaburi School	Kanchanaburi	634	771		1,405	107	21	128
27	Sarasas Witaed Nonghaem School	Bangkok	582	623		1,205	91	17	108
28	Voiamongkol School	Bangkok		1,198		1,198	69	1	70
29	Sarasas Witaed Kanchanaburi School	Kanchanaburi	579	617		1,196	85	19	104
30	Darunanukul School	Samut songkhram		1,106		1,106	68	3	71
31	Wang tan withaya School	Ratchaburi		1,076		1,076	62	2	64
32	Sarasas Witaed Banphaew School	Samutsakhon	253	488		741	67	13	80
33	Sarasas Witaed Samutsongram	Samutsongram	738			738	70	14	84
34	Sarasas Witaed Korat School	Korat	485	183		668	65	8	73
35	Sarasas Witaed Phetchaburi School	Phetchaburi	592			592	55	11	66
Total	37 Schools	16 Locations	46,927	35,178	2,234	84,339	5434	1388	6822

The researcher used multi-stage random sampling technique to divide the schools into super large school, large schools, medium schools, and small schools according to the student numbers in each school. First, the researcher ranked the schools from large number to small number and then converted to the column chart as shown in the following figure3.1.

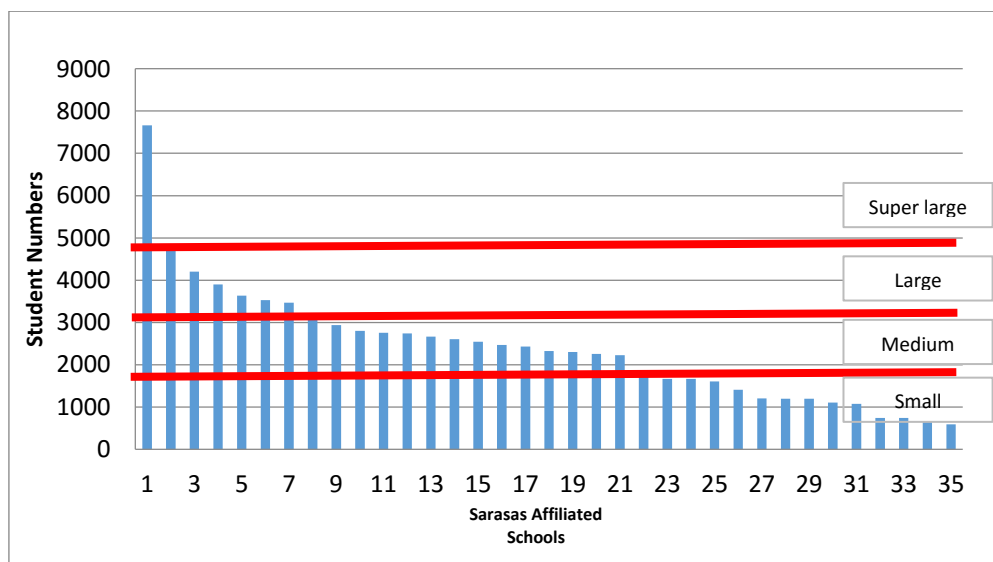


Figure3.1: The sizes of Sarasas Affiliated Schools

The chart showed that there was huge number of students in the first school which was nearly double size compared to the second school. Therefore, the researcher categorized it as the super large school. The other schools' student numbers change gradually, so the researcher calculated the range between the schools then divided the schools into three groups: large, medium, and small schools.

$$\text{Range} = (\text{biggest school} - \text{smallest school}) / 3 \text{ school sizes}$$

$$\text{Range} = (4782 - 592) / 3 \approx 1397$$

The maximum student numbers in small school, medium school, and large school were $592 + 1397 \approx 1989$, $1989 + 1397 \approx 3385$, $3385 + 1397 \approx 4782$. The school sizes and the number range were shown in the following table (See Table3.2).

Table3.2: The student number range in each school size

School size	Minimum number	Maximum number
Small	592	1,989
Medium	1,989	3,385
Large	3,385	4,782

The researcher put all the schools' names (except the super large school) into three boxes according to the student number, and then randomly drew one school's name from each box. Three schools were selected. The samples were 4 schools. The information of the four schools were shown in the following table (See Table 3.3).

Table3.3: The information of the four sampling schools in the academic year 2015

NO.	Sarasas Affiliated Schools	Location	The Number of grade 6 Students			Total Number	School Size	The Number of Foreign Teachers
			Bilingual Programme	Mini Bilingual Programme	International Education Programme			
1	Sarasas Witaed Bangbon School	Bangkok	3,429	3,840	397	7,666	Super Large	147
8	Sarasas Witaed Rangsit School	Pathumthani	2,216	1,173	56	3,445	Large	57
15	Sarasas Pittaya School	Bangkok	1,043	1,500	-	2,543	Medium	27
34	Sarasas Witaed Samutsongkram	Samutsongkram	738	-	-	738	Small	14

There were three types of participants in this research, which are participants of questionnaires, participants of the interview, and participants of classroom observation. The researcher selected the elementary level foreign teachers and the grade 6 students from the four selected schools to answer the questionnaires because most of dual language instruction is conducted in elementary level. The sampled groups were selected due to their English proficiency and cognitive ability to answer the questions. One administrator from each school who understand the school' systems well were selected and were interviewed.

Sarasas Witaed Bangbon School (S.W.B.) which was the only school in 35 Sarasas Affiliated Schools that has three programmes providing for grade 1 to grade 6 was selected to have a classroom observation and an interview. There were three different subject classes in three different programmes of grade 6 were observed in S.W.B. school. The three classes were taught by native or non-native English speakers. After the observation three classes of different subjects, three teachers and six students were selected to participating in the interview. One active student and one passive student from each observed classroom were chosen totally 6 students included. The participants answered the interview questions by using different research instruments which were shown in the following table (See Table 3.4).

Table3.4: The number of calculating participants for different research instruments

Sampling Schools	Participants of questionnaires				Participants of interview			Participants of classroom observation		
	Foreign Teacher in Elementary	Bilingual Students in Grade 6	Mini Bilingual Students in Grade 6	IEP Students in Grade 6	School Administrators	Observed Teachers	Observed Students	Bilingual Class	Mini Bilingual Class	IEP Class
Sarasas Witaed Bangbon School	115	172	384	36	1	3	6	1	1	1
Sarasas Witaed Rangsit School	30	159	135	-	1	-	-	-	-	-
Sarasas Pittaya School	27	168	150	-	1	-	-	-	-	-
Sarasas Witaed Samutsongkram School	15	48	-	-	1	-	-	-	-	-
Total	187	379	669	36	4	3	6	1	1	1
	1271									
	1275									

Research Instruments

The three research questions in this study answered by using six instruments; 1 classroom observation scheme, 3 different semi-structures interview forms for school administrators, teachers, and students, and 2 different questionnaires for teachers and students. The overall research instruments were summarized in the following table (See Table 3.4).

Table3.5: The summary of the research instruments

Models of dual language classroom instruction			
Title			
Questions	What are the models of DLCI	What are the instructional principles used by NESTs and NNESTs	What are the opinions of students and teachers toward DLCI
Instruments	<ol style="list-style-type: none"> 1. Literature review 2. Interview form for school administrators 	<ol style="list-style-type: none"> 1. Classroom observation form 2. Interview form for subject teachers 3. Questionnaire for teachers 	<ol style="list-style-type: none"> 1. Interview form for subject teachers 2. Interview form for subject students 3. Questionnaire for teachers 4. Questionnaire for students
Participants	School administrators	Teachers	Teachers and students

The Construction of the Instruments

The researcher used two steps to develop the instruments for teachers and students. The first step was the draft instruments' development by collecting and reviewing literature. The second step was the pilot study of the instruments and the evaluation of the instruments' validity and reliability. The steps were shown in the following figure (See Figure 3.3).

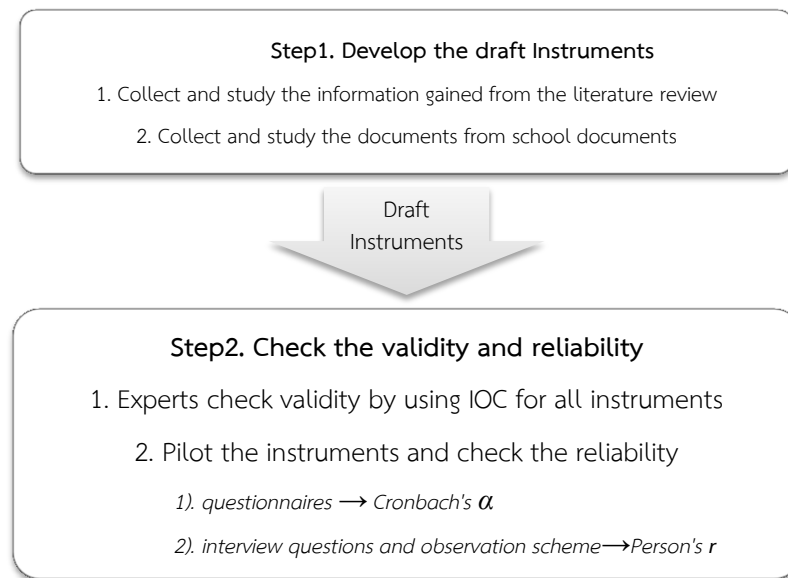


Figure3.2: The construction of the research instruments

Step1. Develop the draft Instruments

To develop the research instruments, the researcher gathered and studied the information from the library materials, online resources, and school documents, and then the researcher constructed the draft Instruments.

To answer the first question in this study: what are the models of dual language classroom instruction implemented in Sarasas Affiliated Schools? The researcher did an extensive literature review. The resources are books and journals from libraries or bookstores, and articles from the internet. The materials about dual language instruction in Thailand and in Sarasas Affiliated Schools were collected by the researcher from the online database and the school library, school administrators, coordinators, Thai and foreign teachers, and students of the sampling schools. On the other hand, the researcher also conducted the interview for the sample schools' administrators to support the models of dual language instruction in Thailand and in Sarasas Affiliated Schools.

In order to seek the answers for the research question two: “What are the instructional principles used by native speakers and non-native speakers in dual language classroom instruction,” which has to do with interactions in the classroom instruction and schools, data was mainly gathered through observing the classroom, interview teachers, conduct questionnaire to teachers and review of school documents and materials. The researcher also reviewed the institutional documents on language policy in education and interview relevant administrators involved in the implementation of dual language instruction in Sarasas Affiliated School.

To answer the third question: “What are the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools,” the researcher administered semi-structured interviews and questionnaires for teachers and students, aimed at collecting information from teachers and students.

Step2. Check the validity and reliability

To check the instruments’ validity, all the six instruments were given to three experts to check the Item-content Congruence Index (IOC). An evaluation form was provided for the experts to check the following five aspects:

- 1) Consistency with the objectives of the study
- 2) Appropriateness of the format and language
- 3) Clarity of the directions
- 4) Appropriateness of time
- 5) Appropriateness of the scoring

The experts will give score to check the appropriateness of the content was based on the following criteria:

1	means	congruent
0	means	questionable
-1	means	incongruent

To found the congruence of statement with the content, the researcher used IOC (the Item-content Congruence) Index.

$$\text{IOC} = \frac{\sum R}{N}$$

R means Total score from experts

N means numbers of the experts

The IOC index ranges from -1 to 1. Items that have an index higher than or equal 0.5 were reserved; items that have an index lower than 0.5 were modified (Tirakanant, 2003, p.140).

The result of IOC obtained from the Interview forms for school administrators indicated that it was totally denied by two of the three experts, which means should be totally modified. The other five research instruments got some suggestions but still useable ($\text{IOC} > 0.5$) after renewing the instruments. So the researcher rewrote the interview form for school administrators and revised other 5 instruments (see the IOC results from Appendixes G to Appendixes L).

For checking of the reliability of the questionnaires, the researcher piloted the draft questionnaires into one class with 16 students and 1 teacher in IEP programme in S.W.B school and used Cronbach's Alpha Coefficient (α) in SPSS programme to analysis the data. The results showed that the questionnaire had high reliability, all the coefficient level of every item in the questionnaires was higher than 0.6, therefore, no revision was needed.

To check the reliability of the interview questions, the researcher asked two professional foreign teachers to evaluate. The researcher explained and practiced how to code the data before the teachers and researcher code the data individually. The results were analyzed for consistency by using Pearson Correlation Coefficient (r). The results revealed that the coding from two foreign teachers and researcher was significantly correlated at a high level $r=0.87$, which means the reliability of the interview questions was quite good.

To check the reliability of the classroom observation scheme rating, the researcher made a video recording and took it to the two foreign teachers to watch and fill in the observation scheme. After that, the researcher analyzed the data from three observers for consistency using Pearson Correlation Coefficient. The result revealed that the coding from the two teachers and researcher was significantly correlated at a high level ($r=0.76$). It meant the classroom observation scheme was a reliability instrument and can be applied in the survey phase.

The Composition of the Instruments

To answer the research questions, the research divided the composition of the instruments into five parts: demographic information, models of DLCI, instructional principles, the opinions to the DLCI, and suggestions. The overall composition of the six instruments was shown in the following table (See Table 3.5).

Table 3.6: The summary of the composition of the research instruments

Research Instruments	Composition
1. Questionnaires for teachers	1) Demographic information 2) Instruction principles 3) Opinions to the DLCI 4) Open-ended questions
2. Questionnaires for students	1) Demographic information 2) Opinions to the DLCI 3) Open-ended questions
3. Classroom observation scheme	1) Demographic information 2) Instruction implementation 3) Instruction principles 4) Comments
4. Interview forms for school administrators	1) Demographic information 2) Models of DLCI in Thailand 3) Models of DLCI in Sarasas

5. Interview forms for teachers	1) Demographic information 2) Instruction principles 3) Opinions to the DLCI 4) Problems and recommendations
6. Interview forms for students	1) Demographic information 2) Opinions to the DLCI 3) Problems and recommendations

1. The composition of the questionnaire for teachers

The questionnaire for teachers was designed to 1) differentiate the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction, and 2) investigate the opinions of teachers toward the dual language instruction in Sarasas Affiliated Schools.

The questionnaires for teachers consisted of 4 parts: part one consisted of 10 questions for demographic information; part two consisted of 22 questions for the instructional principles of NESTs and NNESTs; part three consisted of 12 questions for the teachers' opinions; and part four consisted of 2 open-ended questions to get the teachers' suggestions on the dual language programmes (see Appendix E).

In part 2 and 3, the five Likert's scale was used. The scale indicated how much each of the following statement applies to the respondents.

- 5 means strongly agree
- 4 means agree
- 3 means neutral
- 2 means disagree
- 1 means strongly disagree

According to Barak Rosenshine (2012a), there are ten instructional principles that every teacher should follow. According to Yoon, B., Kim, H.K. (2012) the language using in the classroom can be divided into three parts, 1) teachers language using, 2) teachers language rules, 3) teacher's responding language to students. Sarasas schools have their own teaching policies which focus on six aspects. The following table was the summary of the compositions of instructional principles which were used into the research instruments.

Table3.7: The composition of instructional principles of the questionnaire for teachers

The practicing of 10 instructional principles of from Barak Rosenshine (2012)
1. begin a lesson with a short review to wake up student's background knowledge of languages and contents
2. present new materials in small steps with students to practice using languages
3. ask a large number of questions and check the responses by encouraging to students use English
4. provide models and examples before students use the language as a tool to solve the problem by themselves
5. spend time to guide students to practice their English using new materials
6. check for students understanding both in language and content at each knowledge point
7. obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction
8. provide language scaffolding for difficult tasks
9. require and monitor independent practice in using English
10. Students in the class do the self-assessment on their language and academic acquisition frequently.

The language using in the dual language classroom (Yoon, B. , Kim, H.K. 2012)

11. I only use English in the classroom.
 12. Sometimes I speak Thai in the classroom.
 13. Sometimes I mix Thai and English in the classroom.
 14. I encourage students to speak English-only in my class.
 15. No matter if students speak English or Thai, I will respond to them in English.
 16. I try to make every student speak English loudly in my class.
-

The practice of 6 teaching policy from Sarasas Affiliated Schools

17. write difficult words on the board every lesson
 18. read each sentence aloud before allowing students to read
 19. explain by asking questions individually or in a small group
 20. make sure students can read and understand every difficult vocabulary before doing exercises
 21. make sure the students can read fluently before assigning students to read their books for homework
 22. teach students how to solve a problem before letting them come out to solve a problem by themselves on the board
-

Part three has 12 questions for teachers' opinions toward dual language classroom instruction in Sarasas were shown in the following table 3.8.

Table 3.8: The composition of opinions of the questionnaire for teachers

1. My instructional materials and activities are relevant to students' English language usage in their daily lives.
2. My English is taught in an interesting way to improve their content knowledge.
3. I often reflect on my own language usage in the classroom.
4. My classroom environment is convenient for students to learn both in English and Thai.
5. My students are actively engaged in my class in English.
6. I regularly monitor the effectiveness of my teaching on students' English level and academic improvement.
7. I often link content learning to students' lives outside of the classroom.
8. I make sure that my literacy instruction is systematically developed across the curriculum.
9. I try to make certain teachers understand my topics on both language and content aspects.
10. My assessment methods are taken into account the different language levels among students.
11. My assessment activities are appropriate for the students' language level.
12. I often reflect my classroom instruction by using the result of students' self-assessment or peer-assessments of their English and academic improvement.

The last part has 2 open-ended questions to clarify additional information on dual language education. It asked about the problems and recommendations toward the programmes.

2. The composition of the questionnaire for students

The questionnaires for students, both Thai, and English versions were designed to investigate the opinions of students toward the dual language instruction in Sarasas Affiliated Schools. The questionnaire for students consisted of three parts: part one has 9 questions for demographic information, part two with 15 questions about the opinions of students, and part three consists of 2 open-ended questions to get students' suggestions on the dual language programmes (see Appendix F).

Respondents need to choose five alternatives ideas from a five-point Likert scale in part two. The composition of opinions of the questionnaire for students was shown in the following table.

Table 3.9: The Composition of opinions of the questionnaire for students

-
1. I can apply English that I have learned in the classroom in my daily life.
 2. My foreign teacher's classes are interesting and I enjoy learning with them.
 3. I can understand the foreign teachers' English easily.
 4. I have a good classroom environment to learn both English and Thai.
 5. I enjoy using English in my foreign teachers' classes.
 6. My English level and academics improved gradually.
 7. I know what teachers are talking about because I can relate it to the outside of the classroom.
 8. My reading and writing skills have improved gradually.
 9. My foreign teachers have taught similar content as my Thai teachers under the same subject name.
 10. I can pass the assessments no matter if my English language level is high or low.
 11. I can participate in the classroom activities no matter if my English language level is high or low.
 12. Self-assessments and peer-assessments make me better understand the two languages and the contents.
 13. I think my Thai language is worse than my peers who are not in this programme.
 14. I think my English language is better than my peers who are not in this programme.
 15. I think my IQ, problem solving, and decision-making skills are adequate.
-

3. The compositions of the classroom observation scheme

The classroom observation scheme was designed to observe the practice of dual language instruction in the real classrooms. It included three parts: part one has 6 questions for demographic information; part two has a table to observe teacher and students' language using and interaction in the classroom, and part three was the checklists of the instructional principles implemented by the subject teacher (see the Appendix A). Part three consisted of 16 questions for teachers' instructional principles in the classroom. The questions were similar to those used in the part 2 in Questionnaires for students. The survey used a five-point Likert scale to give a score to teachers in each item.

4. The composition of semi-structured interview form for teachers

The semi-structured interview questions for teachers were designed to explore the practice of dual language instructional principles in the real situation, and to investigate teachers' opinions toward the dual language classroom instruction. It consisted of three parts: 5 questions for demographic information, 16 questions for the instructional principles, and 10 questions for teachers' opinions toward dual language classroom instruction (See Appendix C).

5. The composition of semi-structured interview form for students

The semi-structured interview form for students was designed to explore students' opinions toward the dual language classroom instruction. There are two parts: five questions for demographic information and ten questions for students' opinions toward dual language classroom instruction (see Appendix D).

6. The composition of the semi-structured interview form for the schools' administrators

The semi-structured interview form for the school administrators was constructed in order to investigate which model of dual language instruction that the school has been applied. It consisted of three parts: the first part has two questions including interviewee's school and position. The second part has 3 questions asked about the models of dual language classroom instruction in Thailand. The third part has 3 questions asked about the models of dual language classroom instruction in Sarasas Affiliated Schools (See Appendix B).

Data Collection

Data was collected by using a variety of quantitative and qualitative techniques. There were two stages in the data collection procedures. The interviews were recorded with audio recorder and classroom observations were video recorded. A summary of the data collection procedures in this study was shown in the following figure (See Figure 3.4).

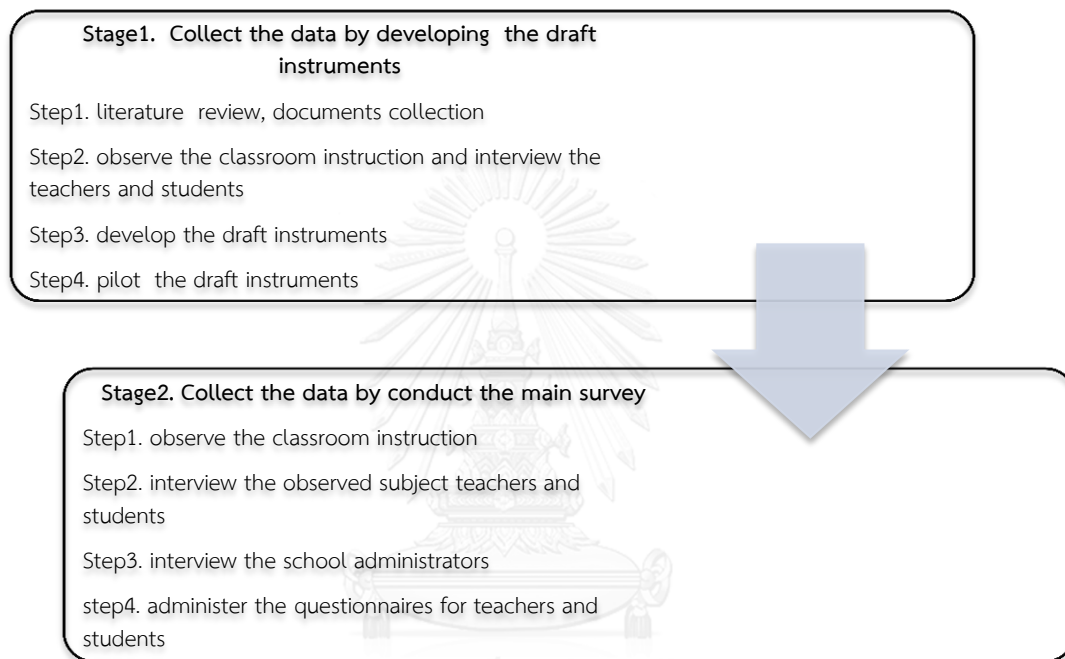


Figure3.3: Summary of the data collection procedures

During the first stage of the study, there were three steps. The first step was to review the literature and documents to get the theoretical construct of the research. The second was to observe the classroom instruction and interview some teachers and students. The third step was to develop the draft instruments based on the information got from steps one and two. The last step was to pilot the draft instruments and collect the data.

The second stage of the data collection was to conduct the main survey. There were four steps, the first step was to observe the classroom instruction in different programmes by NESTs and NNESTs; the second step was to interview the observed subject teachers and students; the third step was to interview the school administrators, and the last step was to administer the questionnaires for teachers and students.

The second stage of data collection was carried out by using classroom observation scheme, semi-structured interview forms, and questionnaires. The classroom observation and interview for teachers and students were conducted in grade 6, three different programmes of Sarasas Witaed Bangbon School. After classroom observation, 3 subject teachers and 6 students, from each class took part in the interview. The interviews were conducted in English and audio recorded in order to transcribe for further content analysis. The interview for school administrators was conducted in each sample school, and the audio recording also conducted for the further analysis. The questionnaires for teachers were distributed to 106 foreign teachers, who use English to teach the subjects in the elementary level in the four sample schools. The questionnaires for students were distributed to 712 students who are at the grade 6 level in three different programmes in the four sampling schools.

Data Analysis

The data analysis processes were divided into two phases. In the first phase, the qualitative data obtained from the semi-structured interview, classroom observation and the last part of questionnaires was analyzed by using content analysis. In the second phase, the quantitative data obtained from the questionnaire was analyzed using descriptive statistics with SPSS Program Version 22 for calculating frequency, percentage, and standard deviation. In order to compare the mean scores of the instructional principles between native and non-native English-Speaking teachers, a t-test was used. In addition, in order to examine the relationship between the opinions of teacher and opinions of students, a Pearson Correlation Coefficients (r) was used. The following table was the summary of the data analysis for different type of data (See Table 3.8).

Table3.10: Summary of the data analysis

Data type	Data Analysis
Qualitative data	● Frequency
	● Content analysis
Quantitative data	● Descriptive statistics
	● Content analysis
	● t-test
	● Pearson's r

To analyze the classroom observation data, the video recordings from the classroom instruction were analyzed using content analysis to find the frequency of language using and the instructional principles in the classroom.

To analyze the interview data, the audio recordings were analyzed by using content analysis to find the frequency of every variable.

To analyze the questionnaire data, the mean scores were used to analyze the variables, they were interpreted using the following criteria (See Table 3.10).

Table3.11: The criteria of interpreting of mean scores

Criteria	Meaning	General information	Instructional principles	Opinions to DLCI	Open-ended questions
4.51-5.00	means	Very high frequency	Very high level of IPs	very positive and very effective	Very high level of suggestions
3.51-4.50	means	High frequency	high level of IPs	positive and effective	High level of suggestions
2.51-3.50	means	Moderate frequency	Moderate level of IPs	moderate positive and effective	Moderate level of suggestions
1.51-2.50	means	Low frequency	Low level of IPs	Ineffective and negative	Low level of suggestions
1.00-1.50	means	Very low frequency	Very low level of IPs	very Ineffective and very negative	Very low level of suggestions

The correlation also was analyzed to investigate whether there were significant relationships between the variables. The correlation was interpreted by using the following criteria (See Table 3.11).

Table3.12: The criteria of interpreting of correlation

The correlation(r)	Meaning	Interpreting
$r > .8$	means	There is a positive relationship at a “very high” level
$.6 < r \leq .8$	means	There is a positive relationship at a “high” level
$.4 < r \leq .6$	means	There is a positive relationship at a “moderate” level
$.2 < r \leq .4$	means	There is a positive relationship at a “low” level
$.1 < r \leq .2$	means	There is a positive relationship at a “very low” level
$r=0$	means	There is no relationship between variables

CHAPTER IV

FINDINGS

The findings of the study were summarized into five main areas: 1) the demographic information from the respondents, 2) the models of dual language classroom instruction in Thailand, 3) the instructional principles were used by NESTs and NNESTs, and 4) the opinions of students and teachers toward the dual language classroom instruction in Sarasas Affiliated Schools, lastly 5) the respondents' suggestions to dual language programmes. The results were presented in order to answer the following research questions as follows:

1. What are the models of dual language classroom instruction implemented in Thailand?
2. What are the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction?
3. What are the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools?

Demographic Information

The classroom observation data from three programmes and three subjects showed that there are 33 students in the bilingual programme, 43 students in the mini bilingual programme and 17 students in the international education programme who took part in the survey. Two subject teachers were Filipinos and one was English. In the BP and MBP textbook translated by the academic foreign staff of Sarasas Affiliated Schools, the textbook matched about 90% of the contents when compared with the Thai textbook. In the IEP, the textbook is the national standard book which was written by a Thai educator. 88.2% students' first language is Thai and 11.8% students' first language is Chinese.

The interview data from the four school administrators showed that 2 of them were the school directors and 2 of them were the school deputy directors. The interview data from 3 subject teachers from three different programmes in Sarasas Witaed Bangbon School. Two of them are Filipinos, and one is English. They all have extensive teaching experience. The interview data was gathered from twelve students from three different observed classes. Eleven of the students are Thai and one is Chinese. They all can speak Chinese at different levels. They all agree the percentage of English used as an instructional language in bilingual, mini bilingual and international programmes are 50%, 20%, and 90%.

The findings of demographic information from the questionnaire for teachers was shown in the following table (See Table 4.1). There were 106 teachers who participated in the questionnaires, 34% of NESTs and 66% of NNESTs in this study.

Table4.1: Demographic information of teachers in the questionnaire (N=106)

Items	Sub-items	Percentage
Schools	SWB	67.0%
	Rangsit	9.4%
	Pittaya	9.4%
	Samutsongkram	14.2%
Programmes	Bilingual	49.1%
	Mini Bilingual	21.7%
	IEP	29.2%
Subjects	4 Main Subjects	63.2%
	Other subjects	22.7%
	Teaching Assistants	13.2%
	Third Language	0.9%
Nationalities	Inner Circle	17.9%
	Outer Circle	64.8%
	Expanding Circle	17.3%
First Language	NEST	34.0%
	NNEST	66.0%
English Level	Very low	0.0%
	Low	0.0%
	Medium	19.8%
	High	30.2%
	Very high	50.0%
Thai Level	Very low	23.6%
	Low	35.8%
	Medium	25.5%
	High	9.4%
	Very high	5.7%

Teaching Years	0-1 year	41.5%
	2-5 Years	27.4%
	6-10 years	12.3%
	More than 10 years	18.9%
Training	Frequently	14.2%
	A few times	59.4%
	Not at all	26.4%

The findings of demographic information from the questionnaire for students are shown in the following table (See Table 4.2). 98% of the students' first language is Thai and about half of them think their English and Thai level was medium level.

Table4.2: Demographic information of Students in the questionnaire (N=172)

Items	Sub Items	Percentage
Schools	SWB	79.1%
	Rangsit	5.8%
	Pittaya	9.0%
	Samutsongkram	6.2%
Programmes	Bilingual	37.9%
	Mini Bilingual	57.7%
	IEP	4.4%
Nationalities	Thailand	97.9%
	Other	2.1%
First Language	Thai	98.0%
	Other	2.0%
English Level	Very low	1.5%
	Low	9.0%
	Medium	70.2%
	High	16.7%
	Very high	2.5%
Thai Level	Very low	0.6%
	Low	2.9%
	Medium	49.2%
	High	36.7%
	Very high	10.7%

Join in Grade	KG.	41.9%
	Grade 1	22.9%
	Grade 2	4.1%
	Grade 3	4.9%
	Grade 4	9.6%
	Grade 5	3.5%
	Grade 6	13.2%

The calculated number of participants should be 1,275 according to previous calculations however, the number of actual participants in this research were 822 teachers and students which is about 64.5 percent of the calculated number of participants. The summary of the participants were shown in the following table (See Table 4.1).

Table4.3: The actually participant numbers in the survey

Sampling School Names	The actual participants for questionnaires				The actual participants for interview			The actually participants for classroom observation		
	Foreign Teacher in Elementary	Bilingual Students in Grade 6	Mini Bilingual Students in Grade 6	IEP Students in Grade 6	School Administrators	Observed Teachers	Observed Students	Bilingual Class	Mini Bilingual Class	IEP Class
Sarasas Witaed Bangbon School	71	171	361	31	1	3	6	1T 32 Ss	1T 43 Ss	1T 17 Ss
Sarasas Witaed Rangsit School	10	22	19	-	1	-	-	-	-	-
Sarasas Pittaya School	10	33	31	-	1	-	-	-	-	-
Sarasas Witaed Samutsongkram School	15	44	-	-	1	-	-	-	-	-
Total	106	270	411	31	4	3	6	3 Ts		
		712						92 Ss		
822 / 1275 (64.5%)										

Models of Dual language Classroom Instruction in Thailand

The data from the literature review and school administrators' interview questions showed that there were three models of dual language instruction in Thailand: most of them were Language Immersion Programmes (LIP), some of them were Developmental Bilingual Programmes (DBP), and a few of them were Two-way Immersion Programmes (TIP).

Sarasas Affiliated Schools belong to Language Immersion Programmes, which means the Thai language majority students in the programme use English and Thai as an instructional medium to learn the subjects. They start from kindergarten or grade 1 level in every programme, so it's early immersion Programme. The bilingual programme has 50% of curriculum use English to teach, belongs to early partial immersion Programme. IEP has 90% of curriculum use English to teach, belongs to early total immersion Programme, and Mini bilingual programme has 20% of curriculum use English to teach, is a new type of FLIP compare with the Western style. The summary of findings of the models of DLCI was shown in the following table (See Table 4.4).

Table 4.4: Models of DLCI in Sarasas Affiliated Schools

Sarasas Affiliated Schools		Each programme starts and ends level English instructional subjects											Percent of English language using in instructional time			
		Kindergarten			Elementary						High school		90%	50%	20%	Other %
Programmes	Level	1	2	3	1	2	3	4	5	6	7-9	10-12				
Mini Bilingual Programmes	Start	100%														
	End										66.7%	33.3%			66.7%	33.3%
	Subjects	Foundational English, Math, Science Education, Social Studies, Health														
Bilingual Programmes	Start	100%														
	End										25%	75%			75%	25%
	Subjects	Foundational English, Math, Science Education, Social Studies, Health, Phonics, Moral														
International Education Programmes	Start	100%														
	End							50%				100%			100%	
	Subjects	Foundational English, Math, Science Education, Social Studies, Health, Phonics, Arts, R&W, Drama, Cooking, computer, music, P.E.														

Table 4.4 displayed the models of DLCI in Thailand and in Sarasas which was answered by the school administrators. All the participants agreed that Sarasas schools were an early immersion programme. The International Education Programme belonged to the group of early total immersion programmes. The Bilingual Programme belonged to early partial immersion programmes while the Mini Bilingual programme in Sarasas schools does not belong to any theoretical models. It might be called Early Quarter Immersion Programme. Comparing to the local models with the theoretical models, it could be summarized as the following figure (See Figure 4.5).

Table4.5: The findings of theoretical models and Thai models of DLCI

The findings of models of dual language instruction				
Models in the theory			Models in Thailand	Models in Sarasas
Language Immersion Programmes	Early Immersion Programmes	Early Total Immersion	Have	IEP
		Early Partial Immersion		BP
	Middle Immersion Programmes	Middle Total Immersion	Have	No Have
		Middle Partial Immersion		
	Late Immersion Programmes	Late Total Immersion	Have	No Have
		Late Partial Immersion		
Development Bilingual Programmes	Early-Exit Programmes		Have	No Have
	Late-Exit Programmes			
Two-way Immersion Programmes	90/10 Programmes		Have	No Have
	50/50 Programmes			

Dual Language Classroom Instructional Principles used by NESTs and NNESTs

There are 106 teachers taking part in this study. The percent of Native and Non-native English Speaking Teachers are as follows (See Table 4.6).

Table 4.6: Percent of NESTs and NNESTs of the sampling teachers

Teacher	Frequency	Percent
NESTs	36	34.0
NNESTs	70	66.0
Total	106	100.0

The descriptive data of the valid respondents from the Teachers' questionnaire showed that there was 34 percent of NESTs, and 66 percent of NNESTs. Most of the NNESTs were Filipinos (47.2%). We could see the percent of the nationalities of foreign teachers the following table (See Table 4.4).

Table 4.7: Percent of the nationalities of foreign teachers in the sampling schools

Nationalities	Frequency	Percent
American	2	1.9
British	7	6.6
Canadian	4	3.8
China	1	.9
Chinese	2	1.9
Dutch	2	1.9
English	3	2.8
Filipino	50	47.2
France	1	.9
Hungarian	1	.9
Ireland	1	.9
Italian	1	.9
Mexican	1	.9
Russia	1	.9
Singaporean	1	.9

South African	8	7.5
Thai	15	14.2
U.K.	2	1.9
Ukrainian	1	.9
Zimbabwean	2	1.9
Total	106	100.0

The ten instructional principle of Barak

According to Barak (2012b), there are ten teaching principle that every teacher should follow, that is, 1) begin a lesson with a short review to wake up student's background knowledge of languages and contents, 2) present new materials in small steps with students to practice using languages, 3) ask a large number of questions and check the responses by encouraging to students use English, 4) provide models and examples before students use the language as a tool to solve the problem by themselves, 5) spend time to guide students to practice their English using new materials, 6) check for students understanding both in language and content at each knowledge point, 7) obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction, 8) provide language scaffolding for difficult tasks, 9) require and monitor independent practice in using English, 10) Students in the class do the self-assessment on their language and academic acquisition frequently.

Table 4.8: The mean and t-test of the ten instructional principles

Instructional Principles used by NESTs and NNESTs	NESTs (N=36)			NNESTs (N=70)			t	Sig.
	\bar{x}	SD.	Level of frequency	\bar{x}	SD.	Level of frequency		
1 begin a lesson with a short review to wake up student's background knowledge of languages and contents	4.36	.931	Very High	4.51	.697	Very High	-.954	.342
2 present new materials in small steps with students to practice using languages	4.44	.773	Very High	4.30	.768	Very High	.915	.362
3 ask a large number of questions and check the responses by encouraging to students use English	4.47	.878	Very High	4.06	.866	High	2.326	.022
4 provide models and examples before students use the language as a tool to solve the problem by themselves	4.47	.654	Very High	4.36	.660	Very High	.853	.396
5 spend the time to guide students to practice their English using new materials	4.42	.732	Very High	4.33	.675	Very High	.618	.538
6 check for students understanding both in language and content at each knowledge point	4.53	.654	Very High	4.41	.691	Very High	.815	.417
7 obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction	4.25	.732	Very High	4.23	.641	Very High	.155	.877
8 provide language scaffolding for difficult tasks	4.17	.910	High	4.06	.759	High	.657	.513
9 require and monitor independent practice in using English	4.19	1.009	High	4.19	.728	High	.051	.959
10 students in the class do the self-assessment on their language and academic acquisition frequently	4.19	.728	High	3.64	.835	High	-.899	.371
Total	4.35	0.8	Very High	4.21	0.73	Very High	0.45	0.48

The results (See Table 4.8) revealed that the mean scores of the most items regarding the 10 principles at a high level (mean=3.51-4.50). It revealed that the teachers follow the principles strictly. While the overall mean score of native speakers was higher than non-native speakers. To clarify, the native English-speaking teachers were followed the instructional better than the non-native English-speaking teachers by their self-reported information.

The principles that most NESTs focus was “ask a large number of questions and check the responses by encouraging to students use English” and “provide models and examples before students use the language as a tool to solve the problem by themselves”. While the native teachers were not caring much about “provide language scaffolding for difficult tasks”. The principles that most NESTs focus was “begin a lesson with a short review to wake up student's background knowledge of languages and contents”, they care least were “let students do the self-assessment on their language and academic acquisition”.

The language using in the dual language classroom

The language use, according to Yoon, B., Kim, H.K. (2012), there were three aspects, 1) teachers’ using language in the classroom; 2) teachers’ rules for students using the language in the classroom; 3) teachers’ responding language to students, the details were explained in the table as follows.

Table4.9: The mean and t-test of language using in the DLCl

Instructional Principles used by NESTs and NNESTs	NESTs (N=36)		Level of frequency	NNESTs (N=70)		Level of frequency	t	Sig.
	\bar{x}	SD.		\bar{x}	SD.			
1 the teacher only uses English in the classroom	4.36	.867	Very High	3.71	1.253	High	3.109	.002
2 teacher sometimes speak Thai in the classroom	2.17	1.404	low	2.96	1.459	Moderate	-2.675	.009
3 teacher sometimes mix Thai and English in the classroom	2.06	1.351	low	2.96	1.408	Moderate	-3.164	.002
4 encourage students speak English-only in my class	4.50	.878	Very High	4.50	.878	Very High	1.773	.079
5 respond to students only in English	4.33	1.069	Very High	4.13	1.034	High	.954	.342
6 try to make every student speak English loudly in my class	4.53	.696	Very High	4.50	.737	Very High	.187	.852
Total	3.66	1.04	High	3.79	1.13	High	0.03	0.21

Table4.9 revealed that the mean scores of language using in the DLCl were at a medium high level, it means the teachers care about their language using in the classroom. While the overall mean score of non-native speakers was higher than native speakers, which means the non-native English-speaking teachers much cared about their language using than the non-native English-speaking teachers by their self-report information.

Both native and non-native English teachers were not using much Thai language in the class, just at the level of 2.06-2.96, while NNESTs speak a little bit more Thai language in the classroom than NESTs. Both native and non-native English speaking teachers all “*encourage students speak English-only in my class*” and “*try to make every student speak English loudly in my class*”.

The six teaching policies from Sarasas Affiliated Schools

There are 6 teaching policies in Sarasas schools, which are, 1) write difficult words on the board every lesson, 2) read each sentence aloud before allowing students to read, 3) explain by asking questions individually or in small group, 4) make sure students can read and understand every difficult vocabulary before doing exercises, 5) make sure the students can read fluently before assigning students to read their books for homework, 6) I will teach students how to solve a problem before letting them come out to solve a problem by themselves on the board.

Table 4. 10: The mean and t-test of six teaching policies from Sarasas Affiliated Schools

Instructional Principles used by NESTs and NNESTs	NESTs (N=36)		Level of frequency	NNESTs (N=70)		Level of frequency	t	Sig.
	\bar{x}	SD.		\bar{x}	SD.			
1 write difficult words on the board every lesson	3.75	1.180	High	3.47	1.139	High	1.178	.241
2 read each sentence aloud before allowing students to read	3.47	1.139	High	4.61	.644	Very High	-2.835	.006
3 explain by asking questions individually or in a small group	4.28	.701	Very High	4.26	.928	Very High	.117	.907
4 make sure students can read and understand every difficult vocabulary before doing exercises	4.28	.944	Very High	4.49	.697	Very High	-1.285	.202
5 make sure the students can read fluently before assigning students to read their books for homework	3.61	1.202	High	4.21	.759	Very High	-2.743	.008
6 teach students how to solve a problem before letting them come out to solve a problem by themselves on the board	4.14	1.073	High	4.39	.728	Very High	-1.400	.165
Total	3.92	1.04	High	4.24	0.82	Very High	-1.16	0.25

The table above showed that the mean scores of each item regarding the 6 principles inside Sarasas schools quite high (from 3.57 to 4.47), it means the teachers follow the school policy strictly. The Std. Deviation number in statement one are quite big, means they were quite different practice to “write difficult words on the board every lesson”.

NESTs more focused on “*explain by asking questions individually or in small group*” and “*make sure students can read and understand every difficult vocabulary*”, they didn’t care much about “*read each sentence aloud before allowing students to read*”. While NNESTs, on the opposite way, they care much about “*read each sentence aloud before allowing students to read*” and don’t focus on “*write difficult words on the board every lesson*”.

Ten Instructional Principles from Barak, the language using in the dual language classroom and the six teaching policies from Sarasas Affiliated Schools were summarized in the table as follows (See Table 4.11)

Table 4. 11: The summary of the findings of dual language classroom instructional principles used by NESTs and NNESTs

Instructional Principles	Guiding principles of DLI	NESTs (N=36)		Level of frequency	NNESTs (N=70)		Level of frequency	t	Sig.
		\bar{X}	SD.		\bar{X}	SD.			
Ten Instructional Principles from Barak	Instructional methods and strategies	4.35	0.8	Very High	4.21	0.73	Very High	0.45	0.48
The language using in the dual language classroom	Learning environments	3.66	1.04	High	3.79	1.13	High	0.03	0.21
Six teaching policies from Sarasas Affiliated Schools	Student-centered	3.92	1.04	High	4.24	0.82	Very High	-1.16	0.25

As it presented in chapter two, the ten instructional principles from Barak more focus on instructional methods and strategies, while language using the dual language classroom principles more focus on learning the environment and the six teaching policies from Sarasas Affiliated Schools more focus on students centered. The Table4.11 was shown that they were some significant different of instructional principles between NESTs and NNESTs. The instructional methods and strategies used by native English-speaking teachers and non-native English-speaking teachers were quite similar, while the learning environments in NNETs' classes were more positive than NESTs' class, and the NNESTs' class were much more student-centered than the NESTs' class.

Opinions of Students and Teachers toward the Dual language Instruction

The descriptive data of the valid respondents above illustrated that the mean score of opinions of teachers toward the dual language classroom instruction in Sarasas Affiliated Schools is quite high (from 3.83 to 4.48), which means it's an effective instruction from the teachers' aspect.

Table4. 12: Means, SD. of teachers' opinions toward the DLCI (N=106)

	Teachers' Opinions toward the DLCI	\bar{x}	SD.	Level
1	My instructional materials and activities are relevant to students' English language usage in their daily lives.	4.42	.715	Very high
2	My English is taught in an interesting way to improve their content knowledge.	4.48	.720	Very high
3	I often reflect on my own language usage in the classroom.	3.97	.971	High
4	My classroom environment is convenient for students to learn both in English and Thai.	3.83	1.100	High
5	My students are actively engaged in my class in English.	4.23	.784	Very high
6	I regularly monitor the effectiveness of my teaching on students' English level and academic improvement.	4.21	.727	Very high
7	I often link content learning to students' lives outside of the classroom.	4.08	.880	High

8	I make sure that my literacy instruction is systematically developed across the curriculum.	4.23	.831	Very high
9	I try to make certain teachers understand my topics on both language and content aspects.	4.16	.863	High
10	My assessment methods are taken into account the different language levels among students.	4.06	.766	High
11	My assessment activities are appropriate for the students' language level.	4.25	.829	Very high
12	I often reflect my classroom Instruction by using the result of students' self-assessment or peer-assessments of their English and academic improvement.	4.11	.929	High
Total		4.17	0.84	High

Table 4.12 showed that the mean scores of each item regarding the opinions of teachers toward the DLCI in Sarasas Affiliated Schools are high. The highest mean score was teachers believe that *“My English is taught in an interesting way to improve their content knowledge”*, while the lowest mean score was *“My classroom environment is convenient for students to learn both in English and Thai.”* It means that teachers very confident about their teaching were in an interesting way but they don't think the classroom environment was good for students to learn two languages.

Table4. 13: Means, SD. of students' opinions toward the dual language classroom Instruction (N=712)

	Students' Opinions toward the DLCI	\bar{x}	SD.	Level
1	I can apply English that I have learned in the classroom in my daily life.	3.65	.954	High
2	My foreign teacher's classes are interesting and I enjoy learning with them.	3.67	.917	High
3	I can understand the foreign teachers' English easily.	3.31	.936	Moderate
4	I have a good classroom environment to learn both English and Thai.	3.82	0.932	High
5	I enjoy using English in my foreign teachers' classes.	3.48	.979	High
6	My English level and academics improved gradually.	3.88	.935	High
7	I know what teachers are talking about because I can relate to it outside of the classroom.	3.56	.932	High
8	My reading and writing skills have improved gradually.	3.96	.852	High
9	My foreign teachers have taught similar content as my Thai teachers under the same subject name.	3.74	.970	High
10	I can pass the assessments no matter if my English language level is high or low.	3.55	.972	High
11	I can participate in the classroom activities no matter if my English language level is high or low.	3.79	.959	High
12	Self-assessments and peer-assessments make me better understand the two languages and the contents.	3.59	.936	High
	Total	3.67	0.94	High

Table 4.13 shown that the mean scores of each item regarding the opinions of teachers toward the DLCI in Sarasas Affiliated Schools are high but not higher than the teachers' opinions, which means students think the programmes in Sarasas are effective, but there are still have some space to reach the students' expectation. The Std. Deviation also quite big here, means that different students have quite different opinions about DLCI.

To compare the correlate between the mean score of teachers' opinion and students' opinion, the researcher used Pearson Correlation Coefficients (r).

Table4. 14: The correlations of the means of teachers and students' opinions toward the DLCI

		The means (\bar{x}) of students' opinions
The means(\bar{x}) of teachers' opinions	Pearson Correlation	1.000 **
	Sig. (2-tailed)	.000
	N	12

** . Correlation is significant at the 0.01 level (2-tailed).

The table 4.14 shown that the opinions of teachers and students have a significant correlation ($r=0.00$), which means both of them think the DLCI was positive, so the dual language programmes were effective in Sarasas Affiliated Schools.

Suggestions to Dual Language Programmes

The qualitative data from interview questions and open-ended questions part of questionnaires were used to triangulate with the quantitate data. It focused on the problems and recommendations on the dual language programmes (see Appendix M). The findings of the suggestions were summarized as follows (See Table 13).

Table4. 15: The summary of suggestions from interview questions

The suggestions from Interview questions for teacher (N=3)	
Problems	Recommendations
The "special" students	Connect with the parents
The curriculum	More focus on students
The suggestions from Interview questions for students (N=6)	
Problems	Recommendations
Too little homework	Content learning can be harder
Grade 6 repeat learn the textbook of grade 4 in Social, Health, and Science subjects	Better teaching facilities
Learn too much	Learn some outside school knowledge
Too many subjects learn in Thai	More activities about Thai culture

Table 4. 16: The example of suggestions from questionnaires

The suggestions from questionnaires for teachers (N=106)	
Suggestions	Mentioned times
The school doesn't fail students.	9
Students are not arranged into classrooms according to their abilities or language level. (Multiple English levels in the class)	8
School hires unprofessional teachers.	7
Lacking instructional materials (textbooks, exercises books, multimedia for etc.).	7
Lack of discipline in the classroom.	6
Unqualified foreign teachers (no degree; no teaching experience, cannot write a correct grammar and poor spelling, poor classroom management).	6
Classroom Thai teachers unqualified.	4
Teacher changes frequently.	3
Inadequacies of instructional materials on cultural.	3
Student number in the class too large.	2
The suggestions from questionnaires for students (N=712)	
I have a problem in The Thai language.	4
Cannot understand the foreign teachers' class.	4
We should have more activities.	3
Too much homework.	3
We need better teachers	2
Cannot understand Math in English.	2
Repeat to teaching the same book.	2
Lacking books.	2
Too much focus on handwriting	2
Sometimes Thai teachers use wrong words and grammar.	2

Table 4.15 and table 4.16 showed that there was still some problems and space for improvement in the dual language programmes. The top three suggestions from teachers were: 1) school doesn't fail students; 2) students are not arranged into classrooms according to their abilities or language level, and 3) school hires unprofessional teachers. The top three suggestions from students focused on understanding the class and more activities.

CHAPTER V

CONCLUSION AND DISCUSSION

This chapter describes the summary of the study, findings, discussion, pedagogical implications, limitations of this study, recommendations, and conclusion.

Summary of the Study

The study aimed to 1) explore the models of dual language classroom instruction implemented in Thailand, 2) differentiate the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction, and 3) investigate the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools.

There were 4 school administrators, 106 elementary level foreign teachers, and 712 students in grade 6 in the study. The instruments for this study were three different semi-structures interview forms for school administrators, teachers and students; two questionnaires for teachers and students; and one classroom observation form. The quantitative data was analyzed using descriptive statistics; the qualitative data was analyzed using content analysis.

The findings of the study revealed that Thailand had three models of dual language education. Sarasas Affiliated Schools belong to Foreign Language Immersion Program. The instructional principles used by native English-speaking teachers and non-native English-speaking teachers were quite different. The dual language instructional programmes were effective according to the opinions of students and teachers in Sarasas Affiliated Schools.

The steps in constructing instruments were divided into four steps, it was developing the instruments, checking the validity and reliability of the instruments, revising the instruments and conducting the survey.

Summary of the Findings

The results of the study indicated, generally, the models of dual language instruction are language immersion programmes. The Bilingual Programme is early partial immersion programme, the International Education Programme is total immersion Programme, and Mini bilingual programme is a new type of language immersion programmes comparing with the theoretical models. The findings supports that Sarasas schools' programmes use the models of Cloud, Genesee, & Hamayan (2000), while the Mini Bilingual Programme is new.

Generally, the instructional principles were practiced well by foreign teachers in Sarasas schools. The ten instruction principles followed strictly by the foreign teachers, and the six teaching policies were also practiced well by the foreign teachers. The NESTs and NNESTs followed the instructional principles differently.

The opinions of teachers and students toward to DLCI were positive. This research supported the theory from Nancy Cloud (2010), which meant the programmes in Sarasas schools were effective and satisfied by teachers and students.

The comments from students were the difficulty of learning the subjects' content through English language, the adequacy of teaching equipment, the quality of the teachers, the amount of homework, the need of outside-class activities and so on. The comments from Native English-speaking teachers were mostly about No Fail policy, the teaching equipment, the class sizes, the multiple language proficiency in one class, and the students with special needs. The Non-native English-speaking teachers concerned about the quality of native speakers, the relationship with other teacher assistants, the teaching equipment, the respect from other teachers and the classroom discipline. The summary of the findings was shown in the following table (See Table 5.1)

Table5.1: The summary of the findings

Models OF DLCI			Instructional principles		Opinions toward DLCI	
LIP	DBP	TIP	NESTs	NNESTs	Teachers	Students
Most			Both have the high level of frequency on following the instructional principles		Both have the high level opinions toward the DLCI	
Sarasas	IEP=Early Immersion Programmes	Some	A few	No much difference in Cognitive Principles	Both have the positive opinions toward the DLCI	
	BP=Early Partial Immersion			A Little difference in Affective Principles	Teachers' opinions level higher than Students' opinions level	
	MBP= No matching			Much difference in Linguistic Principles	The Correlations of the means at the Sig.=0.000 level= High Correlations	

Pedagogical Implications

The models of dual language instruction originated in English dominated countries. They are mostly consistent with Thailand but locally-directed practice for the theory might be needed.

Both NESTs and NNESTs followed the instructional principles strictly. While NESTs should provide sufficient scaffolding for students and NNESTs should beware of their language using in the classroom instruction.

Overall the early language immersion programmes of DLCI were effective in Sarasas Affiliated Schools. The same kind of programmes could be conducted to improve Thai students' English proficiency. The parents should cooperate with schools more. Schools should reconsider about the No Fail policy and pay more attention to their assessment system and the leadership of the schools' administrators.

Limitations of the Study

First, the data collected in this study were only from grade 6 students and elementary level teachers, and did not include all levels. Therefore the generalization of the findings may be limited to an elementary level only. The second limitation concerns the time constraints, the findings may be limited to a short time fact not the longitudinal phenomenon.

Recommendations for Future Research

The recommendations for future studies are as follows.

Firstly, the present study employed both quantitative and qualitative methods. However, the data from the qualitative phase should be extended in future research to find more information.

Secondly, the research instruments in this study were interview forms, a classroom observation scheme, and questionnaires. Some other research instruments could be applied to the future studies.

Finally, as Sarasas schools are only one example of the dual language instruction in Thailand, there are a large number of other schools are conducting dual language instruction, so it is recommended that future studies should explore different or extended populations of the dual language instruction schools in Thailand.

Conclusions

The finding revealed that there were 3 models of dual language instruction in Thailand. The three models were Language Immersion Programmes, Developmental Bilingual Programmes, and Two-way Immersion Programmes. The Language Immersion Programmes was adopted in the Bilingual Programme and the International Education Programme in Sarasas Affiliated Schools. However, the Mini Bilingual Programme was invented and not belonged to any of these three models. It has also found that the instructional methods and strategies used by NESTs and NNESTs were similar but the NNESTs could provide better learning environments. More student-centered instruction could be noticed in the NNESTs' classes. It was also found that the teachers and students were satisfied by the dual language programmes.



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APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A: Classroom Observation Scheme

Models of Dual Language Classroom Instruction: A Case of Sarasas Affiliated Schools

Grade 6, First Semester, Academic Year 2016 Sarasas Witaed Bangbon School

Part1. General Information

1. Observed programme

Bilingual Programme Mini Bilingual Programme International English

Programme

2. Observed subject

Science Mathematics Social Studies Health Education

3. Instructor's nationality: _____

Instructor is *Native* *Non-native* English-speaking Teacher

4. Number of students presented: _____

5. Numbers of student's first language is Thai: _____

Numbers of student's first language is English: _____

Numbers of student's first language is other languages: _____

6. Textbook's name _____

Textbook's language _____


Textbook's publisher _____

Textbook's author _____

Percent of covering the similar contents with same subject's Thai textbook _____%

Part2. Dual Language Instruction Implemented in the classroom

(Observation Duration: 50minutes from _____ to _____)

Participants	Tally and note the times of the Thai language using in teacher and students	Teacher and students' interaction
Teacher		
Participants	Tally and note the times of the Thai language using in teacher and students	Teacher and students' interaction

Students	<ol style="list-style-type: none">1.2.3.4.5.6.7.8.9.10.11.12.13.14.15.16.17.18.19.20.21.22.23.24.25.26.	
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27.	
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45.	

**Comments**

Part3. Instructional Principles Used by the native English-speaking teachers and non-native English-speaking teachers in the classroom.

NO.	Instructional Principles	Tally	Note
1	Begin a lesson with a short review to wake up student's background knowledge of languages and contents.		
2	Present new materials in small steps with students practice using their languages.		
3	Ask a question and check the responses to encouraging students use English.		
4	Provide models and examples before students use the language as a tool to solve the problems by themselves.		
5	Guide students to practice their English using new materials.		
6	Check for students understanding both language and content at each point.		
7	Obtain a high success rate both in English and academic abilities during the classroom instruction.		
8	Provide language scaffolds for difficult tasks.		
9	Require and monitor independent practice in using English.		
10	The students are engaged in review their Language and academic acquisition frequently.		
11	Write difficult words on board.		
12	Read each sentence aloud before allowing students to read.		
13	Explain by asking questions individually or in small groups.		
14	Make sure students can read and understand the difficult vocabulary before doing an exercise.		
15	Make sure the students can read fluently before assigning students to read their books for homework.		
16	Teach students how to solve a problem before let students come out to solve a problem by themselves on the board.		

Comments

Appendix B: Semi-structured Interview Questions for School Administrators

Models of Dual Language Classroom Instruction in Thailand and in Sarasas Affiliated Schools

Part1. General Information

1. Interviewee's school
 - Sarasas Witaed Bangbon School
 - Sarasas Witaed Rangsit School
 - Sarasas Pittaya School
 - Sarasas Witaed Samutsongkram
 2. Interviewee's position
-

Part2. Models of Dual Language Classroom Instruction in Thailand

1. Do you agree that there are some Foreign Language Immersion Programmes in Thailand, in which most students are English learners who speak The Thai language, and using a various amount of English to teach about half of the curriculum during the elementary or secondary grades?
 - Yes, I agree, for example, _____
 - No, I disagree, because _____
2. Do you agree that, there are some Developmental Bilingual Programmes in Thailand, in which most students are non-Thai speakers, such as English, Chinese, or Japanese, they are taught primarily in their own languages in the early grade level, normally from kindergarten to grade 3, as their Thai language proficiency increases, instruction in their own language decreases?
 - Yes, I agree, for example, _____
 - No, I disagree, because _____
3. Do you agree that, there are some Two-way Immersion Programmes in Thailand, in which half of the students are Thai speakers and half are other language speakers, both English and their own languages are used for instruction?
 - Yes, I agree, for example, _____
 - No, I disagree, because _____

Part3. Models of Dual Language Classroom Instruction in Sarasas Affiliated Schools.

1. *When does each programme start and end?*
2. *What subjects are taught in English when each programme is started?*
3. *How many percent of English are used as an instructional language in each Programme?*

Sarasas Affiliated Schools		When does each programme start and end? What subjects are taught in English at each level?								How many percent of English language using in instructional time?				
		K.G.	Elementary						Junior High	Senior High	90%	50%	20%	Other %
Educational Programmes		1-3	1	2	3	4	5	6	6-9	10-12				
MB	Start													
	End													
	Subjects													
BP	Start													
	End													
	Subjects													
IEP	Start													
	End													
	Subjects													

Appendix C: Semi-structured Interview Questions for Teachers

Models of Dual Language Classroom Instruction: A Case of Sarasas Affiliated Schools

Grade 6, First Semester, Academic Year 2016

Sarasas Witaed Bangbon School

Part1. General Information

1. Interviewee's programme

Bilingual Programme Mini Bilingual Programme International English Programme

2. Interviewee's teaching subject

Science Mathematics Social Studies Health Education

3. Interviewee's nationality: _____

4. Interviewee's first language: _____

Interviewee's second language: _____

Interviewee's Thai level:

Very Low Low Medium High very High

5. Interviewee has _____ year's teaching experience. _____ year's

teaching experience in Sarasas Affiliated Schools, _____ year's in Mini

Bilingual Programme, _____ year's in _____ Bilingual Programme, _____

year's in International Education Programme.

Part 2 .Questions about the Instructional Principles Used by the Instructor

Directions: How often do you follow the following instructional principles?

NO.	Instructional Principles	Always 5	Very Often 4	Sometimes 3	Rarely 2	Never 1
1.	Begin a lesson with a short review to wake up student's background knowledge of languages and contents.					
2.	The present new material in small steps with students practices using their languages.					
3.	Ask questions and check the responses to encouraging students use English.					
4.	Provide models and examples before students use the language as a tool to solve the problems by themselves.					
5.	Guide students to practice their English using new materials.					
6.	Check for students understanding both language and content at each point.					
7.	Obtain a high success rate both in English and academic abilities during the classroom instruction.					
8.	Provide language scaffolds for difficult tasks.					
9.	Require and monitor independent practice in using English.					
10.	The students are engaged in review their Language and academic acquisition frequently.					
11.	Write difficult words on board.					
12.	Read each sentence aloud before allowing students to read.					
13.	Explain by asking question individually or in a small group.					

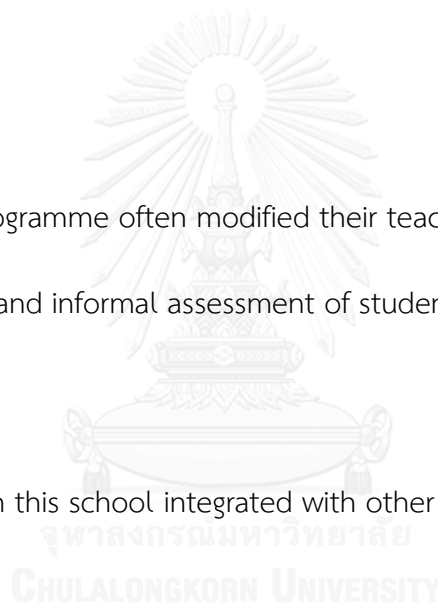
14.	Make sure students can read and understand the difficult vocabulary before doing exercise.					
15.	Make sure the students can read fluently before assign students to read their books for homework.					
16.	Teach students how to solve a problem before let students come out to solve a problem by themselves on the board.					

Part 3 .Questions about the Opinions toward Dual Language Classroom

Instruction

1. How often do the parents involve in this programme as far as you know?
2. What do you think of the standards of the programme in Sarasas schools?
3. What do you think of the leadership of the programme in Sarasas schools?

4. How do you think about the developmental of the programme in Sarasas schools?
5. Do you think the instructional principles in this program are student-centered or teacher-centered?
6. What do you think of the language instruction being integrated with the academic instruction?
7. Teachers in this programme often modified their teaching in response to the results of the formal and informal assessment of student progress.
8. Are the programs in this school integrated with other school programs?
9. Do you think these programmes aims for students to be proficient in one language or two languages?
10. What's your recommendation for the future of dual language instruction in Sarasas Affiliated Schools in Thailand?



Appendix D: Semi-structured Interview Questions for Students

Models of Dual Language Classroom Instruction: A Case of Sarasas Affiliated Schools

Grade 6 Academic Year 2016, First Semester Sarasas Witaed Bangbon School

Part 1: General Information.

1. Interviewee's programme

Bilingual Programme Mini Bilingual Programme International English Programme

3. Interviewee's nationality _____

4. First language _____

Second language _____

Other languages _____

Interviewee's English level:

Very Low Low Medium High very High

5. Interviewee's educational range and the percent of English used as an instructional language in different programmes.

Levels	Kindergarten			Grade					
	KG.1	KG.2	KG.3	1	2	3	4	5	6
Programmes									
Percent of English uses as instructional language									

Part2. Questions about the Opinions toward Dual Language Classroom Instruction

1. Do your parents care much about your study? Have your parents ever told you why you study in this Sarasas School?

2. Do you think your class is Teacher-centered (e.g., the teacher gives lectures) or Student-centered Class (e.g. divide students into groups to do the task)?

3. Do you find that your language and subject knowledge are improved at the same time?

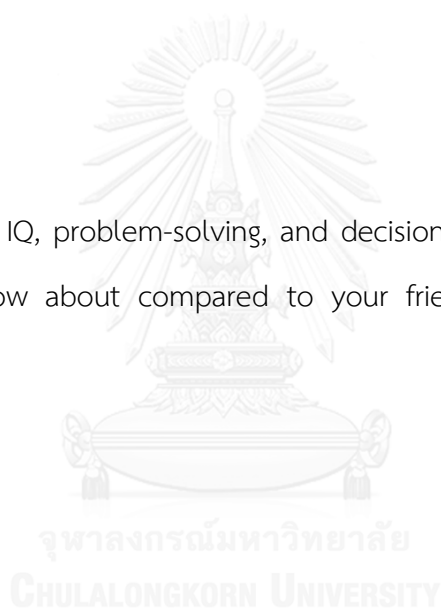
4. Do you think your English language level get better, worse, or nothing changed? How about your Thai language level?

5. Do you think your English is better or worse than your friends who are in the regular programme (the regular programme will not use English to teach the subjects)? How about your Thai language?

6. Which one do you think is easier for you to understand the content? Using English or Thai to learn?

7. Do you prefer native English teachers to use English only or English mixed Thai in the classroom instruction?

8. Do you think your IQ, problem-solving, and decision-making skills have improved gradually or not? How about compared to your friends who are in the regular programme?



9. What do you think are the problems in this programme?

10. What are your recommendations for this programme?

Appendix E: Questionnaires for Teachers

Models of Dual Language Classroom Instruction: A Case of Sarasas Affiliated Schools

NO. _____

Questionnaire for Teachers

Statement of Research:

1. This research aims to explore the models of dual language classroom instruction implemented in Sarasas Affiliated Schools, to differentiate the instructional principles used by native and non-native English-speaking teachers in dual language classroom instruction, and to investigate the opinions of teachers toward the dual language instruction in Sarasas Affiliated Schools.
2. Any opinions you give will be reported anonymously and any personal information you give will be kept confidential. Your name will not be used in published material or kept in stored documents.
3. This research will be used in the dissertation for the Masters in TEFL program, Faculty of Education, Chulalongkorn University. It is possible that parts of the research may be published for academic purposes in the future.

Thanks for your help!

Please complete the entire questionnaire before submission. This will only take you a few minutes.

Part1. Demographic Information

Directions: Please put ✓ or fill in the given space.

1.1. Which Sarasas Affiliated Schools are you working now?

- Sarasas Witaed Bangbon School
- Sarasas Witaed Rangsit School
- Sarasas Pittaya School
- Sarasas Witaed Samutsongkram

1.2. Which programme are you in?

- Bilingual Programme
- Mini Bilingual Programme
- International English Programme

1.3. What subjects are you teaching?

- Fundamental English
- Mathematics
- Science
- Social Studies
- Health Education
- Physical Education
- Moral Education
- Phonics
- Reading and writing
- Occupation and Information Technology (e.g., Computer)
- Arts
- Language Arts
- Third Language(e.g., Chinese, Thai)
- Cooking
- Drama
- Music

- Others _____
- 1.4. Gender
- Male
- Female
- 1.5. Nationality _____
- 1.6. First Language _____
- 1.7. English Language Level
- Very low
- Low
- Medium
- High
- Very high
- 1.8. Thai Language level
- Very low
- Low
- Medium
- High
- Very high
- 1.9. How long have you been teaching in this program?
- 0-1year
- 2-5 years
- 6-10 years
- More than 10 years
- 1.10. Have you got any training on Mini Bilingual programme, Bilingual Programme, or International Education Programme?
- Yes, frequently.
- Yes, but just a few times.
- No, not at all.



Part2. The Instructional Principles Used by Teachers in Dual language Classroom Instruction

Directions: Please put √ to indicate how much each of the following statements applies to you.

5 means strongly agree

4 means agree

3 means neutral

2 means disagree

1 means strongly disagree

Statements	5	4	3	2	1
2.1. I begin a lesson with a short review to wake up student's background knowledge of languages and contents.					
2.2. I present new materials in small steps with students to practice using languages.					
2.3. I ask a large number of questions and check the responses by encouraging students to use English.					
2.4. I provide models and examples before students use the language as a tool to solve the problem by themselves.					
2.5. I spend the time to guide students to practice their English using new materials.					
2.6. I check for students understanding both in language and content at each knowledge point.					
2.7. I obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction.					
2.8. I provide language scaffolding for difficult tasks.					
2.9. I require and monitor independent practice in using English.					
2.10. Students in my class do the self-assessment on their language and academic acquisition frequently.					
2.11. I only use English in the classroom.					
2.12. Sometimes I speak Thai in the classroom.					
2.13. Sometimes I mix Thai and English in the classroom.					
2.14. I encourage students to speak English-only in my class.					
2.15. No matter if students speak English or Thai, I will respond to them in English.					
2.16. I try to make every student speak English loudly in my class.					
2.17. I write difficult words on the board every lesson.					
2.18. I read each sentence aloud before allowing students to read.					
2.19. I explain by asking questions individually or in a small group.					
2.20. I will make sure students can read and understand every difficult vocabulary before doing exercises.					
2.21. I will make sure the students can read fluently before assigning students to read their books for homework.					
2.22. I will teach students how to solve a problem before letting them come out to solve a problem by themselves on the board.					

Part3. Opinions toward Dual Language Classroom Instruction

Directions: Please put \checkmark to indicate how much each of the following statements applies to you.

5 means strongly agree

4 means agree

3 means neutral

2 means disagree

1 means strongly disagree

Statements	5	4	3	2	1
3.1. My instructional materials and activities are relevant to students' English language usage in their daily lives.					
3.2. My English is taught in an interesting way to improve their content knowledge.					
3.3. I often reflect on my own language usage in the classroom.					
3.4. My classroom environment is convenient for students to learn both in English and Thai.					
3.5. My students are actively engaged in my class in English.					
3.6. I regularly monitor the effectiveness of my teaching on students' English level and academic improvement.					
3.7. I often link content learning to students' lives outside of the classroom.					
3.8. I make sure that my literacy instruction is systematically developed across the curriculum.					
3.9. I try to make certain teachers understand my topics on both language and content aspects.					
3.10. My assessment methods are taken into account the different language levels among students.					
3.11. My assessment activities are appropriate for the students' language level.					
3.12. I often reflect my classroom Instruction by using the result of students' self-assessment or peer-assessments of their English and academic improvement.					

Part4. Open-ended Questions

Directions: Answer the following questions according to your opinions.

4.1 What do you think are the problems in this programme?

4.2. What are your recommendations for the future development of dual language classroom instruction in Thailand?



Appendix F: Questionnaires for Students

Models of Dual Language Classroom Instruction: A Case of Sarasas Affiliated Schools

รูปแบบการสอนชั้นเรียนแบบสองภาษากรณีศึกษาโรงเรียนในเครือสารสาสน์ :

NO. _____

Questionnaire for Students

Statement of the research คำชี้แจงของการวิจัย:

1. This questionnaire aims to investigate the opinions of students toward the dual language instruction in Sarasas Affiliated Schools. แบบสอบถามนี้มีวัตถุประสงค์เพื่อศึกษาความคิดเห็นของนักเรียนที่มีต่อการเรียนการสอนสองภาษาโรงเรียนในเครือสารสาสน์
 2. Any opinions you give will be reported anonymously and any personal information you give will be kept confidential. Your name will not be used in published material or kept in stored documents. ความคิดเห็นใด ๆ ที่คุณให้มาเกี่ยวกับรายงานจะไม่มีการระบุชื่อและข้อมูลส่วนบุคคลใด ๆ จะถูกเก็บไว้เป็นความลับ ชื่อของคุณจะไม่ถูกนำมาใช้ในการตีพิมพ์
 3. This research will be used in the dissertation for the Masters in TEFL program, Faculty of Education, Chulalongkorn University. It is possible that parts of the research may be published for academic purposes in the future. งานวิจัยนี้จะถูกนำมาใช้ในวิทยานิพนธ์สำหรับปริญญาโทในโปรแกรม TEFL คณะครุศาสตร์จุฬาลงกรณ์มหาวิทยาลัย บางส่วนของการวิจัยอาจมีการเผยแพร่เพื่อการศึกษาต่อในอนาคต
- Thanks for your help! ขอขอบคุณสำหรับความช่วยเหลือของคุณ!

Please complete the entire questionnaire before submission. This will only take you a few minutes.

กรุณากรอกแบบสอบถามทั้งหมดก่อนที่ท่านจะส่งแบบสอบถามนี้ อาจใช้เวลาของท่านเพียงไม่กี่นาที

Part1. Demographic Information ข้อมูลส่วนบุคคล

Directions: Please answer (put ✓) the following questions.

คำชี้แจง : กรุณาตอบคำถามดังต่อไปนี้

1.1. Which Sarasas Affiliated School are you studying in now?

คุณกำลังศึกษาโรงเรียนไหนในเครือสารสาสน์

- Sarasas Witaed Bangbon School
- Sarasas Witaed Rangsit School
- Sarasas Pittaya School
- Sarasas Witaed Samutsongkram

1.2. Which programme are you studying in now?

คุณเรียน โปรแกรมอะไร

- Bilingual Programme
- Mini Bilingual Programme
- International English Programme

1.3. Gender โปรดระบุเพศ

- Male ผู้ชาย
- Female ผู้หญิง

1.4. Nationality สัญชาติ

- Thailand คนไทย
- Others _____

1.5. First Language ภาษาแม่

- Thai language ภาษาไทย
- Others _____

1.6. English Language Level

โปรดระบุความสามารถด้านภาษาอังกฤษของคุณ

- Very low ระดับต่ำมาก
- Low ระดับต่ำ
- Medium กลาง
- High ระดับสูง

Very high ระดับสูงมาก

1.7. Thai Language level

ความสามารถของคุณด้านภาษาไทย

Very low ระดับต่ำมาก

Low ระดับต่ำ

Medium กลาง

High ระดับสูง

Very high ระดับสูงมาก

1.8. In which grade did you join in this programme?

คุณเข้าเรียนโปรแกรมนี้เมื่อเรียนอยู่ชั้นไหน

Kindergarten อนุบาล

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

1.9. How many percent of subjects are taught in English in your programme?

วิชาที่มีการสอนเป็นภาษาอังกฤษมีอยู่ทั้งหมดกี่เปอร์เซ็นต์

About ประมาณ 90 %

About ประมาณ 50 %

About ประมาณ 20%

About ประมาณ _____%

Part2. Opinions toward Dual Language Classroom Instruction ความเห็นที่มีต่อการเรียนการสอนสองภาษา

Directions: Choose one scale (put ✓) that best represents your opinion.

คำชี้แจง : เลือกคำตอบให้เหมาะสมความคิดเห็นของคุณที่สุด

- 5 means strongly agree เห็นด้วยอย่างยิ่ง
 4 means agree เห็นด้วย
 3 means neutral เป็นกลาง
 2 means disagree ไม่เห็นด้วย
 1 means strongly disagree ไม่เห็นด้วยอย่างยิ่ง

Opinions toward Dual Language Classroom Instruction ความเห็นที่มีต่อการเรียนการสอนสองภาษา	5	4	3	2	1
2.1. I can apply English that I have learned in the classroom in my daily life. ฉันสามารถใช้ภาษาอังกฤษที่ได้เรียนรู้ในห้องเรียน มาใช้ในชีวิตประจำวัน					
2.2. My foreign teacher's classes are interesting and I enjoy learning with them. คาบเรียนครูชาวต่างประเทศน่าสนใจและฉันสนุกกับการเรียนมาก					
2.3. I can understand the foreign teachers' English easily. ฉันสามารถเข้าใจภาษาอังกฤษครูชาวต่างชาติได้อย่างง่ายดาย					
2.4. I have a good classroom environment to learn both English and Thai. ฉันมีสภาพแวดล้อมในห้องเรียนที่ดีที่จะได้เรียนรู้ทั้งภาษาอังกฤษและภาษาไทย					
2.5. I enjoy using English in my foreign teachers' classes. ฉันสนุกกับการใช้ภาษาอังกฤษในชั้นเรียนของครูชาวต่างประเทศมาก					
2.6. My English level and academics improved gradually. ระดับภาษาอังกฤษและการใช้ภาษาอังกฤษในการเรียนรู้วิชาต่างๆค่อยๆดีขึ้น					
2.7. I know what teachers are talking about because I can relate to it outside of the classroom. ฉันเข้าใจในสิ่งที่คุณครูกำลังพูดถึงในห้องเรียนเพราะฉันมีประสบการณ์แบบนี้ในนอกร์ห้องเรียน					
2.8. My reading and writing skills have improved gradually. ทักษะการอ่านและการเขียนของฉันค่อยๆดีขึ้น					
2.9. My foreign teachers have taught similar content as my Thai					

teachers under the same subject name. ครูชาวต่างประเทศสอนเนื้อหาที่คล้ายกันกับครูไทยภายใต้หัวข้อเรื่องเดียวกัน					
2.10. I can pass the assessments no matter if my English language level is high or low. ฉันสามารถผ่านการประเมินได้ ไม่ว่าจะระดับภาษาอังกฤษของฉันจะสูงหรือต่ำ					
2.11. I can participate in the classroom activities no matter if my English language level is high or low. ฉันสามารถมีส่วนร่วมในกิจกรรมในชั้นเรียน ไม่ว่าจะระดับภาษาอังกฤษของฉันจะสูงหรือต่ำ					
2.12. Self-assessments and peer-assessments make me better understand the two languages and the contents. การประเมินตนเองและการประเมินโดยเพื่อนในชั้นเรียนทำให้ฉันเข้าใจสองภาษาและเนื้อหามากขึ้น					
2.13. I think my Thai language is worse than my peers who are not in this programme. ฉันคิดว่าภาษาไทยของฉันแย่กว่าเพื่อนของฉันที่ไม่ได้อยู่ในโปรแกรมนี้					
2.14. I think my English language is better than my peers who are not in this programme. ฉันคิดว่าภาษาอังกฤษของฉันดีกว่าเพื่อนของฉันที่ไม่ได้อยู่ในโปรแกรมนี้					
2.15. I think my IQ, problem solving, and decision-making skills are adequate. ฉันคิดว่าไอคิวแก้ปัญหาและทักษะการตัดสินใจของฉันทั้งหมดเป็นไปอย่างดี					

Part3. Open-ended Questions คำถามแบบopen

Directions: Answer the following questions according to your opinions.

คำชี้แจง :ตอบคำถามต่อไปตามความคิดเห็นของคุณ

3.1. Are there any problems in the programme that you are studying in?

มีปัญหาใด ในโปรแกรมที่คุณกำลังศึกษาอยู่

3.2 What are your recommendations for this programme?

คุณมีคำแนะนำอะไรบ้างสำหรับโปรแกรมนี้?

**Appendix G: The Result of the Item-content Congruence Index (IOC) of
Interview Questions for the School Administrators**

Items	Experts			Total	Meaning
	A	B	C		
Part1. General Information	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part2. Models of Dual Language Classroom Instruction in Thailand	1	0	1	0.67	Reserved
	0	1	1	0.67	Reserved
	1	1	1	1	Reserved
Part3. Models of DLCl in S.A.S Schools	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	0	0.67	Reserved

Appendix H: The Item-content Congruence Index (IOC) of Questionnaire for
Teachers

Parts	Experts			Total	Meaning
	A	B	C		
Part1. Demographic Information	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
Part 2. The Instructional Principles Used by Teachers in Dual language Classroom Instruction	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	-1	1	0.33	Modified
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	0	1	0.67	Reserved
1	1	1	1	Reserved	
1	1	1	1	Reserved	

	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part 3. Opinions toward Dual Language Classroom Instruction	1	1	0	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	0	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part4. Open- ended Questions	1	1	0	0.67	Reserved
	1	1	1	1	Reserved

Appendix I: The Item-content Congruence Index (IOC) of Questionnaire for Students

Parts	Experts			Total	Meaning
	A	B	C		
Part1. Demographic Information	0	1	1	0.67	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part 2. Opinions toward Dual Language Classroom Instruction	1	1	0	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part3. Open- ended Questions	1	1	1	1	Reserved
	1	1	1	1	Reserved

**Appendix J: The Item-content Congruence Index (IOC) of Classroom
Observation Form**

Parts	Experts			Total	Meaning
	A	B	C		
Part 1. General Information	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	0	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
Part2. Models of the Dual Language Instruction Implemented in the classroom	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	1	0	0.67	Reserved
Part3. Instructional Principles Used by NEST and NNEST.	1	0	1	0.67	Reserved
	1	0	1	0.67	Reserved
	1	0	1	0.67	Reserved

Appendix K: The Item-content Congruence Index (IOC) of Semi-structured Interview Questions for Teachers

Parts	Experts			Total	Meaning
	A	B	C		
Part 1. General Information	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part 2. Questions about the Instructional Principles Used by the Instructor	1	0	1	0.67	Reserved
Part 3. Questions about the Opinions toward Dual Language Classroom Instruction (<i>N. Cloudy, F. Genesee, E. Hamayan, 2000</i>)	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	0	0.67	Reserved
	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	-1	1	0.33	Modified
	1	1	1	1	Reserved
	1	-1	1	0.33	Modified
	1	1	1	1	Reserved

Appendix L: The Item-content Congruence Index (IOC) of Semi-structured Interview Questions for Students

Parts	Experts			Total	Meaning
	A	B	C		
Part 1. General Information	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
Part 2. Questions about the Opinions toward Dual Language Classroom Instruction (<i>N.Cloudy, F.Genese, E. Hamayan, 2000</i>)	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	0	1	0.67	Reserved
	1	0	1	0.67	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved
	1	1	1	1	Reserved

Appendix M: The findings of suggestions

The suggestions from Interview questions for students (N=6)	
Problems	Recommendations
<ol style="list-style-type: none"> 1. The “special” students cannot catch up the study. 2. The curriculum not appropriate designed. 	<ol style="list-style-type: none"> 1. Connect with the parents. 2. More address on students.
The suggestions from Interview questions for teacher (N=3)	
Problems	Recommendations
<ol style="list-style-type: none"> 1. Too little homework. 2. Grade 6 repeat learn the textbook of grade 4 in Social, Health, and Science subjects 3. Learn too much. 4. Too many subjects in Thai. 	<ol style="list-style-type: none"> 1. Content learning can be harder. 2. Better teaching facility. 3. Learn some outside school knowledge. 4. More activities about Thai culture.
The suggestions from Questionnaires for teacher (N=106)	
Problems	Recommendations
<ol style="list-style-type: none"> 1. Students are not arranged into classrooms according to their abilities or language level. 2. Lack of discipline in the classroom. 3. Students need more outdoor activities. 4. The application of the programme is not in a right way. 5. The school doesn't fail students. 6. English just school language. 7. Students speak Thai in the English class 8. School hires unprofessional teachers 9. Lack of multimedia for teaching 10. Some students are not fun of using English 11. Lack of multimedia for teaching 12. Each class has varying abilities. There is a mixture of both weak and strong students together. 13. Lack of multimedia for teaching. 14. Should apply English the only policy rules in the programme. 15. Students rely too heavily on Thai instruction to understand subjects. 16. Students lack motivation. 17. Inadequacies of instructional materials. 18. Lack of cultural representation in curriculum materials. 19. Lack of language development opportunities 20. Too many students in one class. 21. The classroom is chaotic. 22. Students have poor speaking skill 	<ol style="list-style-type: none"> 1. Classroom and subject teachers must actively promote ass to use English. 2. Give failing grades to students. 3. Everybody should speak English even Thai teachers; all sights should be in English. 4. Never hair backpackers to teach. 5. Students can have an English conversation club. 6. Require students to speak English all the time. 7. Require Ss to speak English only. 8. Slowly English language learners could have weekend's session. 9. Dividing students into separate classes depending on their skills and strengths. 10. Require students to speak more English at school, and encourage them to practice at home. 11. Hiring trained and qualified teachers. 12. Apply knowledge inside the school to outside environment in daily life.

<p>23. Homeroom Thai teacher unqualified.</p> <p>24. Lacking books.</p> <p>25. Multiple English levels in the class.</p> <p>26. Kids maybe confuse while translating the English to The Thai language.</p> <p>27. Students rely only on their own language.</p> <p>28. Many students are illiterate; the content is too much for them to learn.</p> <p>29. Unqualified foreign teachers (no degree; no teaching experience, cannot write a correct grammar and poor spelling, poor classroom management).</p> <p>30. Students are given less time to comprehend and absorb the lessons.</p> <p>31. Lack of administrative knowledge and skills on how to develop, implement and execute the curriculum.</p> <p>32. Lack of student's participation or self-involvement in every activity.</p> <p>33. Instructional materials are not suited for the programme.</p> <p>34. Hire no degree and inexperienced teachers.</p> <p>35. Students cannot speak outside the classroom</p> <p>36. Thai assisting teachers' English is poor, so it hard to communicate to them and translate it to the students.</p> <p>37. Students lack the practice in English and lack the discipline</p> <p>38. Most teachers are not properly trained.</p> <p>39. Lack of facilities.</p> <p>40. There isn't a standardized working system to follow, no clear educational objectives.</p> <p>41. Students who tested at below-average levels cannot function in the English language classroom.</p> <p>42. Students cannot fail so there is no reason for participation.</p> <p>43. Students with huge different language abilities are in the same class.</p> <p>44. The classrooms are too small.</p> <p>45. Some students cannot speak or understand English.</p> <p>46. Weaker students don't get the opportunity to catch up the main coursework.</p> <p>47. The focus should on content rather than language.</p> <p>48. Students with very different English levels.</p> <p>49. No disciplinary action taking place for students that very badly behave.</p> <p>50. The non-testing of new students.</p>	<p>13. It's better to have a T.V. for all levels.</p> <p>14. Faster learner should be separated.</p> <p>15. All class should have media.</p> <p>16. The topic or content should not be too broad and relevant.</p> <p>17. More training and high standard for the foreign teachers.</p> <p>18. Develop an authentic partnership with successful neighboring countries.</p> <p>19. Hire competent foreign teachers.</p> <p>20. Provide dialogue books to students.</p> <p>21. Encourage students speak English outside the classroom.</p> <p>22. Provide more teaching materials to help students understand.</p> <p>23. Hire high-quality teachers.</p> <p>24. Hiring degree holder teachers.</p> <p>25. Teachers need to have an educational background.</p> <p>26. Provide more training.</p> <p>27. Better segmentation and smaller class size.</p> <p>28. A pre-admission English course, plus a class arrangement based on student's English level.</p> <p>29. It's also essential to show how the English language can be used for enjoyment.</p> <p>30. All instruction should be mastery based.</p> <p>31. More English-speaking teachers.</p> <p>32. More focus on reading and speaking.</p> <p>33. Provide more teaching materials.</p> <p>34. Students should have English only lessons on other subjects.</p> <p>35. Teachers must have their own strategies and techniques in</p>
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<p>51. Students know that they cannot fail.</p> <p>52. Students only have less interesting in English entertainment Videos.</p> <p>53. Students don't have a global vision.</p> <p>54. Teachers change frequently.</p> <p>55. Many students are not really interested in learning English.</p> <p>56. There are too many subjects which overload the students.</p> <p>57. It's too redundant</p> <p>58. Lack of knowledge in phonics.</p> <p>59. Too much focus on memorize.</p> <p>60. Multiple English levels in the class.</p> <p>61. Lacking books.</p> <p>62. No fail students system is bad.</p> <p>63. Classroom Thai teachers unqualified.</p> <p>64. Many upper-grade students' English very poor.</p> <p>65. Weak students shouldn't pass.</p> <p>66. School unorganized.</p> <p>67. Student number in the class too large</p> <p>68. Too much attention is paid to beauty and perfection rather than quality education.</p> <p>69. Lack of teaching resources and supplies.</p> <p>70. Focus on beauty and perfection rather than learning and growth.</p> <p>71. No early reading program, class size too large.</p> <p>72. Thai teachers teach English confusing for pronunciation.</p> <p>73. English should be used often in everyday school teachings.</p>	<p>Teaching.</p> <p>36. Much better to have a reading time as a subject.</p> <p>37. Thai classroom teacher should speak English.</p> <p>38. English weak students should be held back.</p> <p>39. Parents should know their kids failed.</p> <p>40. Lessons should be taught based on students' English level.</p> <p>41. No punishment of bad students.</p> <p>42. Thai Teacher should help.</p> <p>43. Weak students should give free extra classes.</p> <p>44. Focus on the weak students.</p> <p>45. Miscommunication between teachers and teachers or teachers and students.</p> <p>46. English teacher should assign homework</p> <p>47. Better collaboration between teachers.</p> <p>48. Training for all teachers.</p> <p>49. Respect to foreign teachers.</p> <p>50. More subjects should be given in English.</p>
The suggestions from Questionnaires for teacher (N=712)	
Problems	Recommendations
<p>1. Lacking books.</p> <p>2. Too much focus on handwriting.</p> <p>3. English is not good to understand Thai.</p> <p>4. Too many works.</p> <p>5. Cannot understand the contents of foreign teachers' teaching.</p> <p>6. The homework is boring.</p> <p>7. Cannot understand foreign teachers' class</p> <p>8. Don't understand Math in English.</p> <p>9. Repeat to teach the same book in different levels.</p> <p>10. I have got lots of problems in Thai language and Thai history.</p>	<p>1. Should have more subjects in English.</p> <p>2. More activities time, less study time.</p> <p>3. Want to have TV with many languages.</p> <p>4. More games during the teaching time.</p> <p>5. Can use foreign teachers and teacher assistants to teach together.</p> <p>6. Should have head teachers to</p>

<ol style="list-style-type: none"> 11. Students do not sit in a group. 12. Classroom teacher doesn't teach any subjects. 13. I don't like Math. 14. Too many people speaking Thai. 15. I have a problem in The Thai language. 16. We should have more games and not too much work. 17. I have a problem in The Thai language. 18. I have a problem in Math and Thai language. 19. I am not okay when teachers try to control me. 20. I have the problem with reading. 21. Some teachers are boring for me. 22. Sometimes Thai teachers use wrong words and grammar. 23. I have speaking problem. 	<p>evaluate the foreign teachers frequently.</p> <ol style="list-style-type: none"> 7. Want to have free class time just to do the homework. 8. Want to have music class in English. 9. I want to learn more Thai language. 10. We need more Thai subjects. 11. Hired more good teachers. 12. We should have history class in English. 13. We don't have Korean class. 14. I want to this program to be half English and half Thai. 15. Need more outdoor leanings. 16. I think the school should hire the teacher who is native speakers of English. 17. I want to the foreign teacher to teach harder. 18. We should have field trip so that students will be interested in studies. 19. We need more activities.
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VITA

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