



**CORPUS-DRIVEN DISCOURSE ANALYSIS OF
AGENCY IN EDUCATION POLICY**

BY

NATAKORN SATIENCHAYAKORN

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN ENGLISH LANGUAGE STUDIES**

**DEPARTMENT OF ENGLISH
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THAMMASAT UNIVERSITY
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DISSERTATION

BY

NATAKORN SATIENCHAYAKORN

ENTITLED

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POLICY

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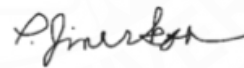
(Assistant Professor Jantima Angkapanichkit, Ph.D.)

Member and Advisor



(Assistant Professor Passapong Sripicharn, Ph.D.)

Member and Co-advisor



(Associate Professor Pattamawan Jimarkon, Ph.D.)

Member



(Assistant Professor Upsorn Tawilapakul, Ph.D.)

Member



(Assistant Professor Adcharawan Buripakdi, Ph.D.)

Dean



(Assistant Professor Passapong Sripicharn, Ph.D.)

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Author	NATAKORN SATIENCHAYAKORN
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Thesis Advisor	Asst. Prof. Passapong Sripicharn, Ph.D.
Thesis Co-Advisor	Assoc. Prof. Pattamawan Jimarkon, Ph.D.
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ABSTRACT

Modern education is an ideal education to humanize people by practicing students to have freedom to speak, to act, to do for themselves, and to see differences in others such as gender, race, sex, class, etc. The important skill for modern education is critical thinking and its necessary elements are *agencies* and *voices*. Although there have been several efforts to increase Thai students' critical thinking skills, their constructions of social and academic arguments are still weak. In addition, while these efforts mainly focus on students' critical thinking skill, little has been done on other education stakeholders such as education institutions, schools, and teachers which potentially provide rooms for teachers and students to be critical. In this study, I investigated ideological indexation of education stakeholders in Thai educational policy, Ministry of Education, Thailand, compared to global education policy from the Organisation for Economic Co-operation and Development (OECD) which is an intergovernmental organization working with governments across the world. In Thai

and global education policies, I utilized the corpus linguistic *frequency* function to locate the most possible stakeholders and applied framework of syntactic corpus analysis for agency identification (FO-SCAAI) to lexically elicit their agencies and voices which are important elements in modern education. The findings reveals understanding of the representation of varying degrees of education stakeholders' agencies in this important educational policy. The implications of the study will lead to realize that education stakeholders lack agencies and voices which are force, ability or power to make decisions or changes. After realizing their lack of agency, involved parties, I hope, they will make changes by providing more agencies to education stakeholders through modern education in Thai education policy.

Keywords: humanization, modern education, education policy, critical thinking, corpus linguistics

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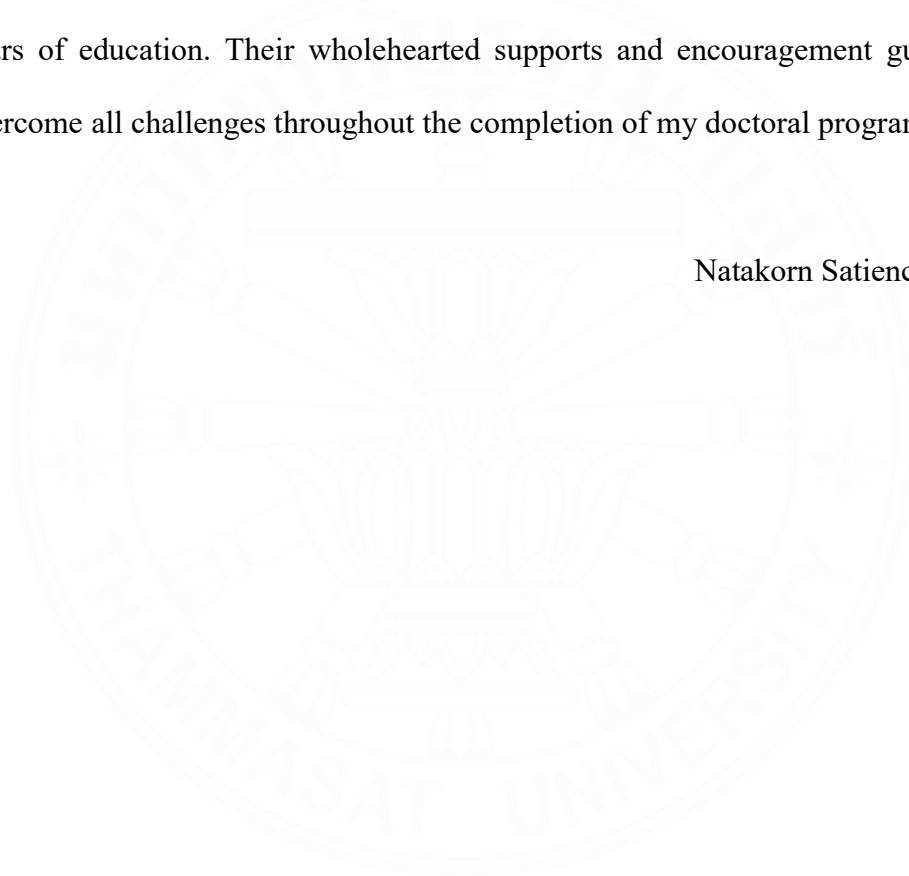


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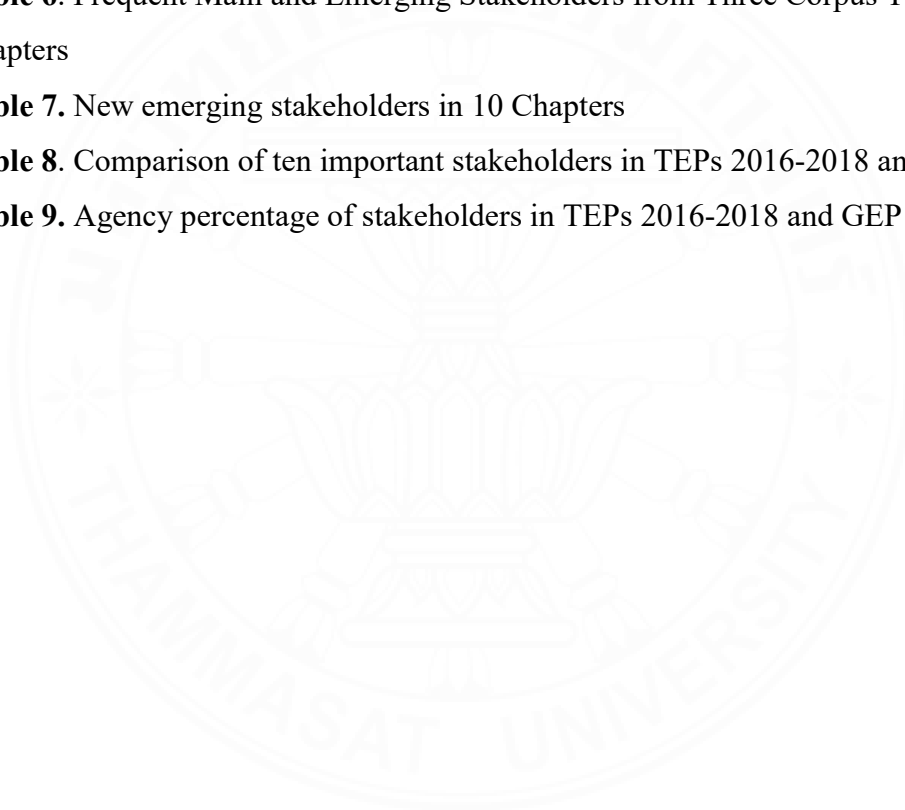
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
CCSRP	Critical culturally sustaining/ revitalizing pedagogy
CDA	Critical Discourse Analysis
CL	Corpus Linguistics
CRP	Culturally relevant pedagogy
DA	Discourse analysis
FO-SCAAI	Framework of syntactic corpus analysis for agency identification (FO-SCAAI)
GEP	Global education policy
KWIC	Keyword in Context
MOE	Ministry of Education
OECD	Organization for economic co-operation and development
PISA	Program for International Student Assessment
STEM	Science, technology, engineering, and mathematic education
TEP	Thai education policy

CHAPTER 1

INTRODUCTION

1.1 Defining Terms

Defining terms is important to ensure a common understanding of main ideas in this present study. The two main terms: Humanization and Dehumanization are first introduced because they are umbrella terms for the others: Oppression, freedom/agency, and ideology.

Humanization is a term describing a process of making human human by 1) affirming an individual (recognizing their social existence, 2) having freedom to live and to speak about their social rights, 3) yearning for justice, and 4) liberating themselves from any oppressive conditions. Meanwhile, the opposite view of humanization is dehumanization depriving the individual' social existence, freedom and liberation from the oppressive condition (Maviglia, 2019). According to the definition of 'Humanization', it seems that there is one keyword under its umbrella 'Freedom'. Meanwhile, as Freire (2018) suggests, the keyword under the umbrella of dehumanization is 'Oppression'.

Oppressions are systemic, repeated, and widespread experiences of one particular individual or group caused by another individual or other groups (Deutsch, 2005). It is the root of several most serious and enduring 'dehumanization'; for example, between races, between religions, and between males (Burgess, 2017). In order to break free from oppressions, the oppressed must recognize themselves that they are in oppressive situations and struggle to overcome the oppressions. The action and wishes to get away from the misery is 'freedom' (Freire, 1972).

Freedom or *agency* is an important element in a process of humanization. It is an ability to live in a proper condition and to speak for their social right as long as they do not violate others' social rights and morality (Gokalp, 2012). In addition, it is an ability to express in the public space; especially, in the democratic and modern society where there are social pluralism existing such as religious and political beliefs (Necula, 2014).

Ideologies are sets of positive and negative beliefs and attitudes which cover oppressions and freedom two of which reveal: 1) characteristics of a particular social group or class and 2) explain social values which help to legitimate a dominant political power or false ideas which help to legitimate a dominant political power (Eagleton, 1991). There are three groups which believe in positive ideologies. First, Edistatic group trusts that having stable social group can offer protection against other groups or classes. Second, Ediodynamic group has negative attitudes towards restrictions to individual freedom. Third, Metadynamic group believe that all ideologies depend on groups of individuals and between individuals and societies (Nescolarde-Selva, Usó-Doménech, & Gash (2017).

In this present study, the term ideologies will be used to describe whether Thai education policy has given Thai education stakeholders' freedom or *agency* to act, think, and speak.

1.2 Modern Education

Humanization is a process of making human human by 1) recognizing their social existence, 2) having freedom to live and to speak about their social rights, 3) yearning for justice, and 4) liberating themselves from any oppressive conditions. On contrary, the process of hindering these four actions is *dehumanization* (Freire, 2018,

p. 56). If one is in an oppressive condition and wishes to break free from dehumanization, they must liberate themselves by having a weapon to fight back with the oppression and modern education is a tool to help liberate oppressed persons. *Modern education* is an education which offers critical lenses, or perspectives to resolve the problems of today's society such as sexism, classism, racism, etc., by trying to change the oppressor and the oppressed' mindset and mentality towards dehumanization (Radu, 2019). To be more specific, modern education is an approach for a teacher to apply reflective and reasonable thinking to their classroom. It places a teacher and students at the same position, possessing an equal status, and each of whom carries different yet mutually respected cultural viewpoints (Atkinson, 1997). By bringing up controversial issues in a society as discussed topics, teaching focuses on deciding what to believe or do based on not only social norms, but also cultural factors of those involved in that issue (Ennis, 1985).

Several thinkers (Clinchy, 1994; Ladson-Billings, 1995, 2014; Noddings, 2006; Paris & Alim, 2014; Yoneyama, 2012) suggest how to implement modern education in the classroom. For example, Clinchy (1994) pointed out that feelings and senses of connectedness of the oppressed was important, so this notion should be applied by trying to get behind the oppressed's eyes and looked at them from their points of views. The results were similar in Ladson-Billings's (1995, 2014) studies. She encouraged African American students to share their daily multiple experiences of oppression in mixed classrooms and this brought tears to the rest of the class, including the white students. Not only having empathy for one another, Noddings (2006) argued that reflective thinking would never exit without controversial issues as burning topics, so she implemented *critical lessons* in a classroom by raising current social issues to be

discussed in a classroom. However, if a teacher has students from mixed backgrounds, Paris and Alim (2014) suggested the notion of four Rs *respect, reciprocity, responsibility, and relationships* applied in diverse classrooms. They told students that they needed to be themselves by not losing their heritage identities and everyone must respect each other's differences. Most importantly, a teacher must have a complete authority to conduct a modern education. Yoneyama (2012) revealed that a teacher should have maximum liberty to be innovative and creative by carefully selecting the contents, allowing students enough time to think, and encouraging students to think outside of the textbooks.

As clearly seen, the key skill to modern education is *critical thinking*, an analytical tool to synthesize, and evaluate information, propaganda, beliefs, obtained from a person's experiences (McPeck, 2016). This skill must be continuously practiced and exercised under controversial and argumentative topics until a person becomes critical (Gelder, 2005). The more one practices it, the more critical and the better the one becomes.

It seems to me that this skill is important to a person in every day society; especially, where the large amount of fake news being circulated online or more importantly, negative ideologies, exercised by a particular group of people or class (Machete & Turpin, 2020) resulting in preventing one's social existence, freedom to live and speak about their social rights, justice, and liberation. Collective critical minds can lead to changes in a society where there are multiple forms of oppression which helps to construct one's social and academic arguments; for example, in classroom, students were encouraged to challenge or critique the professor's lectures or remarks (Cadman, 2000). In addition, it helps one to become understanding and empathetic

towards the others who are different from them by leading them to transform him/herself to reach a new stage of self-awareness through the encounter with another with whom he/she could develop the mutual relationship. This allows for a sense of connectedness, which can “get behind the other person’s eyes and look at it from that person’s point of view” (Yoneyama, 2012, pp. 239).

1.3 Rationale of Present Study

In Thai education, while there have been efforts to enhance Thai students’ critical thinking skills, students’ deficiencies in this still are still obvious due to the old traditional teaching method used (Boa, Wattanatorn, & Tagong, 2018). The problems mainly lie with old traditional teaching method *lecture* and *teachers*. Lecturing is the method mostly used in Thai education where students only listen and take notes during the lecture classes passively without developing questioning skills, problem solving and critical thinking skills (Sanasuttipun et al., 2009). Teachers in Thailand are known to be the knowledge givers while students are the knowledge receivers. Teachers by default have a high status in the society. Teaching materials and methods typically used in the classroom may not be innovative and are accompanied by teacher-frinted one-way communication, which hinders creativities (Auttawutikul et al., 2014).

In 2015, Thai Research Fund study revealed that over 6,000 students in several provinces of Thailand lacked logical thinking and analytical skills because only 2.09% of all students passed the critical thinking tests (Changwong et al., 2018). This has been supported by the 2018 Program for International Student Assessment (PISA) results (Mala, 2019) showing that Thai students performed below the international average in the core subjects. That means critical thinking skill is a mental prerequisite (Yoneyama, 2012) for key competencies PISA and out of 79 countries, Thai students’ scores were

ranked at 56th for math, 66th for reading, and 52nd for sciences. As a results, both Thai students and students in higher education have a low level of critical thinking skills. When they come to work, they do not have fundamental thinking skills necessary for career. Most importantly, they do not have necessary interpersonal skills necessary for communication in the world of diversity (Dumteeb, 2009).

In my opinion, these problems were rooted from Banking education concept (Freire, 2018). To be more specific, a teacher acts as a narrator who fills the students with the contents of his/her narration and a student acts as a passive person who receives the narration without questioning anything. This traditional teaching method has been a common and discursive practice for so long. It presumes that a student is an empty container or jug that needs to be filled up with facts, knowledge, beliefs, ideas, or whatever a teacher sees what is the best for the student to know (Rychen, 2003). However, a closer look at the causes of banking education approach ties with Thai cultural beliefs of collectivism, authoritativeness of a teacher, and *hierarchy* between a teacher and students. Precisely, collectivism is characterized as persons subordinating their personal ideas and goals to the collective goals (Carson & Nelson, 1994). This in turn fails to have persons question the social and institutional structures where they are presided. The authoritativeness of a teacher and hierarchy between a teacher and students also play an important factor for students to be less critical (Yoneyama, 2012).

In the past, Thai education in the early stage took place at temples where monks had absolute power and authority in classroom. This is called Buddhist temple-based education models (Wyatt, 1969) where Thai language, culture, behavior, speech, and the history of the unification of Thailand were primary focus; as a result, Thai

classrooms have been the place where ideological, authoritative, and hieratical beliefs are constructed.

At any rate, there are also several studies (Auttawutikul et al., 2014; Boa et al., 2018; Changwong et al., 2018; Dumteeb, 2009; Sanasuttipun et al., 2009) which have attempted to offer teaching techniques to solve Thai students' low level of critical thinking skills. For example, Boa et al. (2018) designed and developed the Blended Socratic Method of Teaching (BSMT), a teaching model designed to enhance business students' critical and analytical thinking skills in the undergraduate level by embedding questioning techniques in class discussion. The results revealed that business students improved the critical thinking skills (Boa et al., 2018). Similarly, in Sanasuttipun et al.'s (2009) study, they compared mean scores on critical thinking skills with third-year students receiving a small group discussion teaching method with those attending lectures in a Thai undergraduate nursing program. The results showed that the mean scores of critical thinking skills in the experimental group were statistically higher than those in the control group. Meanwhile, in the control group, students' critical thinking means were decreased after the lecturing. Interestingly, a number of qualitative approach can be utilized in one single study to help foster students' logical and analytical thinking skills as Dumteeb (2009) suggested. Thai English teachers were studied as to how they employed questioning techniques to promote responses and develop students' critical thinking skills in the classroom. With several qualitative data collection methods; namely, classroom observation, questionnaire, focus group interview, faculty individual interview, and document review, the results illustrated that the types of questions teachers used in the classroom were at a lower cognitive level. The questions only demanded mechanical application of previously memorized and

acquired contents and knowledge; as a result, the students' responses were low at the cognitive level as well. This was a main cause which students did not practice critical thinking skills strengthening critical thinking in engineering students. The most striking teaching material is in Auttawutikul et al.'s (2014) study. They introduced the weblogs as a part of teaching materials, so Thai students learned in groups promoting learning community and creativity. After the assessment of formal creative thought and the questionnaire, the results indicated that students' scores on creativities and relationship among peer students were high. Some researchers even invented a new teaching model. For example, Changwong et al. (2018), the nine experts, and researchers discussed the solutions to help develop Thai students' logical thinking and analytical skills. By developing a five-step learning management model and tested it with experimental and control groups of students, the results reported that the experimental group indicated the higher average scores.

These above studies have suggested techniques of group discussions, questions, teaching model design, or even use of weblog as a part of teaching materials. They potentially can promote students' logical and analytical thinking skills in both school and higher education level. It is refreshing to see that Thai researchers have incorporated modern education ideal in their studies using critical thinking skills as the main goal to have students achieve logical and analytical thinking skills. Nevertheless, these studies mainly focus on students' critical thinking skill, but little (Dumteeb, 2009) has been done on other education actors or stakeholders such as education institutions, schools, or even teachers. They are important elements (Ministry of Education, 2017) in modern education to foster students' critical thinking skills. I have also felt like these studies do not focus or attack the root of students' critical thinking skill problems. The

Ministry of Education, Thailand has been, no doubt, responsible for the problems because they were supposed to implement Thai education policy which facilitated education institutions, schools, and teachers to implement modern education ideal rather than imposing one educational policy that fits all. As a result, there are several questions that remain unclear.

Despite the fact that a number of studies have pointed out that Thai education is based on the idea of Banking education, but it is apparent that it is still very much in use. It contradicts with the idea that it is necessary for students to have freedom to speak, to act, or to do for themselves. I strongly believe that students in the modern world deserve to have freedom to speak, act, express own voices, and construct their social and academic arguments towards social and institutional structures or issues as stated in Atkinson (1997) and Freire's (2018) studies.

However, the truth is Thai students' rightful freedom of speech is taken away from them. For example, the following three incidents noted by Mala (2020) are some examples of that. 1) they are not allowed to express their political and historical views in classrooms. 2) A female student recently physically assaulted for not standing during national anthems. And 3) activist students demand a new constitution and House dissolution, but have been harassed by the government. Thammasat University's slogan; for example, is translated as 'freedom in every square inch', but this should be a common practice in all higher education institutions where the young minds have come to seek new and critical knowledge. This is what Gredler (2012) attested that ideal and modern classrooms, schools, universities should be the safe place where is free of surveillance by the authority and where empowerment of students is made possible by integrating people, understandings, knowledge, and feelings. If classrooms,

schools, universities are not able to provide freedom of speech, action, and thinking, this will dehumanize students. As a result, they cannot develop creativity, independent thinking, and abilities to respond autonomously to changing situations, to identify challenges, and to take actions about them comprehensively and flexibly based on a wide perspective (Williams & Yoneyama, 2010).

It is clear that humanization is an ideal world which humankind wishes to have. In a reality, people have been dehumanized from all kinds of discrimination such as racism, classism, sexism, etc. To break free from dehumanization, critical thinking through critical education and pedagogies is the most important skill which several studies above suggest to include in modern education, so students practice to raise questions towards social issues and become critical citizens who care for fellow humans. Since humanization, critical education and pedagogies have been proven to make students critical, this present study challenges an accepted assumption of Thai education that 'Banking education' has been assumed 'best' in Thai educational context by lexically revealing how it has subtly made Thai students and other education stakeholders less critical and what kinds of impacts they will cause if Thai education still continues this conventional policy. Importantly, it seems to me that Thai education policies do not mention anything related to modern education nor implementing or investing critical thinking skills in Thai students and other education stakeholders as well.

To start breaking free from dehumanizing issues in Thai education, this present study suggests a combination analysis of agency, critical discourse analysis, and corpus linguistics in education policies.

From the policy perspectives, education policy studies suggest important understanding of learning and teaching cultures cultivated in one particular context (Von Solms & Von Solms, 2004). Further, learning and teaching cultures in education policy do not only include how rules, laws are designed and implemented in the education system, but also show how several educational issues and challenges are addressed (Mundy et al., 2016).

From the linguistic agency perspectives, a combination of subjects and verbs are important elements of discourse analysis which results in one's forces to have abilities or power to make decisions or changes, in other words called *agency* (Ling & Dale, 2014). However, since manually locating subjects and verbs separately in data has consumed a discourse analyst's time and because agency of sentences incorporating stakeholders and verbs *cannot be separated* (Ling & Dale, 2014), in other words, *a simple sentence*, I constructed and proposed 'Framework of syntactic corpus analysis for agency identification' or FO-SCAAI (Four-Skar), to solve this issue.

From methodological perspective, corpus studies help solve issues in academic setting and reveal ideologies in politics, religion, gender, media, race, and English language teaching. However, I am convinced that frequency function has not been used much in education strategies (Anderson & Grace, 2018; Anderson & Holloway, 2020; Matthews & Kotzee, 2020; Mockler, 2020; Villares, 2019); namely, education policy, because they mostly used the corpus as data, without utilizing corpus features as the above reviews suggested. Therefore, frequency is the main function in the present study. Elsewhere, from my observations, the function *frequency* has been mainly used as a starting point to locate stakeholders and discuss their representation in most studies (Aşık, 2017; Demirel & Kazazoğlu, 2015; Mozaffari & Moini, 2014; Sert & Aşık,

2020). Interestingly, such studies seem to have pre-determined agents before conducting analysis. This is called corpus-based analysis, when the agents or stakeholders are decided to be investigated (Villares, 2019) from a top-down approach. While I strongly agreed that corpus linguistics function *frequency* has incredibly been valuable in locating social actors such studies, there is an implicit bias toward selection of stakeholders on these studies whether they are accurately obtained from the analysis. That is, the studies above have pre-determined agents.

From theoretical perspectives towards types of critical discourse analysis, I strongly believe that Van Dijk's (2008) 'Discourse and Power' theory best fits with this present study. Precisely, this present study reveals power of language through the intuitional discourses – Education policy - which seem neutral, yet are persuasive. Consequently, they can *manipulate* receivers' mental cognitions. For example, if the receivers: education stakeholders, behave according to what the messages of Ministry of Education, Thailand, is trying to convey, Education policy is considered successful and the stakeholders have become *victimized* for being less critical (Van Dijk, 2008). This theory will be used in order to guide my entire interpretation.

1.4 Purpose of Present Study

Since no studies have constructed ‘Framework of syntactic corpus analysis for agency identification’ or FO-SCAAI (Four-Skar) to locate and compare education stakeholders in Global and Thai education policies employing corpus-driven analysis interpreted by Van Dijk’s discourse and power before, this present study explores less critical characteristics of stakeholders in Thai education which is so subtle that no one may not have seem to notice. To be precise, I have implemented the policy evaluation mechanism by locating the education stakeholders in global and Thai education policy corpora and describing how they are portrayed.

1.5 Scope of Present Study

Although dehumanization can occur in many levels of Thai society such as in politics, religions, business, etc., I believe the dehumanization first occurs at the education level. That is because education is a gateway which students must encounter as a first social interaction. Therefore, locating education stakeholders including students and revealing their agencies are subjects of my investigations employing only corpus-driven discourse analysis of agency in global and Thai education policies.

1.6 The Significance of Present Study

The significance of this present study are two folds. For macro level, I believe that showing suppression discourses of education stakeholders from the Ministry of Education, Thailand, will lead to realize that *students* and other *education stakeholders* lack agency which is force, ability or power to make decisions or changes.

After realizing their lack of agency, involved parties, I hope, they will make changes by providing more agencies to education stakeholders through modern education in Thai education policy. The policy will be a model which we can

theoretically produce critical citizens who care for fellow humans. For micro level, particularly in a classroom practice, once the policy implemented, both teachers and students have their own agencies and equal status in becoming co-investigators in their own education. For example, the teacher presents the issues, but the students are the owner of their investigation, raising questions and raising their own views. Teachers facilitate the learning, give feedback, but students always argue and negotiate the meanings. Then, realities are revealed. The followings are three research questions.

1.7 Research Questions

1. What are education stakeholders from corpus-driven discourse analysis in global and Thai education policy?
2. What are ideologies of education stakeholders in Thai education policy?
3. What are representations of Thai education?

1.8 Layout of Present Study

Next section specifically reviewed previous studies of modern educations, critical pedagogies, corpus-based and driven critical discourse analysis, agency analysis, Thai education system and strategies, global and Thai education policies, education stakeholders, and situational analysis. Finally, it described how Thai education policies were analyzed and interpreted through the utilization of the corpus linguistic *frequency* function. There are three phases in this section. Phase 1 includes three sub-steps to locate frequent social actors or education *stakeholders* utilizing a series of Thai education policies by offering a segmentation of small datasets. In the meantime, I observe technical issues while I am using three corpus tools and report some challenging experiences utilizing them. Phase 2 reveals results of stakeholders' agency of voices. That means, *subjects* and *verb phrases* are a starting point of analysis.

Finally, phase 3 concludes revealing ideologies of stakeholders and what they mean in Thai education.



CHAPTER 2

REVIEW OF LITERATURE

This section begins with explaining the causes of suppression and how it has developed overtime. In order to overcome dehumanization, the section reveals the most important tool, *agency* and *voicing*, which later, has been used as the most important element for successful modern education. Next, the section sees importance to pronounce key figures who have fought over dehumanization namely, Paolo Freire, his most influential work ‘Pedagogy of the oppressed’, and how it has impacted several other prominent scholars such as Karl Marx, Antonio Gramsci, and John Dewey in their developmental theories of struggle over dehumanization. In addition, the section reviews critical pedagogy theories and how they have been applied in classrooms where there are diverse students studying together. Then, the section explains how critical discourse analysis and corpus linguistics are intersected. The highlight of this chapter is to review what is missing in discourse analysis and fill in the gap by constructing framework of syntactic corpus analysis for agency identification (FO-SCAAI) to elicit agency of stakeholders in the data. The chapter ends with the relationship between Thai and global education policies and how framework of situational analysis helps explain contextual background of the data.

2.1 Development of Suppression

Humanization is such an ideal practice which all societies wish to have. However, throughout a human history, there seems to be fighting over dehumanization. This implies that dehumanization has been practiced all the way in human society; therefore, this section describes who caused dehumanization in the past. Then, how

fallacies played important role in enhancing dehumanization. The section ends with a proposed tool in this present study to overcome dehumanization.

Human qualities are referred as one having empathy, interpersonal warmth, moral sensibility, rationality, maturity (Haslam et. al., 2005). However, dehumanization has an original view that one person, group, community, or society does not have or lacks these human qualities compared to one' s own group, community, or society (Vaes et. al, 2012). From this view, having no human qualities means threatening other human groups who are considered 'incomplete humans' (Montiel, de la Paz, & Cerafica, 2019), so it is legitimate for the oppressors to deprive the oppressed' freedom and liberation to ensure they are free from threatening others.

But what would our world be without dehumanization? There would be no discriminations against any other oppressed classes and the world would be a happy place to live. In reality, human societies have been structured through imagined hierarchies and social order by groups of elites such as: 1) businessmen, 2) politicians and 3) religious leaders for the ultimate goal of getting people to collectively cooperate (Harari, 2014). That is, people are categorized according to being rich or poor, middle or working class, whites and blacks, Christian or Muslim for instances, each of which has different social privileges and differences. The causes of imagined hierarchies were rooted back to the era when a group of native people were invaded by strangers. They desired to take control over the native people (who lacks of human qualities in the invaders' view)'s land, language, culture, etc. Then, they occupied the leading status such as businessmen, politicians and religious leaders by categorizing the invaded people into various level each of which had its own different work, duties, responsibilities, social status, etc. These practices have become what is known as

culture bias and have been embedded in parts of economic, political, and religious practices through generations and generations. The three powerful elites have created orders which become cultural biases and concepts of impurity. That is, they indoctrinate members with fallacy that by contacting with other groups it will pollute not only individual, but also society as a whole. The purpose of indoctrination with 'orders' by politicians, businessmen, or religious leaders is just to have people collaborate, so three elites create their own imagined community. The combinations of the three imagined communities (political, business, and religious communities) have led to one imagined nation which is mentally constructed as imagined political, business, and religious communities (Anderson, 2006).

These communities are imagined because most members do not know, do not talk, or do not hear each other, yet they live together in one place under the image of communion. What comes with a nation is a national identity and it conveys and manipulates its members through education, politics, media, school, and everyday practices (De Cillia et. Al., 1999). Throughout history and almost all societies, a concept of 'Orders' has played a significant role in imposing social, religious, and political divisions and differences. These divisions and differences have been exercised by numbers of elite classes to maintain their power, privileges, and justifications.

According to the literature reviewed, the way to fight back the oppression is missing, *agency and voice* which is an ability to express what in one' s mind. It is the most powerful tool to kill the pains you have (Hurstun, 1990). To be more specific, you have to speak out or ask questions about what kinds of oppressive situations you are. Being heard means you are legitimate to live your life in a society. If you do not speak or question about your pain, it means you lose your identity, or be happy about it or

even enjoy it. Therefore, being critical is the first and most important tool to escape from any oppressive conditions you have, so next section describes how to be critical through modern education.

2.2 Modern Education

Education is a step which helps a person learn or acquire knowledge, skills, worldview, and beliefs through methods of teaching, training, storytelling, brainstorming, and discussion (O'Connor, 2016). However, modern education does not really mean as its name suggests. In fact, it means something new to me. As the reviews below, the section starts with the definition of modern education and what kinds of approaches it offers. Then, it proposes what to be included in modern education, and what types of persons will become after being engaged in modern education.

Modern education or can be called active schools, new schools, progressive education or new education offers critical lenses, or perspectives to resolve the problems of today's society such as racism and classism by trying to change the oppressor and the oppressed' mindset and mentality towards dehumanization (Radu, 2019). By this, it means trying to change ways of thinking towards social structures which they contribute to dominant groups' access to particular privileges by raising an awareness of humanization (Salomon, 2011). In addition, modern education is an inclusive and integrative education (Golz et al., 2019). That is, it is meant for all regardless of gender, age, race, class, etc. It seriously recognizes that diversities, individual abilities, and development are core objectives. Therefore, modern education involves around intercultural and multicultural education to offer equal access to educational opportunities for those who are diverse racial, ethnic, social class, and

cultural groups. As a result, students can acquire knowledge and needed skills to learn and live effectively in a pluralistic democratic society (Banks & Banks, 2004).

The approaches of modern education mainly include cooperative learning environments, critical thinking, participation and dialogue in responses to social and contemporary issues (Gill & Niens, 2014). Not surprisingly, humanization is a core content because it is considered necessary for societal transformation and social harmony (Kester, 2009). Successful modern education will be covering the followings:

2.3.1 Previous Studies of history-based education

The name has nothing to do with history class. Rather, it is a powerful way to make modern education successful. Sharing individual and collective violent stories, beliefs, and memories is a powerful tool for developing and enhancing social connection and cohesion because it turns traumatic experiences into empathy towards one another (Larkin, 2012). Therefore, the history-based education has been proposed to be included in modern education to create empathy among students who have violent background (Borer et. Al., 2006).

Learning painful history is not to make repeated past mistakes and getting students or learners to empathize those who are victims is challenging (Challenor & Ma, 2019). The following reviews (Akman, 2016; Blanco-Fernández et al., 2014; Stapleton & Davies, 2011) will show how students, learners, or anyone can be engaged in history-based education.

Akman (2016) showed how to utilize achieves in educational institutions to develop students' thoughts of observations, analysis, and synthesis. The use of historical places such as information and pictures of historical buildings, antique cities, and museums were conducted through document analysis techniques by

determining the subjects, dates, periods, and places, discussing how which critical concepts the subjects and information were interpreted, and how students were able to make changes for a better society. The results indicated that students gained empathy and respects towards historical wounds and violence; as a result, according to the author, a person engaging in historical education tended to gain more respects and empathy towards those who were in historical pain, live together with others well, and form a harmony community (Akman, 2016).

Given the usefulness of printed data, Stapleton and Davies (2011) used a teenager survivor' diaries for Holocaust Education and had the participants discussed about the tragic event. The diaries were the teenager survivor's storytelling experience when witnessed by the rise of the fascist regime. The storytelling experience was so traumatic that it shaded the participants' tears and questioned how and why the Holocaust had been allowed to happen (Stapleton & Davies, 2011). Moving from the printed data: Achieves and diaries to a digital data, Blanco-Fernández et al. (2014) applied an augmented reality application, a combined digital world with the physical one, to show participants a traumatic war event *the three-day battle of The Thermopylae* between Greek and its alliances headed by King Leonidas I of Sparta and the Achaemenid Empire of Xerxes during a period of the second Persian invasion of Greece. The authors asked the participants to discuss and analyze the event in terms of consequences of the battle and how the history might have changed if things had occurred differently, with an expert providing the facts of the battle. The results of combining a digital world with a physical through a content of the war were surprising. The participants felt a sense of historical empathy towards those thousands of soldiers who died in this battle (Blanco-Fernández et al., 2014).

The three studies have things in common. For examples, they triggered participants' empathy towards historical places, events, or even victims. Then, they asked participants as to how tragic events could have turned it out if things had occurred differently. However, the data and the ways the three studies were trying to convey messages to the readers were different ranging from the printed to digital data. The first study used archives in educational institutions to develop and enhance students' critical thinking skill. The second study employed a storytelling technique to share a victim's traumatic experiences. The third study even utilized a digital application 'an augmented reality' with the battle of Thermopylae to ensure that participants could virtually see and feel the real pains of those soldiers who died in this battle. To me, these data and techniques are useful to help trigger students' empathy and critical thinking towards historical events, places, and figures.

2.3.2 Previous Studies of critical Education

Provided with one's painful story in history education, (the) others feel the need to be engaged for critical dialogue. Challenging unequal social structures is a key critical education by addressing the roots of dehumanization and at the same time creating hopes among the oppressed for the social changes (Apple et. al., 2009). Critical education aims at asking a lot of genuine and critical questions which is a fundamental element for developing and enhancing critical thinking skill (Gill & Niens, 2014). That is, when students engage in critical dialogue under controversial issues or topics, they expose themselves to unfavorable answers related to social realities and try to overcome these issues.

Saada and Gross (2017) challenged a traditional Islamic education in

Western societies supporting the main extreme interpretation of the Quran. The authors argued that the traditional Islamic education: 1) did not encourage Islamic students to think critically, or to question any ideologies behind the Quran teaching, or 2) did not produce the students became rational citizens in democratic and pluralistic societies, so there was a need for the Islamic education to be reformed. They offered a concept of Liberal and Progress Islam which focused on rational thinking, theological innovations with critical understanding of religion, history, and politics, to be embedded in the curriculum of Islamic education. The results showed that students have become moral and critical towards the Quran teaching (Saada & Gross, 2017). However, incorporating different religion beliefs and thoughts with sensitive topic are useful as Sanjakdar (2018) attested. The author questioned a traditional view that religion and sex education never crossed paths. The interview with students from diverse backgrounds showed that the religion and sex education could be discussed together in classrooms. That is, learning other religions enabled students to understand different beliefs and thoughts. Also, learning sex education such as abortion and arranged marriage in other religions is also useful. While respecting other region beliefs and thoughts is important, students contented that abortion and arranged marriage should be decided based on individual rights and decisions, not by family or collective beliefs and traditions. Therefore, integrating two controversial topics of religions and sex education are beneficial for students to better understand different beliefs and thoughts and at the same time, to acknowledge basic human rights (Sanjakdar, 2018). The challenges towards social norms are found in English language materials as well. Jorge (2012) argued that there was a racial bias in EFL textbooks or even in other teaching materials, cultural artifacts, such as movies, music videos, TV shows, books, and newspapers. After investigation,

the idea of whiteness portraying an idealized native speakers were clearly embedded in those teaching materials which did not allow students to observe racial and cultural diversities in societies and even in classrooms (Jorge, 2012).

These studies above show how important it is to challenge unequal social structures or social norms. As it can be clearly seen, the topics for critical education should be controversial or burning issues such as abortion and arranged marriages, which there are ones who are derived, dominated, or discriminated under unjust societies. This is a key critical education. The following section describes what an ideal critical citizen is, what qualities one should have, and what the impacts on social changes one can make as critical citizens.

2.3.3 Previous Studies of critical citizen with critical thinking

As results of history and critical education implementation, modern education produces a critical citizen. To be precise, it triggers students' critical thinking to question what is around them in term of dehumanization issues. That means, if students have acquired critical thinking skill, they will show that they care for any changes in their community resulting in making them to be 'critical citizen' who cares about fellow human (Byram, 2008).

Critical thinking is an intellectual, active, and skillful process to conceptualize, apply, analyze, synthesize, and evaluate information, propaganda, beliefs, obtained from a person' experiences (McPeck, 2016). This skill must be continuously practiced and exercised under controversial and argumentative topics until a person become critical (Gelder, 2005). That is, the more one practices, the more critical and the better one becomes. There is no wonder that instilling critical thinking skill in basic and higher education has been on such a priority (Mulnix, 2012) because

it yields such promising outcomes to overcome social realities (Cederblom, 2012). That is, once one has become critical, they are rational and evaluative to analyze the information presented in front of them. They also become open to a better alternative if their argument is proven wrong. This is extremely helpful when two parties disagree over which of two or more social realities is true allowing meaningful discussion between them. Therefore, opportunities to identify evidence undermining one's beliefs and possibilities to understand what their believes might be wrong are promising results of critical thinking (Kuhn, 1993). There are several methods or approaches for teachers to apply to trigger students' critical thinking. The topics can be general to controversial issues depending on how critical students are. The starting points can be general topics such as life stories and management problems as the following reviews attest (Dredger & Lehman, 2020; Kinnear & Ruggunan, 2019; Norton & Sliep, 2018).

Dredger and Lehman's (2020) study included 'Dialogue multimodal paired presentations' techniques in their classrooms to promote students' critical thinking skills. To be more specific, students were paired up writing an assignment with pictures included, supporting their written agreements. They found that using this technique was able to promote students' critical thinking skills well. That is, during the process, the pair needed to evaluate their partners' words and ideas. If there was a miscommunication or one questioned another's ideas, they had to learn how to better communicate, clarify, and justify their points (Dredger & Lehman, 2020). Norton and Sliep (2018) contended that critical reflexivity is an important approach to enhance a student' critical thinking skill. They adapted the critical reflexive model to their curriculum by asking tertiary education students to narrate their life stories as to how their actions were formed by their contexts, their relationship and others. To be precise,

the students were supposed to examine their own and others' historical, political, and cultural discourses to better understand those who were different from them (Norton & Slipe, 2018). Kinnear and Ruggunan (2019) argued that qualitative research should be included more in South African management studies. Their agreements were reached after they had a 2-year period of dialogical experience working together as a doctoral student (Kinnear) and a doctoral supervisee (Ruggunan). They challenged each other by asking reflective questions related to the performativity assumption at the core of management studies and the ideas to increase performativity. Through deoethnographic approach, they found the South African management studies were rooted in the positivist background which took objectivity as a main purpose leaving a few places left for qualitative position (Kinnear & Ruggunan, 2019).

According to these studies, it seems to me that dialogic space is important to trigger a student's thinking skill. That is, students need to have interactions, to be evaluative and reflexive in order to have a meaningful discussion. However, there are different means of methods or approaches to stimulate a critical thinking such as dialogue multimodal paired presentations, deoethnography, and narrative inquiry depending on researchers' justified methods and approaches. This is helpful to other novice researchers and teachers exposed to diverse methods and approaches to be applied to their studies and classroom practice. One thing I noticed from these studies.

Obviously, the goals of modern education are to create awareness of one or group's painful history and current social realities, to challenge injustice and bring hopes to the oppressed, and to produce a person who cares for the oppressed fellow human. In the other word, it helps resolves dehumanization by engaging in one fundamental element 'asking critical questions' for enhancing 'critical thinking' skill.

This is in line with Hurston (1990) mentioned above that if you were in pain situations, you had to speak out and ask a lot questions as to why you were in such conditions or you were assumed you were happy about it. There are awakening pedagogical theories which help guide persons or students in classrooms how to speak out and ask a lot of genuine questions towards unequal social structures. They will help us understand more about the roots of social problems. Therefore, the next section will move from (modern education) approach to concrete theories of critical pedagogy for the oppressors and the oppressed. It serves as a tool for the oppressors and the oppressed to understand each other and liberate themselves from oppressive conditions.

2.3 Critical Pedagogy Theories

Critical pedagogy is an educational approach and practice which are rooted from critical theory and critical literacy. Freire is one of the most influential critical theorists who laid out a concept of critical pedagogy through his most prominent work 'Pedagogy of the oppressed'. Several other critical, political, educational scholars (Cox, 1983; Dewey, 1986; Grant, 2012; Hall, 1986; Heaney, 1996; Ladson-Billings, 1995, 2014; McCarty & Lee, 2014; Paris & Alim, 2014) have developed this concept even further to equip teachers and students with critical competence and consciousness in dealing with dehumanization. Therefore, this section starts with Freire (2018)'s pedagogy of the oppressed theory followed by the other prominent works built up on it, and ended with critical classroom practices.

2.4 Pedagogy of the oppressed

Humanization is a core content of Freire's pedagogy of the oppressed. He argues that social recognition of oneself in one society is a center of his work. If one is in an oppressive condition, but does not wish to break free, they will be in that condition

forever (Freire, 2018). Interestingly, Freire (2018) also argues that the oppressors are also the oppressed themselves. That is, the work of the oppressors is to maintain oppressive situations. If they do not oppress, they will lose their identities. He also offers the idea for the oppressors to break free from oppressive conditions by transforming their fixed mindsets towards the oppressed into subjective realities (Blackburn, 2000). That is, the oppressors must see that the oppressed are also fellow humans who need to be socially recognized and well treated like the oppressors. To Freire, if the oppressors fail to do this, they are considered the oppressed as well. The traumatic circle of oppression starting in these three steps (Jackson, 2007).

1. The oppressed are aware of causes of oppression and recognize an ability to liberate themselves,
2. The oppressed wish to get away,
3. The oppressors recognize that the oppressed want to break free, so the oppressors impose oppressions on the oppressed. At this stage, if the oppressors fail to humanize the oppressed, they become dehumanized by dehumanizing the oppressed, and go back to the step 1.

To liberate both the oppressors and the oppressed from the oppressive conditions, Dogan (2014) argues that the oppressed must start asking questions why they are in this oppressive conditions. However, the oppressed fail to do at this stage because they have been educated with 'Banking Education'. That is, they accept whatever teachers teach them until they become passive and less critical. Freire offers 'Problem-Posting Education' model to help solve the issue of banking education (Dogan, 2014). That is, teachers and students have mutual exchange of knowledge and contribution in classrooms starting from:

1. Both teachers and the students agree to be co-investigators of social issues;
2. The information of the social issues is presented by teachers;
3. Students go through the presented information, ask questions, and express their own views towards the information;
4. Teachers reexamine the initial information presented; and
5. Both teachers and students have found unveiled realities.

From the traumatic circle of oppression to 'Problem-Posting Education', Freire seemed to center around 'Critical consciousness' which is understanding each other's social realities and political contradictions, and trying to take actions towards dehumanization (Mustakova-Possardt, 2003). Including a concept of critical consciousness in educational and social institution is important. Gay and Kirkland (2003) shared their experiences in adapting a concept of critical consciousness in preservice teacher education. They argued that critical consciousness was important for teacher education students to realize who they were, to understand the context they taught, and to question their knowledges and assumptions. If the teacher education teachers did not have thorough understandings of their own identities, societies, and cultures, they would be in a difficult situation in dealing with different ethnic groups of students (Gay & Kirkland, 2003). Edwards (2017) also agreed with Gay and Kirkland. He concluded that a concept of critical conscious was important for facilitating students to have a critical awareness towards social injustices and unequal structures in the USA campuses. He conducted multiple classroom observations which applied intergroup dialogue (IGD) under the topic of Christian privilege and religion oppression as well as several interviews with 39 students from different religious identities: Christians,

Jewish, Muslim, Hindu, and Buddhist. While the results showed that students still failed to be aware of Christian privilege and overlooked underrepresented religions, they were aware of identity oppressions and social inequalities. They also had better communications, corporation, and relationship among intergroup for addressing social problems through exchanging and reflecting each other's realities (Edwards, 2017). From the classroom to social context application of critical consciousness, Campbell and MacPhail (2002) supported that Freire's notion of critical consciousness was a key important element to change from the powerless to the power through longitudinal peer education program. They found several factors contributing to these problems after in-depth interviews with 120 young people, related to an increase of the human immunodeficiency viruses (HIV) and sexually transmitted diseases (STDs) in their poor city near Johannesburg, South Africa, where there were high crime, unemployment, and poverty rate. For examples, the participants did not get opportunities to discuss about safe sex with parents. Also, their community did not have enough resources about how to practice safe sex. Through the peer educational program implemented under a concept of critical conscious, younger people in the community felt existed, empowered, and confident to make a better and safe society through safe sex education and practice (Campbell & MacPhail, 2002). According to these studies, understanding, reflecting each other's social realities, and trying to solve issues of dehumanization are key elements for approaching critical consciousness.

Freire's work has influenced several other prominent critical and political theorists who have contributed to concepts of critical pedagogy for the past years (Cox, 1983; Dewey, 1986; Hall, 1986; Heaney, 1996). For examples, Marx argues that dominant intuitions; educational, religious, government, and business, have

maintained dehumanization to support those who prosper while others remain oppressed, so his Marxism theory proposes the oppressed to break free from the capital oppressive conditions (Hall, 1986). Gramsci's theory of 'Hegemony' is also in line with Marx (Cox, 1983). That is, the results of social hierarchy maintain the power of one group over (an) others. For classroom practice of critical pedagogy, Dewey (1986) contents that critical students must be the ones who experience violent situations and are able to share and discuss their issues in the class through the process of social problem inquiry and solving. That is, education must be included with social issues, so both teachers and students are able to participate, discuss, and come to final conclusions as to how they can help change for a better society (Heaney, 1996).

Given the importance of critical practices in classroom, the following reviews offer pedagogical approaches which have been applied in the critical classrooms. They include 'culturally relevant pedagogy', 'culturally relevant pedagogy 2.0: a.k.a the remix', 'culturally revitalizing pedagogy', and 'contextually relevant pedagogy' respectively.

2.4.1 Previous Studies of culturally relevant pedagogy

Ladson-Billing (1995) publishes the landmark of article '*Toward a Theory of Culturally Relevant Pedagogy (CRP)*'. It reveals that in order for students from diverse racial and cultural backgrounds to reach their potentials, teachers should be aware of: 1) students performing academic achievement at sophisticated levels, 2) students' maintenance of cultural competence, and 3) students' sociopolitical consciousness (Ladson-Billings, 1995). With culturally relevant pedagogy, the teachers must have sound critical perspectives and engage themselves in a critical pedagogy. According to her study (1995), the teachers should ensure that students improve and

develop their academic skills although they are experiencing social inequalities and oppressions. Further, the teachers are aware of marginalized students' culture background and tailor teaching approach or methods accordingly and last, the teachers should raise any social inequalities and have students comment on them. This will enhance students' critical thinking. For example, an African-American student in her study, who had experienced multiple suspensions and other school problems, was encouraged to run for sixth grade president, and mobilized his classmates to help with his campaign. Finally, this student was elected for the president with his pride in being African-American and the rest of the schoolmates saw this as "cool". The teachers in the study also asked students to question about poorly unitized space in the community, and encouraged the students to write a solution plan to a local authority.

2.4.2 Previous Studies of culturally relevant pedagogy 2.0: a.k.a the remix

Interestingly, Ladson Billing (2014) develops culturally responsive pedagogy and published another landmark article 'Culturally Relevant Pedagogy 2.0: a.k.a the Remix'. Her study provided a great result. That is, at her university, she began to work with First Wave Program, the innovative and spoken word and hip hop arts program. Half of the class were reserved for the First Wave students (students with hip hop interest) and another half for students from other program (white students included). She grouped the First Wave students and the non-First-Wave students together and pushed them to consider critical perspectives such as gun law, school choices, or even every school climate issues through collaborative activities. As a result, they collaborated very well. Other students had never been in classroom where there

were most of colored students before saw new sides of the colored students. Collaborative activities made the multiple cultures merged. (Ladson-Billings, 2014).

2.4.3 Previous Studies of culturally sustaining/ revitalizing pedagogy

It emphasizes a necessary concept that native learners must also maintain themselves in term of languages, worldviews, and identities in multiculturalism and multilingualism because the native communities are in a fight for cultural and linguistic survival (Paris & Alim, 2014). Later, McCarty and Lee (2014) revealed that teaching native students to maintain their languages, worldview, and identities is not enough, so they propose another new pedagogy called critical culturally sustaining/ revitalizing pedagogy (CCSRP). It explores tensions, and constraints of indigenous and native community considered as the colonized when they are exposed to multiculturalism and multilingualism. CCSRP recognizes that there is a need to reclaim and revitalize what was lost and replaced by colonization. The community has to get together, challenge the power of colonization, has self-accountability and most importantly, must promotes *the four Rs* which are respect, reciprocity, responsibility, and relationships (McCarty & Lee, 2014).

Ladson-Billing (2014) also supported this pedagogy. In her study, she found out identity negotiation occurred among generations; for example, the three generations of Hmong. The first generation was born and raised in Laos. The second generation was born in Laos, raised in Thailand, and Malaysia before migrating to the US. Then the third generation was born, raised in the US/ and considered themselves as American citizens, not Hmong. The third generation has exposed to American culture all their life though their family and parents were originally from Hmong, so she concluded that the 3rd generation was not only successful at negotiating their identity between the first

and the second generation, but also between their family and social institutions because of Hmong identity and culture remained in their family generations (Ladson-Billing, 2014). The similar cases to Hmong happen in the US where there are many diverse groups of minorities settling down such as African-American, Asian, and Hispanic resulting in multi-cultures in one dominant culture. When there are diverse cultures in one community; especially in a diverse classroom, the teaching approaches and methods have to be adapted and applied in order to work best for all diverse students. What teaching approaches and methods worked years ago might not work now (Canagarajah, 2006).

2.4.4 Previous Studies of contextually relevant pedagogy

Place or context generally means a location where a person has a specific role to play, and learn culture, and social values. In education, Grant (2012) proposes that knowing a history of the place or a context where a student or a learner is raised or grows up is important because a teacher can reflect a student' experiential learning in childhood and adapt it to proper teaching approaches and methods. Gorodetsky et al. (2003) also agreed with Grant in terms of understanding contextual situations. They applied a notion of contextual pedagogy and argued that understanding a root of social problems and local cultures was a starting point to solve community problems. They conducted a collaborative reflective inquiry between teachers and researchers to find out what had caused tensions between the schools and communities. Identifying social and political problems by adapting a concept of contextual pedagogy can reveal a root of problems, so this can be applied in a critical classroom to identify any causes of social realities (Gorodetsky et al., 2003). Therefore, contextually relevant pedagogy suggests that teaching and learning take place within a context. That is, understanding

the context in term of culture, society, economy, religions, and politics is important for teachers and educators to design proper instruction and to reduce bias and promote equality (Grant, 2012).

The critical pedagogies reviewed above seems to have similar patterns. First, students need know who they are and where they are from, so they do not lose their identities. Then, students are from diverse racial and cultural backgrounds with different points of views. Next, they have problem-posting education concepts with controversial issues or topics as a starting point for critical discussions. Last, students are engaged in critical dialogues expressing counter-opinions through collaborative learnings. These are patterns emerged from different views of critical pedagogies, but one thing they have in common, *students' agency of voices*. It is a tool for them to practice critical thinking. Once they become critical citizens, as Byram (2008) attests, they will care for fellow humans who are different from them. Finally, dehumanization will be overcome and the world will be a better place to live.

I have presented modern education which includes history-based education and critical education. The core contents are critical consciousness. If implemented successfully in classroom, critical citizens will be produced with critical thinking skills. Next section explains types of critical discourse analysis theories which reveal what dehumanization effects are going to have on persons and societies if there is an absence of modern education.

2.5 Critical Discourse Analysis (CDA)

Identifying ideological discourses can be subjective if the right approaches are not properly implemented. However, to complete a discussion, there must be a working theory to help guide the entire interpretation and reveal how dehumanization is

maintained; therefore, this section reviews critical discourse analysis (CDA) theories which help uncover hidden power through ideological discourses and select the one which is most suitable for the present study.

Once absence of modern education and critical citizens with critical thinking skills, critical discourse analysis (CDA) is a theory which helps reveal how social power and dominance are embedded in everyday language in one particular social context (Fairclough, 2001). CDA concepts are developed according to different purposes (Fairclough, 2001; Halliday et al., 2014; Kress & Van Leeuwen, 1996; Van Dijk, 2008). Fairclough (2001) offers a 'Critical Discourse Analysis' (CDA) framework which integrates socio cultural practice, a social context, and its users in one particular context and seeks to reveal oppressions which are emerged from the three dimensions. Meanwhile, Halliday et al. (2014) looks into linguistic levels to theorize 'Systemic Functional Linguistics' (SFL) framework which focuses on the relationship among 'Ideational Function', 'Interpersonal Function' and 'Textual Function'. Kress and Van Leeuwen (1996) take different aspects to conclude that 'Images' or any visual images reflect the interest of social intuitions. Whereas Van Dijk (2008) discovers that social context influences a language, and language influences people's mental cognition. This is called 'Discourse and Power' framework which consists of three levels. At macro level, a social context or institution influences how a person in a particular social context produces a manipulative text. At meso level, the manipulative text is produced by a person in the social context or institution. At micro level, the manipulative text influences a receiver's mental cognition. This causes a possible impact and action the person intends to have on a receiver (Van Dijk, 2008).

2.6 Previous Studies of Van Dijk's Discourse and Power

Recent studies (Aragbuwa, 2021; Rafiq, Bari & Lakho, 2021; Semino & Basuki, 2017; Vučenović (2019) employ Van Dijk's (2008) discourse and power framework to represent manipulative/ manipulated actors or participants through the use of lexical strategies mainly *actors* and *verbs of doing*.

For example, Rafiq, Bari and Lakho (2021) analyzed news headlines of four newspapers in Pakistan with Van Dijk's critical discourse analysis approach. They mainly looked at how lexical verb of doing represented actors or participants using manipulative discourses to convey the messages to public. In this case, the newspapers negatively portrayed Aasia Noree, accused of doing blasphemy against the Holy Prophet Muhammad. Then, the charges were dropped; however, people in the city were not satisfied and caused the huge protests demanding her to be sentenced to death and finally, she was. Examples of negative headlines using lexical strategies (actors and verbs) during the protest are: "Country-wide protests *erupt* against Supreme Court ruling on Aasia Bibi." and "Protests *paralyze* cities." The two verbs showed that the public were not satisfied with the lady's dropped charges and tried to convey the message that sentencing her to death was legitimized.

Another power of manipulative discourse can be seen in the online comments from Vučenović's (2019) study which investigated 554 online comments reacting to the 2016 Belgrade Pride Parade in two different online posts in Serbia on the same date. The author utilized Van Dijk's (2006) actors and polarization strategies to elicit controlling discourses by looking at how the actors (LGBTQ) were portrayed in the comments. The results were centered around negative representations. For example, "They are just attention seekers.", "to us, it's a sort of illness.", "they are victims of

unfulfilled desires.”, “homosexuality as an illness or as a moral decline.” LGBTQ actors are negatively represented in the comments and they are evidence of polarization which indicate LGBTQ actors as ‘them’ as opposed to the comments as ‘us’.

In a political dimension, Semino and Basuki (2017) identified Obama's manipulative speeches on 4 June 2009 in Cairo, Egypt. Through lexical naming and verb of doing strategies, Obama' speeches appeared to project himself and America as a hero while naming Muslim fighters as a killer. For example, “America has a dual responsibility to *help* Iraq forge a better future – and to leave Iraq to Iraqis.” meanwhile “*They* [Muslim fighters] have *killed* in many countries”. The actor America is named as a good person with the verb *help* to support this notion. Meanwhile, the actor *They* [Muslim fighters] is negatively portrayed a bad image of Muslim with the verb action *killed*.

From hates in new media news, online comments to political speech, manipulative discourses can be seen as positive as well when they are shared by a person's painful and based experiences. Aragbuwa (2021) explored Stella Dimoko Korkus's 15 domestically abused narratives from the blog's archives (www.stelladimokorkus.com), titled Domestic Violence Diary 1-4. Van Dijk's (2006) two of manipulative ideological square approaches ‘actor descriptions (in-group VS outgroup) and lexicalization’ were applied in the data. For actor descriptions and lexicalization, the author looked into how Stella was negatively abused; for example, “I almost died.”, “I couldn't shout.”, “I couldn't call for help.”, “he punched me all over and kicked me in the stomach.”, etc. These excerpts may seem negative, but the author illustrated that power of these diaries was used positively by announcing to the public

that Stella was a victim who called out to resist power abuse, so the public felt empathetic towards her.

2.7 Previous Studies of Critical Discourse Analysis (CDA) and Corpus

Linguistics (CL)

Critical Discourse Analysis (CDA) can help reveal ideologies embedded in languages, but has received criticism for the subjective results. Several studies (Abid & Manan, 2015; Bakar, 2014; Baker et al., 2008; Brindle, 2016; Franssila, 2013; Hou, 2015; Isam et al., 2014; Kamasa, 2013) have attempted to fill in this gap by combining the two fields in one single study ‘Corpus-studied Critical Discourse Analysis’ to avoid bias and criticism towards the results. The following reviews reveal that a combination of corpus linguistics and critical discourse analysis can objectively reveal ideologies embedded in social discourses. The review is done in a different style this time in order to show how one study is really useful for this present study. That is, it starts with a brief summary of each paper and immediately followed by my comments and feedback towards corpus features, so at the end, I can finally confirm as to which corpus features are selected for my present study.

Corpus studies have proven to be successful in revealing dominances in political area as Franssila, (2013) attested. The author explored how corpus linguistics helped reveal how metaphorical selling characteristic was in political news. Metaphor analysis project was adopted to select which word had the potential to be a metaphor. Two study corpora were retrieved from American news; namely Election news about 4 million words (1992-2012) and Political news (1990-2000s) about 2.3 million words. The reference corpora were spoken and magazine COCA. The searched term was *sell* related to three presidential candidates: Clinton, Bush, and Obama. Frequency was

utilized for each corpus and was compared among others. The results revealed that *sell* tended to occur most in political news in an election period. In addition, it showed that the three presidential candidates used *sell* to sell their agenda related to different economic campaign (Franssila, 2013). In my opinion, this study offered a simple way which a corpus research can do. That is, each corpus could be run by a frequency test with a specific searched term; for example, *sell* in this study. Then it was compared across other corpora. Corpus linguistics is also used to uncover ideologies in political speeches. Similarly, Isam et al., (2014) unveiled the leadership identity of the key figure in the development of tertiary education in Malaysia, Khaled Nordin, as the Minister of Higher Education. 20 Khaled Nordin's speeches from 2009 to 2012 were retrieved and run by Antconc software with the searched term *education*. Then, collocation was tested, followed by creating themes, and interpreted by semantic prosody. The results indicated that he had shown leadership and it reflected his identity (Isam et al., 2014). I would say that; this paper follows a typical corpus-based discourse analysis procedure. That is, the searched agent education has been determined related to a social actor 'Khaled Nordin'. Then, collocates of education are grouped under 4 themes and analyzed with semantic prosody approach. To me, this is a complete circle of corpus-based discourse analysis. Corpus linguistics is also employed in Brindle's (2016) study to reveal the discursive constructions of Sunflower student movement in the two major English-language newspapers in Taiwan, The China Post and The Taipei Times, in corpora of articles published in the six-month period after the protests began. Data were two corpora: The China Post (122,633 tokens) and the Taipei Times (187,717 tokens) collected for the six-month period starting the day the occupation begins. The tools were Sketch Engine and Wordsmiths. Frequency, keyword, collocation, and

concordance lines were run. The results indicated that the Taipei Times newspapers portrayed the protests as a struggle for democracy, while the China Post looked at the protests more negatively, focusing on destabilizing the economy of the country (Brindle, 2016). My impression is that this paper is another one which combines all functions of corpus linguistics namely frequency, collocation, concordance, and keywords.

In addition to political dimension, corpus linguistics has helped critical discourse analysts to point out discrimination in religion, gender, media, race, and English language teaching as the following reviews (Abid & Manan, 2015; Bakar, 2014; Baker et al., 2008; Hou, 2015; Kamasa, 2013) attested respectively. Kamasa (2013) investigated the discursive construction of 'In Vitro Fertilization' (IVF) named and expressed through the Polish catholic church's official statements. The paper adopted critical discourse analysis (CDA) framework by Fairclough (2001) in order to explain ideologies embedded the church's statements. Fairclough's CDA framework offered how discourses represent a normal social life. The data was a small corpus, about 24,000 tokens from the official site of the Commission of Polish Episcopate. Identification of phrases related to IVF by frequent counts (manually) were followed by semantic prosody and preference analysis, and ended with interpretations of these phrases. The results suggested that the Catholic Church's overall impressions, opinions and attitudes towards a process of IVF were negative. That is, through semantic prosody, IVF was perceived as inhuman conceived in a laboratory rather than the birth of child (Kamasa, 2013). I have no doubt that this study tends to challenge the power of a catholic church through analyzing its official statements expressed towards IVF. I strongly agree with the author about the selection of IVF topic. That is because

challenging any kind of authorities should bring up sensitive and controversial issues against the dominants. However, the results are not surprising because the data are from Catholic Church itself, so its ideologies towards IVF seem to be negative anyway.

From the religion to gender, Bakar (2014) investigated verbal expressions of gender identities in online personal ads by Malaysian adults. ATTITUDE from systemic functional discourse semantics and Social actor categorization (Van Leeuwen, 2013) were adopted in this study. The corpus of online personal ads were 65,659 words and the term *I* was searched as a starting point with Wordsmith (Scott, 1996). Frequency lists and concordance were utilized and interpreted by theories of ATTITUDE and Social Actor Categorization. The results showed that men communicated their identities through images of ‘fit and athletic man’ and ‘sensitive new age man’. Meanwhile, women communicated their images through ‘the compassionate women’ and ‘the empowered woman (Bakar, 2014). It seems to me that this study interestingly combined three ways in one study: Corpus linguistics (frequency), systemic functional linguistics (Theme of ATTITUDE), and social actor categorization (Theme). It started with a frequency test and was followed by creating themes which can show gender identities.

Moving from gender to media, Hou (2015) explored and compared how ideologies towards China’s announcement of the East China Sea Air Defense Identification Zone (ADIZ) were reproduced and represented in Chinese, western and Taiwanese media. The discourse-historical approach to CDA (Wodak, 2001, 2009) was adopted to interpret groups of lexical results in each stage namely 1) Establish the main themes of a specific discourse; 2) Investigate the discursive strategies used; and 3) Examine the linguistic means and realizations of the discursive strategies. Data were

two study corpora: Taiwanese (20, 179 tokens) and Western (25, 882 tokens) newspapers and one reference corpus: China newspapers (27351). Congram 1.0 was utilized to list top frequent two -word grams retrieved via keyword analysis and followed by concordance analysis. China's announcement of the East China Sea Air Defense Identification Zone (ADIZ) showed that the three newspapers were in a different position. The western newspapers tended to go against this announcement and may mislead the world to understand a real move of China. Not surprisingly, Taiwanese newspapers seemed to be concerned about China's move on ADIZ. That was because the disputed area includes Taiwan as well (Hou, 2015). In my opinion, this study starts with two-gram search by keyword analysis. The starting point with keyword analysis shows that the authors wish to avoid bias in the analysis. However, the authors may encounter the results which may not tell the ideologies of the three different newspapers towards the East China Sea Air Defense Identification Zone (ADIZ).

Turning from media to race, Baker et al., (2008) explored the discursive presentation of refugees and asylum seekers (RAS), as well as immigrants and migrants in the British press over a 10-year period (1996–2005). This study adopted macro-structural categories (such as the specific genre) and on text-inherent categories developed in the DHA approach of CDA for the analysis of positive self-presentation and negative other-presentation (Wodak, 2001). The data was a 140-million-word corpus of British newspapers utilizing frequency and concordance lines followed by interpretation. Then, separately, keyword and collocations and CDA were grouped by keywords and interpreted by semantic preference and prosody. The results suggested that the discursive presentation of refugees and asylum seekers (RAS), as well as immigrants and migrants in the British press reveal are portrayed negatively (Baker et

al., 2008). As for me, this paper offers two separate steps in analyzing discourses of RAS. While the two steps are independent, each shades lights of its own strengths. Frequency and concordance lines offer quantitative and qualitative analysis in one step. However, though keyword analysis is a quantitative analysis, the authors support the keyword results with the semantic preference and prosody notions. As a result, the image of RAS is negatively portrayed clearly. Lastly, the review is in ELT area. Abid and Manan (2015) investigated how corpus linguistics was applied to the teaching of critical literacy. The media's reaction to Lance Armstrong's confession of doping was used to examine how corpus linguistics was able to be used to systematically analyze discourses to reveal the ideology of the discourse markers. Data was a corpus of online newspapers (115,714 tokens) after doping and COCA reference corpus (450 million tokens) before doping. The tool was AntConc to run concordance, interpreted by transitivity, and to run collocations at the end. The results provided negative ideologies towards Lance Armstrong's representations in the online newspapers. The authors then showed concordance lines to students and had students discuss ideologies before and after Lance Armstrong's usage of doping (Abid & Manan, 2015). In my opinion, this paper presents a simple way to teach students how to interpret concordance lines of Lance Armstrong. The authors also suggest how to integrate critical literacy in order to promote students' critical thinking. To me, this is a good starting point for promoting students' critical thinking by utilizing corpus linguistics as a tool.

According to the studies above, it is noticeable that most of them were conducted using corpus-based approaches as a starting point for analysis to reveal ideologies. That is, the authors know what they are investigating. In addition, most studies adopted semantic preference and prosody to evaluate tones of concordance

lines. The research methodology in some of these studies can be useful in terms of integrating all corpus linguistics functions: frequency, concordance lines, collocations, and keyword analysis, so a novice researcher in corpus-based critical discourse analysis can adopt any corpus functions in his/her own study. As a regular user of corpus linguistics, I concur that any functions of corpus linguistics can be a starting point. That is, frequency does not have to be the first method and followed by collocation test of the top frequent words. Keyword analysis can be the first function a research can be conducted, followed by either collocation tests of the top keywords or by setting themes or categorizations of those top keywords. While I attest that Keyword analysis can be a starting point, most of the studies above see importance of frequency analysis first. Otherwise, if the researcher comes up with the key terms as starting points, they need to justify how and where these key terms are from. Another point needed to be addressed is that all subjects of investigation are represented from only one side of the story. That is, further investigation may look into a data from the other side of the story, so the results may not be biased.

I have voiced out my personal observations and opinions towards all CDA and corpus linguistics studies. Next section will be narrowed down to studies of stakeholders and corpus linguistics.

2.8 Previous Studies of Stakeholders and Corpus Function

Stakeholders have been located through several methods, namely community-based analysis (Amiraslani, 2021), institutional analysis (Malik & Tariq, 2021), stakeholder analysis (Franco-Trigo et. al, 2020; Raum, Rawlings-Sanaei, & Potter, 2021), a network theoretical method, social network analysis (Pelyukh et. al, 2021) latent class cluster analysis (Blázquez et. al, 2021). These studies explored and solved

various social challenges; for example, local community and housing (Amiraslani, 2021; Malik & Tariq, 2021); forestry (Raum et. al, 2021; Pelyukh et. al, 2021); power electricity (Franco-Trigo et al., 2020); and river flood (Blázquez et. al, 2021).

In applied linguistics, corpus linguistics functions: Frequency, collocation, and keyness have also been popular in locating and representing a variety of stakeholders in datasets namely, adults in personal ads (Bakar, 2014), athletes (Abid & Manan, 2015), refugees and asylum (Baker et al., 2008), and student activists (Brindle, 2016). Frequency function has also been widely utilised in education research, particularly, on language learners, teachers, and teaching materials (Aşık, 2017; Demirel & Kazazoğlu, 2015; Mozaffari & Moini, 2014; Sert & Aşık, 2020). Such studies have shown that ‘frequency’ is the first and key starting point in social actor analysis.

2.9 Framework of Syntactic Corpus Analysis for Agency Identification (FO-SCAAI)

Human agency denotes a person or a community’s abilities to make their own choices concerning what best to live, to act, and to drive social changes for the better (Miller & Gkonou, 2018). In discourse analysis, there are two important elements for such agency namely subjects and verbs which cannot be separated (Ling & Dale, 2014), in other words, a simple sentence can show one’s agency. A combination of subjects and verbs provides stakeholders’ forces, abilities or power to make decisions or changes in their particular contexts. However, locating agency in discourse analysis is time consuming because most recent studies tend to use qualitative methods to identify subjects and verbs separately in discourses or data; for example, content analysis (Al Karazoun & Hamdan, 2021; Calvo-Barbero, 2020; Hopton & Langer, 2021; Lee, 2020; Tischauser & Musgrave, 2020); interview (Landi, 2019; Ling & Dale, 2014; Martin,

2016); narrative inquiries (Despaigne & Manzano-Munguía, 2020; Toedt, 2019); multimodal analysis (Scardigno et al., 2021); manually counted frequency (Wahyuningsih, 2018); and observations (Martin, 2016). Nevertheless, little (Formanowicz, Roessel, Suitner, & Maass, 2017; Maňáková, 2021) has utilized corpus linguistics to quickly help retrieve agency in discourse or data.

Since manually locating agency in data is time-consuming and because agency of sentences incorporating subjects and verbs cannot be separated, I propose 'Framework of syntactic corpus analysis for agency identification' or FO-SCAAI (Four-Skai), to solve these issues.

FO-SCAAI is a smart search of syntactic corpus forms created to help a discourse analyst quickly locate agency in Key Word in Context (KWIC) function in a corpus tool, #LancsBox. Within FO-SCAAI, there are three main smart searches: 1) Simple search; 2) Complex attribution of stakeholder search; and 3) Complex connection of stakeholder search. Applying FO-SCAAI in data does not only tackle time consuming issues, but also reveals ideological positions of a dominant towards human agency in that discourse or data. In this present study case, it tests the ideological positions or perceptions of Ministry of Education, Thailand towards stakeholders in Thai education policy which will be discussed in later chapters.

The following sections explain steps by steps how to construct FO-SCAAI. It starts with overview of discourse analysis and what it is missing to locate stakeholders. Then, FO-SCAAI can help solve this issue.

2.10 Overview of Discourse Analysis (DA)

Discourse is a broad term which covers several aspects; for example, a sample of language use, the intended communication in one particular event, interactions among people, and overall communicative events (Bloor & Bloor, 2013). The term discourse analysis emerges as methodology when a discourse analyst looks into how language use and human interactions in one particular communicative event are involved in order to achieve ones' *communicative competence*. This is done through language grammar, pragmatic competence, and communicative strategies (Coulthard & Conklin, 2014). Accordingly, discourse analysis has interrelations with other fields namely grammars, semantics, pragmatics, communications, etc. Since discourse analysis is methodology which involves other fields, there seems to be several approaches to analyse data (Bhatia et. al, 2008); for example, linguistic, pragmatic, conversation, narrative, ethnographic, semiotic, and corpus linguistics approaches. When analysing data utilising these approaches, there are important elements which a discourse analyst should be reminded. That is, language use in a form of spoken or written should have meanings and functions which must be practiced in one particular *context*. Contexts consist of these elements: Settings, *participants*, communication objectives and functions (Hudson, 1996).

Locating or identifying a *participant* is the first step a discourse analyst should do. In doing so, Fairclough (2013) and Van Dijk (1993) suggest lexical strategies to identify a participant, in other words, what Van Leeuwen (2008) suggests a social actor or a stakeholder. They mean similar in terms of subjects which take actions to achieve particular social interests, goals, involvements in their contexts (Eversole, 2018). Lexical strategies include *salutations*, *name*, *naming*, and *referencing* and can be done

through varieties of qualitative methods such as content analysis, narrative inquiries, etc. To prevent confusion, the term stakeholder will be used throughout the paper.

While using *salutations* and *name* such as Mr. Cruz, Ms. Martinez, etc. are common to identify a stakeholder (Sacramento, 2019), utilizing *naming* strategies has revealed not only a stakeholder, but also how they are ideologically portrayed in contexts. For example, Monosphere, an online community, originated from an increasing number of unemployed working-class men, have made clear that their social power is justified by their biology. Therefore, they tend to judge women's behaviour in virtual space and claim that since women are threats to men, they have rights to justify abusive power of women. Through coding, categorising, and theming abusive tweets and antifeminist hashtags, Hopton and Langer (2021) suggest while Monosphere names women as *monstrous*, *defective*, *unstoppable* and *uncontrollable*, and while male taking sides of women are called *traitors*, they name themselves as *victims* accused of rape and sexual assaults and being a *wallet* by women. Naming women and themselves are strategies employed to build a gendered discrimination and to deny women's existent (Hopton & Langer, 2021).

Naming is not only used in social media, but also in racial issue. For instance, Toedt, 2019 explores how white identity is maintained in Jakarta, Indonesia. That is, naming themselves as *white* makes them realize that white privileges are based on consequences of being favoured by racially hierarchical society that empowers people differently. Furthermore, interestingly, naming is also used to identify graffiti artists' characteristics. To be precise, the communicative functions of 1, 410 words of graffiti written in Arabic and English are collected and investigated from public transportation vehicles in six cities in Jordan. With manual coding, categorizing, and subcategorizing

as analytical tool, Al Karazoun and Hamdan (2021) show that in addition declaring graffiti artist's religious affiliations and beliefs, they don't only name themselves as markers of their presence in one place, 2) being visible and remembered by public, 3) someone who needs human touch, but also 4) *nationalist* who are proud having a sense of belonging when their names associated with city or affiliations.

Naming themselves as *white* and *nationalist* and naming others as *monstrous*, *defective*, *unstoppable* and *uncontrollable* are lexical strategies which locate and modify a stakeholder. However, referencing is another lexical strategy used to locate and modify a stakeholder as well.

In addition to name and naming strategies, several recent studies have utilised *referencing* strategy mainly personal pronouns *we*, *I*, and demonstrative articles to locate stakeholders who are ideologically constructed in religious, political, and EFL contexts. One interesting study from Scardigno, et al., (2021) indicates Pope Francis's inspiring story among fears and hopeless in COVID-19 situation. That is, Christians all over the world were panic and fear when COVID-19 was officially announced as deadly disease by WHO in March 2020; as a result, Christians' online searching term concerning prayers were protection and strengths. Therefore, the role of Pope Francis was explored by multimodal analysis of body feature and; especially, spoken speech delivered, in the Universal Prayer with the Urbi et Orbi Blessing on March 27th, aired live across the world. The results point out that Pope Francis shows hopes and opportunities by using collective pronoun *we* that we can get better and get through this together so people around the world feel better, shared identity and included in the in-groups (Scardigno, et al., 2021). In line with Wahyuningsih's (2018) study where it argues importance of linguistic devices pronoun *we* and *yours* in Donald Trump's

inauguration speech utilising manually frequent counts. The findings suggest pronoun *we* mostly used to indicate that Trump and the listeners are citizens of the United States. In addition to *we*, possessive pronoun *yours* occur the second most which refers to Trump himself, his inauguration, and the United States belong to the audience (Wahyuningsih, 2018). From religion, politics, to EFL contexts, for example, Maňáková (2021) finds issues with EFL research, less studied in written form; especially, the first person reference in EFL unpublished research articles. By comparing frequency and normalised frequency in the two corpora, the results reveal that EFL researchers tend to avoid using personal pronouns *I* and *we* compared to the ones in reference corpora. That is, ELF researchers do not intend to sound too authoritative and try to avoid possible threatening acts when their papers are read by others (Maňáková, 2021).

In addition to pronouns, *demonstrative definite articles* are also used to identify stakeholders. For instance, zero anaphoric and demonstrative definite articles are important linguistic devices of discourse cohesion in Lee's (2020) study, so Korean learners' use of discourse competence are measured and compared in between Korean regular and English immersion programs by coding regular and immersion students' 35 and 29 personal narratives. The findings show that regular students are weak at both utilizing zero anaphoric and demonstrative definite articles due to amount of time exposure to English and curriculum differences (Lee, 2020).

While lexical strategies *naming* and *referencing* are used to locate and modify stakeholders, and because they alone cannot do any actions, locating verbs is next important step to show power and action of stakeholders, so next section argues importance of verbs.

2.11 Previous Studies of Verbs in Discourse Analysis

After having located stakeholders, Halliday et al. (2014) suggests looking into verbal process or *doings* of stakeholders because it is ideational or experience their representation. This includes *acting* and *being* of stakeholders or in other words, *verbs* of a sentence. Consequently, verbs are preferred grammatical categories for performing activities and conveying a role of stakeholders that is typically attributed to the subject of the sentence (Brown & Fish, 1983; Semin & Marsman, 1994). This is also in line with Pohlhaus's (2020) and Wilson's (2008) studies that human agency linguistically starts with subjects and predicates. Taken together, verbs, a basic grammatical category present in almost all languages (Kroeger, 2005), are linguistic devices used to express actions and agency, *one's abilities to make their own choices concerning to best live and act in this world* (Miller & Gkonou, 2018).

Since verbs are important to discourses, several studies have revealed how verbs can contribute to actions of stakeholders in political, social, and classroom contexts. For instance, Formanowicz, et al., (2017) argue that verbs are important in a sense of delivering semantic actions to a recipient. This claim was illustrated; for example, by Obama's famous political speech *Yes, we can*. From corpus analysis, this verb-based speech and slogan have conveyed the meaningful messages and positively influenced Obama's supporters and voters' cognitive considerations (Formanowicz, et al., 2017). In addition, Ling and Dale (2014) provide a clear concept *agency* which denotes a *person* or a *community* being *able to enact* a process that drives social change abilities. To achieve this, there are two important components namely *stakeholders* and their *verbs* which are the force behind social changes. From interviewing participations in

three marginalised and underprivileged communities in Vancouver, British Columbia, Canada, the findings show that in order to have agency, there must be reasons to act for better changes. That is, these three communities are threatened by social injustices; for example, drug injection, extreme poverty, unequal allocation of water supplies, and endangered ecosystem. Therefore, they are urged to fight back with the dominant groups. However, individuals from three different communities have different range of agency according to the contexts they are. For example, the first community has low agency because of their living a poor area, so they are only interested in feeding themselves. Meanwhile, the other two are in a better condition and work collectively for their better community changes, so they have more agency than the first one (Ling & Dale, 2014).

Importance of verbs can also be seen in classroom contexts. In both writing and drawing, Maass et al., (2014) argue that human agency in most languages such as English, Arabic, and Italian follows a pattern of a subject appearing on the left, an object on the right, with action flowing from left to right. That is, 48 Italian and 75 Iraqi students were asked to draw pictures of 'father caresses son' (Subject + Verb + Object). The results indicate that all of their drawings show the father is on the left doing actions of 'caresses' on the son who is on the right. Interestingly, this suggests a power of subject and verb as action which shapes the direction of participants' social cognition drawing the scene of human interactions (Maass et al., 2014). Another interesting study which reveals subtle abilities of stakeholders is from Martin (2016). That is, he finds classroom issues concerning students rarely engaging in science class discussion, so they are labelled as those who fail in science subjects although they are capable students. From three students' written work, observations, and interview with them in

a year-seven science classroom Melbourne, Victoria, Australia, the results point out that while these three students do not contribute to the class conversation, in fact they do well in science, but only when they are working in a small group with close friends. These can be seen from linguistic evidence first person pronoun *we* and *modal verb* such as ‘we have to ...’, ‘Can we do ...?’, ‘Can we say ...?’, ‘Can we do ...?’. These represent their collective agency when working in a small group (Martin, 2016).

Given importance of stakeholders and verbs in discourse analysis, they must go together in one sentence in order to have agency; however, not all agency is positive. Some stakeholders are deprived from human rights or are treated differently, so next section argues these biases one has received from societies.

2.12 Previous Studies of Agency in Discourse Analysis

A combination of stakeholders and verbs are one’s forces to have abilities or power to make decisions or changes, in other words called *agency* (Ling & Dale, 2014; Miller & Gkonou, 2018) and the above studies tend to give power to stakeholders. However, one’s agency in discourses can be discouraged, excluded, or taken away depending on how they are enacted in one particular context. Following recent studies reveal how stakeholders are biased in local newspapers, physical education, local schools, and online media.

For instance, Islamophobia has been considered a threat in the European countries, and Muslim women takes the blames in the incidents of the 2016 Burkini Controversy in France where they are removed by the police from the public beach due to wearing Burkini which causes locals feeling unsafe. Calvo-Barbero’s (2020) does confirm Muslim women being portrayed negatively in local newspapers. That is, content analysis of the local newspapers in Spain in this incident is conducted. The

findings correspond with the traditional negative stereotype towards Muslim women which portray victims of Muslim patriarchy (Calvo-Barbero, 2020). Bias and prejudices are also pervasive in physical education; especially, if you are gay teachers and students. Most of queer research on physical education have centred around challenging experience of gay men teachers, but little is focused on gay men students. From coding interviews descriptions, Landi (2019) tells compelling stories. That is, most young gay students don't have an ideal body *athletic* and *sexy*, so not only they are bullied as being gay, their bodies don't resemble the assembled norm in physical education. Further, some don't want to be seen as skinny and non-athletic in changing rooms, so they go to room corners covering themselves and avoid being seen by others. As a result, they are verbally abused by teammates and some even drop out of physical education (Landi, 2019). From local newspapers, physical education to issues of Mexican students forced to return from the U.S. Despaigne and Manzano-Munguía (2020) share their recent study concerning this issue. To be more specific, after being raised and educated several years in the US, Mexican teenagers are forced to return home in Mexico. However, after the first day at schools, their linguistic and identities are ignored by school teachers and administrators. From narrative inquiry approach and semi-structured interview, the findings suggest that students are treated differently by teachers and schools (Despaigne & Manzano-Munguía, 2020). Not only Mexican students received unfair treatments in local schools, immigrants and people of colour are also objects of racism. This can be commonly seen in online media. For example, Tischauser and Musgrave (2020) study online Vdare.com, far right media in the U.S., understood to support political right wings; however, little is known about how it operates. From categorising and theming a total of 227 pieces on Vdare.com published in August 2017, the results point out that

Vdare.com does not wish to change public opinion, but to have them directly participate in and legitimising white supremacists, racism, violence against immigration and people of colour (Tischauser & Musgrave, 2020).

Overall, stakeholders and verbs are important elements of discourse analysis because it can reveal one's agency or power to best live, act, to make changes in this world. However, some agency is not always positive as literature suggests.

2.13 Analysis of Discourse Methods Locating Stakeholders, Verbs, and Agency

From the studies above, discourse analysis seems to employ varieties of qualitative methods to locate stakeholders (salutations, name, naming, and referencing), and verbs. The most popular one is content analysis which is done through coding, categorising, and theming (Al Karazoun & Hamdan, 2021; Calvo-Barbero, 2020; Hopton & Langer, 2021; Lee, 2020; Tischauser & Musgrave, 2020). The second most is interview (Martin, 2016; Landi, 2019; Ling & Dale, 2014) followed by narrative inquiries (Despaigne & Manzano-Munguía, 2020; Toedt, 2019), corpus linguistics (Formanowicz, et al., 2017; Maňáková, 2021). The least popular ones are multimodal analysis (Scardigno, et al., 2021), manually counted frequency (Wahyuningsih, 2018) and observations (Martin, 2016). In addition, these qualitative methods tend to manually locate stakeholders and verbs separately in data.

Since manually locating stakeholders and verbs separately in data has consumed a discourse analyst's time and because agency of sentences incorporating stakeholders and verbs *cannot be separated* (Ling & Dale, 2014), in other words, *a simple sentence*, I propose 'Framework of syntactic corpus analysis for agency identification' or FO-SCAAI (Four-Skai), to solve this issue.

2.14 Construction of Framework of Syntactic Corpus Analysis for Agency

Identification (FO-SCAAI)

FO-SCAAI is a smart search of syntactic corpus analysis created to help a discourse analyst quickly locate stakeholders + verbs at the same time in Keyword in Context (KWIC) in #LancsBox, a corpus tool. Within FO-SCAAI, there are three main smart searches: *Simple Search*; *Complex Attribution of Stakeholders Search*; and *Complex Connection of Stakeholders Search*, and ten steps to look for agency (stakeholder + verb) in a sentence.

Simple Search

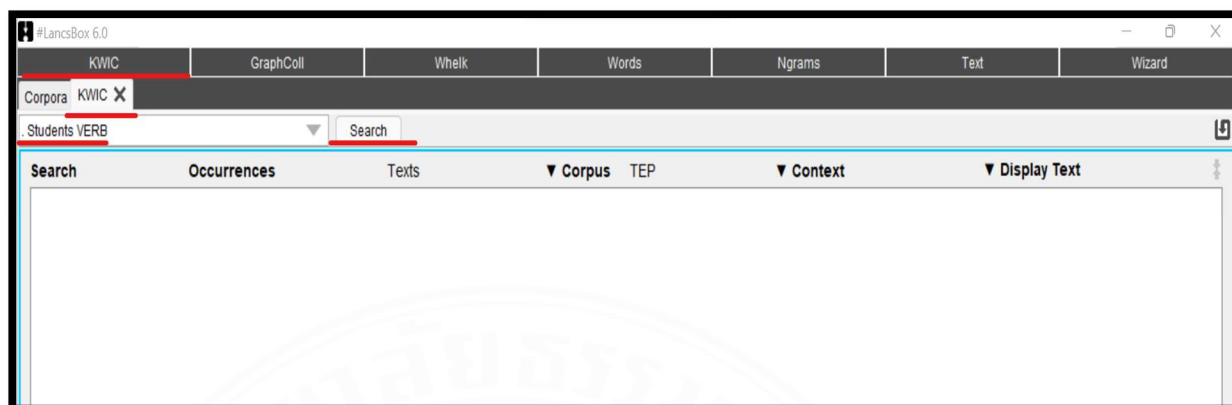
Stakeholders in discourse analysis are not only in a form of noun, but also adjective + noun. Interestingly, FO-SCAAI combines 1) noun + verb and 2) adjective noun phrase + verb. Doing such is coined *Simple Search*. It derives from simple forms of noun phrases plus verb forms searched in just one click away, so syntactic corpus forms are the following two:

1. . XXX VERB
2. . ADJECTIVE XXX VERB

For number 1, ‘. XXX VERB’, the full stop indicates a following new simple sentence. Then XXX in red highlighted means a stakeholder or noun investigated in a study followed by verb indicating actions of stakeholder.

To illustrate this, a stakeholder *students* in TEPs 2016-2018 is used as example, so in Figure 1, I simply replace XXX with *students* and copy ‘. Students VERB’ in KWIC search box and click ‘search’.

Figure 1. *Students VERB*’ in KWIC search box



In Figure 2, after a click away, both five occurrences of stakeholders and verbs appear full sentences in one screen. In the node column, this result indicates that students followed by verbs (underlined) directly have their own agency five times.

Figure 2. *FO-SCAAI* ‘. *Students VERB*’

Index	File	Left	Node	Right
1	TEP_2018.txt	for gifted and talented students in various	fields. <u>Students will</u>	take courses of first-year university students and
2	TEP_2018.txt	is used as the main medium of	instruction. <u>Students will</u>	receive full support and development to become
3	TEP_2017.txt	inappropriate academic class hours in teaching and	learning. <u>Students cannot</u>	learn happily because they spend too much
4	TEP_2018.txt	in general two years of study are	required. <u>Students are</u>	required to write a thesis, or independent
5	TEP_2016.txt	files, information and communication technology, and life	skills. <u>Students studying</u>	in these fields will have an opportunity

However, as mentioned in the previous section that agency can be negative as well. After going through five lines, index three *Student cannot learn happily because they spend too much*’ show negative meaning. Given this, it can be inferred that FO-SCAAI ‘. *Students VERB*’ reveals students’ positive agency four times and negative agency one time. Likewise, in Figure 3, replacing XXX with *students*, copying FO-SCAAI ‘. *ADJECTIVE students VERB*’, pasting in the search box in KWIC tap, and clicking *search* reveal sets of students modified by different adjectives with different verbs in the node column.

Figure 3. FO-SCAAI ‘ ADJECTIVE students VERB ’

Index	File	Left	Node	Right
1	TEP_2016.txt	being educated in Border Patrol Police Schools	nationwide. <u>Most students came</u>	from farming families and belonged to diverse
2	TEP_2018.txt	of skilled manpower and to current technological	progress. <u>Vocational students can</u>	choose appropriate learning systems and approaches relev
3	TEP_2017.txt	Education Commission were 216,719, 12,936, and 4,097	respectively. <u>Most students studying</u>	in Inclusive Schools were learning-disabled children which
4	TEP_2017.txt	diploma courses entered the labour market directly	thereafter. <u>Most students furthered</u>	their study at bachelor level due to

Overall, a discourse analyst does not only get students in different contexts, but also get multiple forms of verbs. This does not happen quickly if the discourse analyst goes through *students* in the data manually as most studies above have done. Therefore, *Simple Search* can locate stakeholders and verbs, but a lot more quickly reveals sets of multiple stakeholders and verbs at the same time in one screen than manually done as traditional methods.

2.15 Gaps in Locating Stakeholders in Simple Search

In this section, I argue that there are other stakeholders which don't come in only two forms in *Simple Search*, but also in several ones of *noun phrases*. If a discourse analyst only applies *Simple Search* to retrieve stakeholders in data, they may miss out several ones of noun phrases.

To illustrate this, TEPs 2016-2018 is used as data example, but this time, in addition to *students*, other stakeholders such as *schools* and *institutions* will be used as example.

Complex Attribution of Stakeholders Search

As mentioned earlier, if a discourse analyst uses only *Simple Search*, they will only get stakeholders and verbs limited to two forms. However, I was wondering

whether there were any other stakeholders and verbs forms hidden in data or not. To achieve this, I have played around with stakeholders *students*, *schools*, and *institutions* each of which + VERB, in KWIC function, to see what are preceded them which *Simple Search* cannot find. After exploration, I have seen several *determiners*, *adjective noun phrases*, *simple sentences* with conjunction *and*, and *that*, and reporting verb *that*.

Therefore, since determiners and adjectives play important roles in modifying stakeholders, and because simple sentences with adjective noun phrases cannot retrieve all hidden stakeholders in data, I apply them in this framework and name this search as *Complex Attribution of Stakeholders* which has following syntactic corpus forms. Then, it is followed by sample results.

3. ‘. DETERMINER students VERB’

Determiners are added before noun *students*, so the results (Figure 4) in the node column will include all determiners namely all articles, demonstratives, possessives, quantifiers, and numbers and stakeholder *students*.

Figure 4. FO-SCAAI ‘. DETERMINER students VERB’

Index	File	Left	Node	Right
1	TEP 2016.txt	enrolled in Border Patrol Police Schools was	24,992. <u>These students were</u>	generally minority children and not classified into
2	TEP 2016.txt	offered for graduates in education fields and	others. <u>The students have</u>	to attend two years of coursework and
3	TEP 2018.txt	to Thailand 4.0 policy and higher education	reform. <u>The students should</u>	learn in class and have practical work
4	TEP 2018.txt	English learning through both smart phones and	tablets. <u>All students will</u>	undergo assessment for proficiency in English language
5	TEP 2016.txt	high moral standards for more than 10	years. <u>The students participating</u>	in these projects are guaranteed a teaching

4. ‘. DETERMINER ADJECTIVE institutions VERB’

Adjectives are included between determiners and noun *institutions*, so the results can draw both of them preceded nouns *institutions* in the node column, Figure

5.

Figure 5. *FO-SCAAI ‘ DETERMINER ADJECTIVE institutions VERB’*

Index	File	Left	Node	Right
1	TEP_2016.txt	specialised education referred to in the Section	21. <u>The above institutions shall</u>	enjoy autonomy; be able to develop their

5. ‘, ADJECTIVE schools VERB’

The comma shows a new sentence starting with adjective noun phrase followed by verb in the node column, Figure 6.

Figure 6. *FO-SCAAI ‘ ADJECTIVE schools VERB’*

Index	File	Left	Node	Right
1	TEP_2017.txt	disabilities will be accepted in these schools.	However, <u>special schools are</u>	essential for students with disabilities who need
2	TEP_2018.txt	educational institutions in Thailand is high. In	Thailand, <u>international schools providing</u>	basic education and international programmes in higher

6. ‘and ADJECTIVE students VERB’

The conjunction ‘and’ precede a new sentence with adjective noun phrase followed by Verb in the node column, Figure 7.

Figure 7. *FO-SCAAI ‘and ADJECTIVE students VERB’*

Index	File	Left	Node	Right
1	TEP_2017.txt	programmes, and six other degree programmes. Foreign	<u>and Thai students can</u>	take courses for credits from those programmes.
2	TEP_2018.txt	experts as mentor. Class hours for gifted	<u>and talented students are</u>	organised in regular class hours. 6) Provision
3	TEP_2018.txt	of international education. The number of Thai	<u>and foreign students enrolling</u>	in international educational institutions for basic and

7. ‘that ADJECTIVE schools VERB’

Reporting verb *that* is used to show another adjective noun phrase sentence in the node column, Figure 8.

Figure 8. *FO-SCAAI ‘that ADJECTIVE schools VERB’*

Index	File	Left	Node	Right
1	TEP_2018.txt	ion, Department of International Trade Promotion, shows	<u>that international schools tend</u>	to expand to the provinces with abundant

Step five, six, and seven are different from step three and four in a sense that

they are simple sentences with *adjective noun phrases*, preceded with comma (number five), conjunction *and* (number six), and reporting verb with *that* (number seven).

Complex Connection of Stakeholders Search

Following steps (Figures 9-11) are simple sentence examples which come after reporting verb *that* (step eight), conjunction *and* (step nine), and comma (,) (step ten).

8. ‘that institutions VERB’

Figure 9. *FO-SCAAI ‘that institutions VERB’*

Index	File	Left	Node	Right
1	TEP_2018.txt	provide students a standardised English Proficiency Test	<u>that institutions created</u>	or selected tests that are compatible to

9. ‘and students VERB’

Figure 10. *FO-SCAAI ‘and students VERB’*

Index	File	Left	Node	Right
1	TEP_2017.txt	average learning in all subjects. Both teachers	<u>and students are</u>	able to easily tap to modern teaching
2	TEP_2018.txt	ration equality. Specialised schools have been established,	<u>and students are</u>	provided with free tuition, food, clothing, textbooks,

10. ‘, institutions VERB’

Figure 11. *FO-SCAAI ‘, institutions VERB’*

Index	File	Left	Node	Right
1	TEP_2017.txt	in educational administration. So as to ensure	<u>quality, institutions are</u>	expected to develop excellence within the domain

2.16 Application of FO-SCAAI

Previously, from three main smart searches and ten steps to look for agency examples in discourse or data, I argue that while applying *Simple Search* to identify agency can get quicker results than going through data manually, the results will reveal only simple agency, that is, only stakeholders and verbs appear. However, when applying *Complex Attribution of Stakeholders Search* and *Complex Connection of*

Stakeholders Search, or step three to ten, the results will show more agency associated with stakeholders' attributions and other simple sentences.

Therefore, the table 1 below shows a summary of FO-SCAAI with three main smart searches in ten steps to get the most of agency in data.

Table 1. *Framework of syntactic corpus analysis for agency identification (FO-SCAAI*

XXX's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences	
1. Simple Smart Search	1	. XXX VERB		
	2	. ADJECTIVE XXX VERB		
2. Complex Attribution of Agents Search	3	. DETERMINER XXX VERB		
	4	. DETERMINER ADJECTIVE XXX VERB		
		5	, ADJECTIVE XXX VERB	
		6	and ADJECTIVE XXX VERB	
		7	that ADJECTIVE XXX VERB	
3. Complex Connection of Agents Search	8	that XXX VERB		
	9	and XXX VERB		
	10	, XXX VERB		
		Total Numbers of XXX's Agency Occurrences		
		Total of Freq. of XXX		

		Percentage of XXX's Agency	
--	--	-----------------------------------	--

XXX in red highlighted means a stakeholder. It is simply replaced by any stakeholder of investigation; for example, *students*, *schools*, or *institutions*. The first column is three main smart searches. The second and third column are step 1 to 10 which denote 10 FO-SCAAI syntactic corpus forms. The last column is numbers of occurrences which appear in KWIC function, in #LancsBox.

To illustrate this, TEPs 2016-2018 is used as data and a stakeholder is *students*. In Figure 12, when running *students* in KWIC (without using FO-SCAAI), *students* appear 563 times in TEPs 2016-2018. If agency is the primary investigation and because agency includes a simple sentence which takes a subject and a verb as main elements, *students* appearing 563 times do not mean that they are all simple sentences. However, applying FO-SCAAI can get the most of simple sentences which denote stakeholder's agency.

Figure 12. Total frequency of students in TEPs 2016-2018

Index	File	Left	Node	Right
1	TEP_2016.bt	21st century. The 21st century skills that	students	need for their future jobs and lives
2	TEP_2016.bt	of human resources and capacity of all	students;	propose the establishment, dissolution, amalgamation, discontinuity and
3	TEP_2016.bt	and holding training programmes for teachers and	students	on the teaching of sciences, mathematics and
4	TEP_2016.bt	in educational institutes; developing and promoting gifted	students	and teachers in sciences, mathematics and technology;
5	TEP_2016.bt	nurturing and developing exceptionally gifted and talented	students	in mathematics, science and technology. In 1991,
6	TEP_2016.bt	institutions. During 2011-2015, the average percentages of	students	in basic education institutions under the supervision
7	TEP_2016.bt	manager, director, representatives of teachers, representatives of	students	parents, and qualified persons as members. The
8	TEP_2016.bt	When classified into levels of education, the	students	proportion of private participation is highest at
9	TEP_2016.bt	2015. In the academic year 2014, 11,573,004	students	at all levels of education were in
10	TEP_2016.bt	were in public education institutions while 2,672,480	students	were in private ones. In the academic
11	TEP_2016.bt	the academic year 2015, there were 11,476,922	students	at all levels of education studying in
12	TEP_2016.bt	studying in public education institutions whereas 2,806,526	students	were in private ones. When considering the
13	TEP_2016.bt	considering the levels of education, percentage of	students	at each level in public education institutions
14	TEP_2016.bt	public education institutions was noticeably higher than	students	in private institutions in both academic years
15	TEP_2016.bt	educational institutions in providing training opportunities for	students	In addition, business enterprises are encouraged to

Nevertheless, FO-SCAAI does not only show numbers of agency occurrences, but also provide percentage of stakeholders' agency in data. How is percentage of stakeholder's agency important in the data? This is a highlight of FO-SCAAI. It can show how much agency of a stakeholder is when it is compared to its total frequency in data. This is important because it can reveal how much policy makers or Thai government see importance of giving agency to stakeholders in Thai education policy.

There are three important numbers involved in percentage calculation. That is, in Table 1, the third row from the bottom shows *total numbers of stakeholder's agency occurrences* (1). The second row from the bottom is *total frequency of stakeholder* in data (2) and the last row is percentage of stakeholder's agency (3). Simple calculation includes dividing *Total Numbers of XXX' Agency Occurrences* by *Total of Freq. of XXX* and multiply 100 to get percentage of stakeholder' or searched term's agency.

2.17 Example of Application of FO-CAAI to Locate Agency

TEPs 2016-2018 and a stakeholder *student* is still used to illustrate this complete process. The following are the complete steps:

1. In Table 1, XXX in red highlighted stands for a stakeholder or searched term in corpus, so replace XXX with a stakeholder. In this case, *students* are replaced throughout the table (Table 2).
2. Copy, paste each FO-SCAAI syntactic corpus form in KWIC function in #LancsBox, and click 'search'. For example, copy '. Students VERB' and paste it in KWIC function.
3. Look at how many occurrences of concordance lines of '. Students VERB' and input its number in 'Number of Agency Occurrences' column (Forth column). In this case (Table 2), there are seven occurrences of concordance lines of '. Students VERB', so input number 7 in this column.
4. Repeat this step until step 10. Note that there may be some FO-SCAAI syntactic corpus forms which show zero results; for example, step 4, 5, and 7. That means, there are no agency in these syntactic forms.
5. Summarise total numbers of students' agency occurrences and in this case, it is 41 (Table 2).
6. Run frequency test of a stakeholder 'students' in TEPs 2016-2018 to get the total frequent numbers and in this case, it is 563 words.
7. Divide Total Numbers of Students' Agency Occurrences by Total of Freq. of Students and multiply 100 to get percentage of stakeholder' or searched term's agency. In this case, it is $41/563*100 = 7.28$.
8. Therefore, percentage of students' agency in this corpus is 7.28 per cent.

Table 2. *Example of FO-SCAAI 'Student'*

Students' Agency Identification			
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences
1. Simple Smart Search	1	. Students VERB	7
	2	. ADJECTIVE Students VERB	9
2. Complex Attribution of Agents Search	3	. DETERMINER Students VERB	8
	4	. DETERMINER ADJECTIVE Students VERB	0
	5	, ADJECTIVE Students VERB	0
	6	and ADJECTIVE Students VERB	3
	7	that ADJECTIVE Students VERB	0
3. Complex Connection of Agents Search	8	that Students VERB	4
	9	and Students VERB	3
	10	, Students VERB	7
		Total Numbers of Students' Agency Occurrences	41
		Total of Freq. of Students	563
		Percentage of Students' Agency	7.28

Stakeholders, verbs, and agency have been discussed in discourse analysis. Reasons for constructing FO-SCAAI have also been addressed. Copying FO-SCAAI to locate agency in data is easy and quick. However, there are some limitations for FO-SCAAI. It can only be used in #LancsBox because these special syntactic corpus forms are derived from this corpus software. Nevertheless, FO-SCAAI can be applied for other corpus software or web-based corpus by checking syntactic corpus forms or parts of speech tags in that corpus tool then apply FO-SCAAI to it. For example, ADJECTIVE and VERB denote adjective and verb in #LancsBox. In AntConc and CQPWeb, they have particular forms of adjective and verb such as JJ for adjective and V for verbs, so check individual forms of parts of speech tags first and apply FO-SCAAI to it.

FO-SCAAI does not only provide quick results on agency in data, but also reveal one's ideological positions towards a stakeholder's agency in data, so FO-SCAAI will be applied in chapter 3 and chapter 4 will be showing these results and discussing ideological stances of Ministry of Education, Thailand, towards stakeholders in Thai education policy.

2.18 Thai Education System and Strategies

Given importance of modern education and critical pedagogies employed to overcome dehumanization, it seems reasonable to explore whether they are somehow embedded in Thai education strategies. According to the Ministry of Education, Thailand (2017), its main foci are to create learning opportunities, increase learning efficiency, close the gaps of unequal access to education with digital transformation, enhance both teachers and students' English proficiency, and develop vocational manpower.

There two main *education systems* in Thailand namely ‘Basic’ and ‘Higher Education’. The former covers from primary 1 to 6, 3 years of lower and another 3 years of upper education totaling 12 years. However, the compulsory education includes 6 years of primary and another 3 years of lower education totaling 9 years. The latter offers a diploma or associate degree level, and degree levels covering from bachelor’s degrees to doctoral degrees. In addition, vocational education is also provided for those who are interested in pursuing a world of work. It starts after the lower education for 2 years of lower vocational level. Then, 2 years for higher vocational and another 2 years for tertiary vocational levels (Ministry of Education, 2017).

Ministry of education has *strategies* to achieve the main foci mentioned above. First, it aims at enhancing peace and security. That is, ethics and governance in schools are promoted in order to ensure that Thai and non-Thai citizens, stateless children, children of migrants, ethnic minorities, disadvantaged, disabled, and remote children, have equal access to educational opportunities (Keawsomnuk, 2017; Nawarat, 2012). Then, it increases national competitiveness by promoting science, technology, engineering, and mathematic (STEM) education in basic education (Pimthong & Williams, 2018), work-integrated learning (WIL) (Reinhard & Pogrzeba, 2016) in higher education, and best practices and excellence in vocational education. Next, it develops national resources by boosting learners’ thinking skills, ethics, life skills, leaning skills, and teachers and students’ English proficiency. Finally, Ministry of Education, Thailand (2017) promotes environmental-friendly projects to improve the quality of life, and improve educational and management system (Ministry of Education, 2017). Thai education strategies seem to see that having equal access to

education is important. Further, they try to increase national competitiveness for those students who are in STEM, vocational education, so they can compete in international business environments. In addition, they see importance of friendly learning environment.

2.19 Thai and OECD Education Policies

Education *policy* is principles and policies designed, developed, and implemented in educational context, which involves the collection of laws and rules that govern the operation of education systems (Bell & Stevenson, 2006). Education policy studies reveal important understanding of learning and teaching cultures cultivated in one particular nation (Von Solms & Von Solms, 2004). In addition, Mundy et al. (2016) argue that learning and teaching cultures in education policy do not only include how rules, laws are designed and implemented in the education system, but also show how several educational issues and challenges are addressed namely: global flow of ethnically diverse population of students; almost half the socioeconomically disadvantaged and disabled children *left behind* educationally; gender and human rights issues in classrooms, teachers' poor working conditions; ineffective teaching practices and so on.

Since education policies are conceived as texts and discourse (Anderson & Holloway, 2020), discourse analysis (DA) has gained popularity for theories and methods to study several policy contents and contexts across the globe; for example, national curriculum policy in England (Clark, 2005), teacher assessment policy in Tennessee, USA (Gabriel & Lester, 2013), pre-school policy in Victoria, Australia (Kilderry, 2014), roles and functions of higher education policy in E.U.(Mayo, 2009), and teacher education policy in New Zealand (O'Neill, 2012). In addition, surprisingly,

discourse analysts are not interested in how the policies work. Rather, they are keen to know how the policies are formed, enacted, and importantly involved in these process by who (Braun et al., 2011; Lester, Lochmiller & Gabriel, 2017).

This study takes education policies in Thailand as object of investigation. According to the Ministry of Education, Thailand, main foci of Thai education policy are to create learning opportunities, increase learning efficiency, close the gaps of unequal access to education with digital transformation, enhance both teachers and students' English proficiency, and develop vocational manpower enhancing peace and security (Keawsomnuk, 2017; Nawarat, 2012). It acts like a blueprint to ensure national competitiveness by promoting science, technology, engineering, and mathematic (STEM) education in basic education (Pimthong & Williams, 2018), work-integrated learning (Reinhard & Pogrzeba, 2016) in higher education, and best practices and excellence in vocational education.

In addition, this study takes global education policies from the organization for economic co-operation and development (OECD) as another subjects of comparable investigation (Organisation for Economic Co-operation and Development, 2021). OECD is internationally working together with education stakeholders such as governments, policy makers and citizens to build better education policies for people's better education and lives. To be more specific, OECD works and collaborates with country members to enhance qualities of education resources, students, teachers, youth, the labor market, and the program of international student assessment (PISA) which is utilized to assess proficiency of students across the world. As a result, for example, PISA has had a great impact on education systems and policies for the past 30 years around the world (Acosta, 2020). Thailand has participated in PISA since 2000

(Organisation for Economic Co-operation and Development, n.d.). In 2015, Thailand signed as associate and a participant to be a part of Association status in the International Energy Agency of OECD. Later in 2018, the relationship between Thailand and OECD was strengthened further by establishing the Thailand Country Programme signed on 31 May 2018 by the Prime Minister's Office, Kobsak Pootrakool, and the OECD Secretary-General, Ángel Gurría, during the 2018 OECD Ministerial Council Meeting in Paris (Organisation for Economic Co-operation and Development, n.d.). Consequently, Thailand education policies 2016-2018 were heavily influenced by OECD. This can be seen from the evidences that the topics, contents, and articles concerning education in OECD are similar to Thai education policies. For example, the article published in OECD in 2018 *Teaching and Learning Quality* (OECD/Asia Society, 2018) is similar to the chapter 5 *Teaching and Learning Quality* in Thai education policy 2018. Likewise, the article *Empowering and Enabling Teachers to Improve Equity and Outcomes for All* (Gomendio, 2017) published in 2017 is similar to the chapter 8 *Learning Results* in Thai education policy 2017. The contents in remaining chapters in Thai education polices are also similar to the education contents in OECD (Education data. (n.d.)).

OECD is a place where most of a series of education policies are updated and freely available for downloading. Their goal is to initiate education policies that enhance prosperity, equality, opportunity and well-being for all which are similar to the 10 themes in Thai education policies (TEP).

Therefore, since 1) Thailand and OECD participated in PISA in 2000, 2) in the International Energy Agency of OECD in 2015, 3) in the OECD and Thailand Country Programme in 2018, and because 4) there are similar contents to TEPs, representation

of global education policies and 5) this is the only site where education policies from most countries where GEP are available freely for downloading, GEP from OECD was selected for comparing the present study results in order to see other perspectives towards stakeholders in other countries.

2.20 Education Stakeholders

In order to achieve policy objectives, while policy makers are important for forming and enacting education policy (Braun et al., 2011; Lester, Lochmiller & Gabriel, 2017), other *social actors* (Van Leeuwen, 2008), in Thai education policy; in other words, education *stakeholders* play the key roles. This is in line with Eversol's (2018) study that locating the right and relevant stakeholders, who had a particular stake, interest or involvement in social practice of organization, was the first and most important step before understanding their characteristics or attributes and how they work among others effectively and efficiently.

I have discussed the relationship among education system, strategies, policies and most importantly, stakeholders in Thai education context. Next section, I connect how corpus linguistics is linked to help locate or identify the most possible stakeholders in datasets

2.21 Situational Analysis

The situational analysis framework is a description of the situational characteristics of a corpus which reveals relationship and communicative events among identified stakeholders. There are seven main components (Biber & Conrad, 2019).

- 1) Who are the participants?
- 2) What are the relationships among the participants?
- 3) What is a topic in which these participants are situated?

- 4) Is language used for private or public?
- 5) What are the communicative purposes of the topic?
- 6) What are written or spoken texts or are texts temporary?
- 7) Are texts revised and edited or planned unplanned?

Several studies (Alazzawie, 2022; Biber & Conrad, 2009; Csomay, 2015; Ho, 2022) have adopted Biber and Conrad's (2002) situational analysis framework to understand the contextual backgrounds of participants in the corpus.

For example, Biber and Conrad (2009) themselves revealed the contextual differences between an email to friend and an email to a supervisor. While both writing the email to friends and the supervisor shared common practices such as one side writing to another side with purpose and function, no interaction for both sides, and both participants in different places, the relationships were not equal and planning to write an email was different. To be precise, friends writing to friends were not the same as the one writing to his/her supervisor. In addition, when writing to friends, it was planned, but not carefully planned when writing to the supervisor.

In a religious context, Ho (2022) studied discourse features of the Pope in the Papacy corpus and the nine members of the Universal House of Justice (UHJ) in UHJ corpus by analyzing the participants' contextual background and linguistic features. For the contextual background analysis, the author adopted Conrad and Biber's (2009) situational analysis framework to explore how the Pope and UHJ members were contextually portrayed in two different contexts. While the topics, communications, purposes, planned and written discourses were the same in both corpora, the participants, status of participants and settings were different. To be more specific, the Pope in the Papacy corpus, and the nine members in UHJ corpus were different

participants. The Pope was considered a successor of St. Peter and had freedom from errors which meant that his status was higher than the nine members in UHJ corpus. The setting where the Pope resided was in Vatican, Italy while the nine members were in Haifa, Israel.

In a classroom context, Csomay (2015) pointed out differences between student presentations at a conference and teacher presentations in a classroom by employing Biber and Conrad's (2009) situational framework analysis. The findings suggested that the texts were spoken, planned, conveyed as a new message to audiences in both contexts as well as the settings were also the same where audiences were in the same room with the speaker in both situations. However, the participants, participant relationships were different. For example, the social character of teacher was professional, but of which students were novice. The relationship between teachers and students in the classroom seemed to be more casual, but the one in the conference put students in a lower status because the audiences had more academic status than them.

The studies above are mainly in business, religious, and classroom contexts. While they are in different contexts, they share one similarity. They used two corpora to compare different participants in two different situational backgrounds. However, Alazzawie (2022) suggested otherwise. To be more precise, the author investigated a corpus of 100 different ranges of WhatsApp texts of high school and university students in Vancouver, Canada. Drawing from Conrad and Biber's (2009) situational analysis framework, the author applied some of seven components in the study. For example, the participants (high school and university students) in the study mainly knew each other and their main communication purposes were to keep relation and fulfil interpersonal needs. In this case, the author mainly used questions (above) 1, 2, and 6

to describe who the participants, what their relationship, and what communication are. Therefore, in this present study, five of seven questions from Conrad and Biber's (2009) situational analysis framework will be used.

After the situational analysis, both participants' contextual differences can be obviously seen. This will help a researcher understand the phenomenon of participants' contextual backgrounds before moving to another corpus linguistic analysis step.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Designing and Building a Specialized Corpus

In the early corpora of the 1960s, there were beliefs, the bigger corpus, the better, and they were confirmed by prominent corpus linguists, such as Halliday and Sinclair (1966). In addition, a small corpus was criticized to be weakness for research because the results were limited (Sinclair, 2004). While a bigger corpus was considered better in the early 1960s, there was a movement exploring usefulness of a small corpus (Ma, 1993; Tribble & Jones, 1997; Flowerdew, 1998) and the results confirmed that it was just a matter of research purpose and specific questions which a researcher was trying to answer (Flowerdew, 2002). For example, for pedagogical purpose, the smaller corpus tends to be better to provide the insights that are relevant for teaching and learning for specific purposes (Tribble, 2002). Small corpora are also useful when it comes to explore social issues. That is, they allow a closer look at the contexts in where the texts are produced, so this type of analysis is able to reveal the connections between linguistic patterns and contexts of use (O’Keeffe et al., 2007).

Such studies in the literature review section such as Abid & Manan (2015), Asik (2017), Bakar (2014) and (Baker et al., 2008) have used one corpus in their analyses while others (Brindle, 2016; Demirel & Kazazoğlu, 2014; Mozaffari & Moini, 2014) have included two, three corpora (Sert & Aşık, 2020). Kamasa’s (2013) study used one corpus (size = 24,000 tokens) from the official site of the Commission of Polish Episcopate to investigate the discursive construction of child conceived through ‘In Vitro Fertilization’ (IVF). Franssila (2013) included two corpora retrieved from American news; namely Election news about 4 million words (1992-2012) and Political

news (1990-2000s) about 2.3 million words. The reference corpora in the Franssila 2013's study were general American news media from Corpus of Contemporary American English (COCA) in order to explore how corpus linguistics help reveal how metaphorical business *selling*. Likewise, Hou (2015) used three study corpora: Taiwanese newspaper (20,179 tokens) and Western newspapers (25,882 tokens) and one reference corpus from Chinese newspapers (27,351 tokens), to explore and compare how ideologies towards China's announcements of the East China Sea Air Defense Identification Zone (ADIZ) were reproduced and represented in Chinese, western and Taiwanese media outlets.

Nevertheless, how small a corpus is depends on what the corpus contains and what is being investigated (Flowerdew, 2004). In the other word, there is no ideal size for a corpus. It can be ranged from the least 6,854 words (Ma, 1993), 25, 000 words (Cutting, 1999; 2000), 34,000 words (Farr & O'Keeffe, 2002), 52,000 words (Koester, 2006), to 250,000 words in one single corpus (Flowerdew, 2004). However, there are two considerations when a small corpus is developed, representativeness and specializations.

Representativeness is a sample of the texts which represent all possible chosen views of languages, genres, subject fields, or topics (Kennedy, 1998). Meanwhile, specializations suggest that a researcher has specific purpose for compilation, provides contextual information (setting and participants) and type of discourse (biology textbooks or casual conversations). In particular, contextual and background information are valuable for interpreting data (Warren, 2004) because they tend to represent special languages more than general corpora. Even with a smaller corpus 'specialized vocabulary, structures, and patterns seem to occur more than the ones in a

large corpus (O’Keeffe et al.,2007). As a result, the linguistic patterns shown through corpus analysis are able to reveal something about social and cultural ideologies in that particular context from where the data were taken.

In my study, designing and building this representative and specialized corpus is drawn from Bowker and Pearson (2002)’ study in terms of corpus size, text extracts, and numbers of texts. While I argue that the size of study corpus is suitable and is able to answer the research questions, I aim to gather more texts for a sake of representation. That is, this corpus size will be kept growing with various and historical documents or data talking about the policy. This will ensure that the corpus is not only specialized, but also representative of Thai education policy.

3.2 Description and Preparation of Thai Education and Global Education

Policies Corpora

Thailand’s education policy (TEP) series 2016-2018 were collected from meeting with an education council officer and from the website of Office of the Education Council, Ministry of Education, Thailand. At the time of data collection, TEPs were only maintained and updated from year 2016-2018. Policies from the years before were not properly documented and the year 2019 and onwards are in the process of compilation at the time of writing this article.

Each year, 10 chapters are included, concerning 1) Thai education history, 2) education management, 3) standard and quality, 4) finance, 5) teaching and teacher quality, 6) teacher quality 7) access to education, 8) learning results, 9) international collaboration, and 10) Thailand future education.

To prepare the corpora or *dataset*, all tables, figures, footnotes, etc. were manually removed and converted to plain texts, so there were four main corpora (Table 3) in this present study:

1) TEPs which includes years 2016-2018 in *one* corpus. It had 88,213 tokens and named *TEPs 2016-2018*.

2) TEP 2016. Its total size is 26,193 tokens and named *TEP 2016*

3) TEP 2017. Its total size is 26,197 tokens and named *TEP 2017*

4) TEP 2018. Its total size is 35,823 tokens and named *TEP 2018*

Table 3. *TEP corpus profile*

Corpus Name	1) TEPs 2016-2018	2) TEP 2016	3) TEP 2017	4) TEP 2018
Purpose	To update current and future education in Thailand			
Description	To share and update Thai education history, education management, standard and quality, finance, teaching and teacher quality, inclusive education, learning results, international collaboration to Thailand's future education			
Size	88,213	26,193	26,197	35,823
Number of texts	3 texts	1 text	1 text	1 text
Date	Retrieved on 1 October 2020			
Source	<ul style="list-style-type: none"> http://www.onec.go.th/us.php/home/category/CAT0000460 			

	<ul style="list-style-type: none"> • http://www.en.moe.go.th/enMoe2017/index.php/policy-and-plan/education-policy • Meeting with education officers at Ministry of Education
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Global education policies (GEP) were collected from the organization for economic co-operation and development (OECD) (Organisation for Economic Co-operation and Development, 2021), internationally working together with education stakeholders such as governments, policy makers and citizens to build better education policies for people's better education and lives.

OECD is a place where most of a series of education policies are updated and freely available for downloading. Their goal is to initiate education policies that enhance prosperity, equality, opportunity and well-being for all which are similar to the 10 themes in TEPs.

GEP was collected from 11 countries covering geographical continents namely: Mexico and Canada education policies from North America; Demark, Finland, Germany, Netherlands, Norway, Portugal from Europe; Singapore and Turkey from Asia; and Australia from Oceana.

As mentioned in the section *Thai Education System, Strategies, Thai and OECD Education Policies, and Stakeholders*, GEP from OECD was selected for comparing the present study results in order to see other perspectives towards stakeholders in other countries. To prepare GEP, all tables, figures, footnotes, etc. were manually removed and converted to plain texts, so there was main corpus (Table 2) covering education policies from 11 countries. Its total size is 158, 275 tokens and named GEP.

Table 4. *GEP corpus profile*

Corpus Name	Global Education Policies (GEP)
Purpose	To initiate education policies that enhance prosperity, equality, opportunity and well-being for all
Description	Education policies for people’s better education and lives to initiate education policies that enhance prosperity, equality, opportunity and well-being for all
Size	158, 275
Number of texts	11 texts from 11 countries combined to 1 single corpus
Date	Retrieved on 1 October 2021
Source	https://www.oecd.org/education/profiles.htm

3.3 Research Procedures

In this section, there are three phases which answer the three research questions.

Phase 1: Locating stakeholders in TEP and GEP.

Corpus tools and corpus functions. To help locate most possible stakeholders, I use three corpus tools: AntConc (Anthony, 2020); #LancsBox (Brezina et. al, 2020); and NVivo (released in March 2020). There is a frequency function which is the main function to locate frequent stakeholders in this present study, so I applied a corpus-

driven approach to locate stakeholders in all corpora without any preconceived idea of what might be found.

There are *three steps* in phase 1. Firstly, I ran a frequency test in the first dataset TEPs 2016-2018 using the three corpus tools to locate stakeholders. To strengthen the search research, we don't consider the low frequency because truncation is applied to ensure no low frequency are left out. It shortens a keyword to its *stem* or *trunk* which several databases use an asterisk * as their truncation symbol. For example, student* will find in the data containing *student* and *students*. Also, teacher* will find *teacher* and *teachers*.

The cut off was at the top ten frequencies (Brindle, 2016; Hou, 2015). Secondly, I conducted a frequency test individually on *TEP 2016*, *TEP 2017*, and *TEP 2018* by the three corpus tools again to see whether different stakeholders in each year might come out from those in the first step. Thirdly, I segmented each TEP 2016, TEP 2017, and TEP 2018 into *10 smaller datasets* based on 10 topic chapters.

Then, the situational analysis framework was applied to find relationship and communicative events among identified stakeholders. The following relevant five (agent, relationship, topic, setting, and communicative purpose) out of seven aspects of emerging stakeholders' communicative events will be applied in this study (Biber & Conrad, 2019):

- 1) Who are the *agents*/stakeholders?
- 2) What are the *relationships* among the agents/stakeholders?
- 3) What is a *topic* in which these agents/stakeholders are *situated*? and
- 4) What are the *communicative purposes* of the topic?

The answer and explanation to the four questions will be supported by the analysis of contents in each chapter. That is, I gathered each of the ten chapters from each year and put them as ten corpora of ten chapters. Then, I ran a frequency test on them in three corpus tools. The results from three stages helped answer the research question 1. *What are education stakeholders from corpus-driven discourse analysis in global and Thai education policy?* In the meantime, I observed how three corpus tools worked during the implementation of the three tools and made recommendation as to which is the best in term of user friendly among the three tools.

Phase 2: Applying FO-SCAAI to locate agency of stakeholders in TEP and GEP.

In this phase, FO-SCAAI is applied to help locate agency of stakeholders in TEPs 2016-2018 and GEP. The results from TEPs 2016-2018 and GEP will be juxtaposed in a series of stakeholders emerging from phase 1.

Phase 3: Comparing TEP against GEP.

In this phase, the results from phase 2 will be discussed how agency of stakeholders are connected to humanization and dehumanization in TEP. Then Van Dijk's (2008) 'Discourse and Power' theory reveals power of language through the intuitional discourses – Education policy - which seem neutral, yet are persuasive. Consequently, they can manipulate receivers' mental cognitions. To be more specific, if the stakeholders, behave according to what the messages of Ministry of Education, Thailand, is trying to convey, Education policy is considered successful and stakeholders have become victimized for being less critical. Therefore, this theory will be used in order to guide my entire interpretation. This will show overall representation of education stakeholders in Thai education policy and this will answer the research

questions 2 *What are ideologies of education stakeholders in Thai education policy?* and 3 *What are representations of Thai education?* Figure 13 shows three phases of research procedures.

Figure 13. *Three phases of research procedures*



CHAPTER 4

RESULTS AND DISCUSSION

Research Question 1) What Are Education Stakeholders from Corpus-Driven Discourse Analysis in Global and Thai Education Policy?

4.1 Phase 1: Locating Stakeholders

Step 1. After running a frequency test on TEPs 2016-2018 by each corpus tool, disregarding all function words, *students*, *institutions*, and *schools* appeared to be top three frequent stakeholders in the top ten which ranked the fourth, sixth, and ninth in NVivo, AntConc, and #LancsBox respectively (Table 5).

Table 5. *Top frequent words from 2016-2018 in 3 corpus tools*

Rank	NVIVO		ANTCONC		#LANCSBOX	
	TEP 2016-2018	Freq.	TEP 2016-2018	Freq.	TEP 2016-2018	Freq.
1	education	3181	education	3181	education	3172
2	educational	818	educational	818	educational	818
3	development	616	development	616	development	607
4	<i>students</i>	547	<i>students</i>	563	<i>students</i>	563
5	Thailand	531	Thailand	531	Thailand	492
6	<i>institutions</i>	473	<i>institutions</i>	477	<i>institutions</i>	475
7	learning	455	learning	455	learning	436
8	higher	420	higher	420	higher	420
9	<i>schools</i>	412	<i>schools</i>	412	<i>schools</i>	412
10	quality	409	quality	409	quality	405

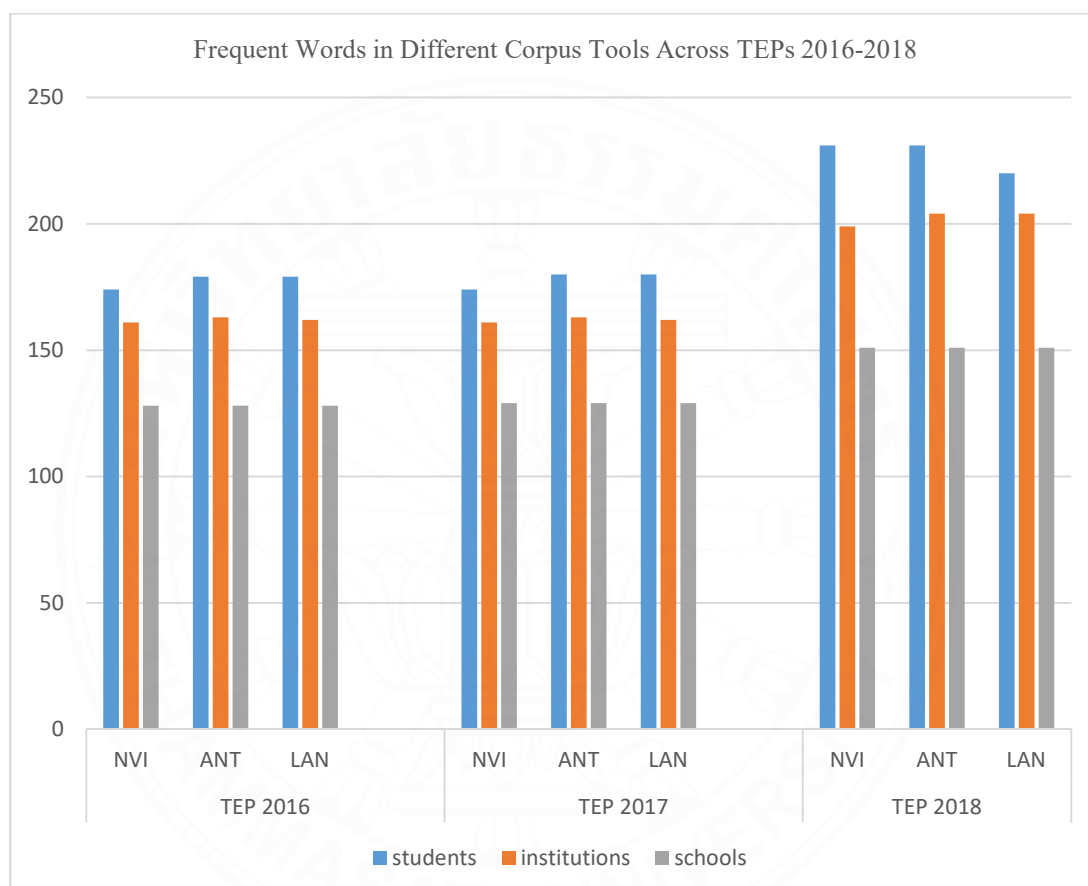
Table 5 shows top three frequent stakeholders from TEPs 2016-2018 obtained from the three corpus tools. Combining TEPs 2016-2018 in one single corpus and running a frequency test in NVivo, AntConc, and #LancsBox revealed same results. It means that the three tools detected the three words *students*, *institutions*, and *schools* as three main stakeholders in the policies from the years 2016-2018. These three main stakeholders were a well-justified starting point to conduct further analyses.

However, there are certain points worth noting in this table. In the fourth rank, while AntConc and #LancsBox revealed the same frequency of *students* at 563, NVivo reported frequencies of the word to be 547. In addition, in the sixth rank, the three corpus tools offered returned with different frequencies on *institutions* (NVivo = 473, AntConc = 477, and #LancsBox = 475). The stakeholder identified in the ninth rank *schools* came out with the same frequency of 412 across the three tools. The discrepancies are because each of the corpus tools in this present study, as well as other freely available ones, bases their analysis on different segmentation techniques and algorithms of unit of analysis. The techniques and algorithms are, for example, longest matching rule (Poowarawan, 1986); maximum matching rule (Qiu & Huang, 2008; Sornlertlamvanich, 1993); lexical semantics (Tantiswetratch, et al., 1993); and neural network-based approaches (Cai & Zhao, 2016), causing the findings to differ.

Step 2. To ensure that the key stakeholder *students*, *institutions*, and *schools* are important to their corpus each year, I ran another frequency test on the individual TEP 2016, TEP 2017, and TEP 2018 in NVivo, AntConc, and #LancsBox. That is, there are three corpora in this step. Figure 14 shows that *students*, *institutions*, and *schools* were still found to be the top three stakeholders in TEP 2016, TEP 2017, and TEP 2018 respectively. However, the frequencies of the top three stakeholders in TEP 2018 were

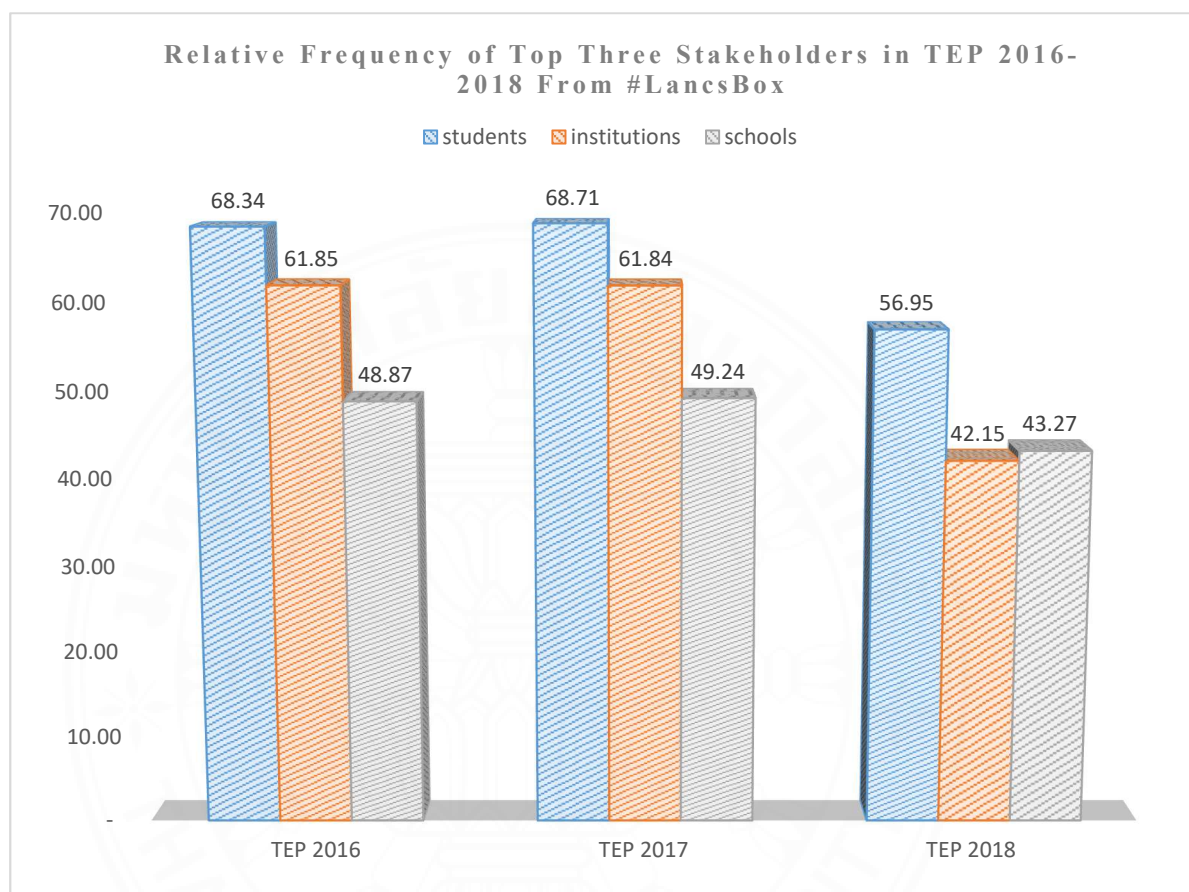
found to be much higher in those the other two years because the size of TEP 2018 was bigger (35,823 tokens) than that of TEP 2016 (26,193 tokens) and that of TEP 2017 (26, 197 tokens).

Figure 14. *Frequent words in different corpus tools across TEPs 2016-2018*



When comparing corpora with different sizes, it is crucial to determine the reported frequencies using the relative or normalized frequency function (Biber et al., 1998). Figure 15 reveals the relative frequency results of three stakeholders per 10 thousand words obtained by #LancsBox.

Figure 15. *Relative frequency percentage of top three stakeholders in TEPs 2016-2018 from #LancsBox*



Step 3. Previously in steps 1 and 2, three main stakeholders *students*, *institutions*, and *schools* were found to be the most frequent agents in TEP 2016, TEP 2017, and TEP 2018. In step 3, I shall investigate whether this still holds true. So, I gathered each of the ten chapters from each year and put them as ten corpora of ten chapters. Then, the results were discussed and inferred in light of the situational framework (Biber & Conrad, 2019) which revealed five connected aspects of communicative events: 1) Who are *stakeholders*? 2) what are *relationship* among

stakeholders? 3) what is a *topic* which these stakeholders are *situated*? and 4) what are *communicative purposes* of topic?

Table 6 shows that, most chapters, except chapters 1 and 10, have at least one of the three main stakeholders which appear in the top ten in the analyses done by the three corpus tools. For example, *institutions* in chapter 2 and *schools* in chapters 3 appear in three corpus tools. Moreover, among 10 chapters, *students* appear four times, *institutions* three times, *schools* three times in three corpus tools. From these reasons, while chapter 6 has *students* from AntConc and #LancsBox, but not from NVivo, I can infer that most chapters still see importance of three main stakeholders *students*, *institutions*, and *schools*; particularly, *students* which received more attention than *institutions* and *schools*.

Table 6. *Frequent Main and Emerging Stakeholders from Three Corpus Tools in 10**Chapters*

Chapter/ Tools	Main/ Emerging Stakeholders	NVIVO	Freq.	ANTCONC	Freq.	#LANCSBOX	Freq.
1	Main	NA	0	NA	0	NA	0
	<i>Emerging</i>	NA	0	NA	0	<i>ministry (10th)</i>	31
2	Main	institutions (3rd)	173	institutions (3rd)	177	institutions (3rd)	175
	<i>Emerging</i>	<i>ministry (8th)</i>	99	<i>ministry (7th)</i> <i>office (10th)</i>	99 80	<i>ministry (9th)</i>	94
3	Main	schools (4th)	141	schools (4th)	141	schools (4th)	141
		institutions (6th)	133	institutions (6th)	133	institutions (6th)	133
	<i>Emerging</i>	students (9th)	113	students (9th)	116	students (8th)	116
		<i>children (8th)</i>	120	<i>children (8th)</i>	120	<i>children (7th)</i>	117
4	Main	institutions (6th)	31	institutions (5th)	31	institutions (5th)	31
	<i>Emerging</i>	government (4th)	54	government (3rd)	54	government (4th)	51
5	Main	students (6th)	63	students (6th)	63	students (6th)	63
	<i>Emerging</i>	<i>teachers</i> (10th)	41	<i>teachers</i> (10th)	41	<i>teachers (9th)</i>	41
6	Main	students	0	students	43	students (9th)	43
	<i>Emerging</i>	<i>teachers (1st)</i>	147	<i>teachers (1st)</i>	158	<i>teachers (1st)</i>	158
7	Main	students (2nd)	155	students (2nd)	155	students (2nd)	155
		schools (6th)	59	schools (6th)	59	schools (5th)	59
8	<i>Emerging</i>	<i>children (7th)</i>	57	<i>children (7th)</i>	57	<i>children (7th)</i>	55
	Main	students (7th)	38	students (7th)	38	students (7th)	38
9	<i>Emerging</i>	<i>office (10th)</i>	35	<i>office (10th)</i>	35	<i>office (10th)</i>	35
	Main	schools (8th)	72	schools (8th)	72	schools (7th)	72
10	<i>Emerging</i>	<i>ASEAN (9th)</i>	70	<i>ASEAN (9th)</i>	70	<i>ASEAN (8th)</i>	70
	Main	NA	0	NA	0	NA	0
	<i>Emerging</i>	<i>people (10th)</i>	16	<i>NA</i>	0	<i>people (10th)</i>	16

In Table 6, by segmenting the data into ten chapter corpora, I can see that all of the ten chapters have at least one new emerging stakeholder. However, not all three corpus tools found emerging stakeholders in every chapter; for example, chapter 1 has only *ministry* from the tool #LancsBox. Chapter 10 has *people* from NVivo and #LancsBox, but not from AntConc. Overall, these results confirm that there are more and more stakeholders emerging from step 3. Next, since both main and emerging stakeholders have been located, a further analysis can apply situational framework to find relationship and communicative events among identified stakeholders. That is, situational framework (Biber & Conrad, 2019) reveals five related aspects of communicative events: 1) Who are *stakeholders?*, 2) what are *relationship* among stakeholders?, 3) what is *a topic* which these stakeholders are *situated?*, and 4) what are communicative purposes of topic?

Chapter 1: Thai education history. Table 6 shows frequency test results done by the three corpus tools. Surprisingly, none of the three main stakeholders appeared in top ten in these corpus tools. However, only one new stakeholder *ministry* emerged from #LancsBox. With NVivo or AntConc, no new words will emerge. On the other hand, #LancsBox will render a new different word, *ministry*.

The theme of chapter 1 is Thai education history of which communicative purpose is to give background and importance of Thai education which has been developed since 13th century in Sukhothai Period (1238–1378). This result shows that *ministry* is the only stakeholder which appears in this chapter. Therefore, since there are no other stakeholders involved and because *ministry* of education plays important roles in moving forward education in Thailand and elsewhere (Rose & McKinley, 2018; Takayama, 2008), it can be inferred that that *ministry* is a major stakeholder.

Locating stakeholders in chapter 1 in three different corpus tools can show an additional stakeholder *ministry* which cannot be found in steps 1 and 2.

Chapter 2: Education management. *Institutions* is the only one of the three main stakeholders that appeared in the third order in the three corpus tools, but there were two new emerging stakeholder *ministry* and *office* from the tool AntConc only. Using NVivo or #LancsBox, I will see *institutions* and *ministry*, but *office* is missing. AntConc will render all three.

The theme of chapter 2 is about education management of which communicative purpose is to show how educational *offices* and *institutions* support *ministry* of education in promoting and overseeing all levels of Thai education. Obviously, an emerging stakeholder *ministry* of education manages and administers Thai education through; for example, the *office* of the permanent secretary, *office* of education council, *office* of the basic education and higher education, institute for the promoting of teaching science and technology, national institute of educational testing and service, etc. Because *institutions* and *offices* work together to help support *ministry* of education and Sabir et al. (2021) also point out that institutional and administrative capacities should be ready to support a ministry of education, *institution*, *offices*, and *ministry* are the top frequent agents in three corpus tools.

Chapter 3: Standard and quality. The three main stakeholders *schools*, *institutions*, and *students* appeared in the top ten frequent list. In addition, there was a new emerging one *children* in the three corpus tools. Chapter 3 mainly concerns educational standard and quality of which communicative purpose is to describe types and levels of education and educational standards and quality assurance. The important stakeholders who frequently appear in this chapter are *schools*, *institutions*, *students*,

and *children*. Clearly, since all types and levels of education are directed by educational *institutions* through *schools* nationwide to achieve standards and qualities for *students* and *children* and because these stakeholders have become a norm in delivering education standards and quality (Beerkens & Udam, 2017), there is no wonder that these stakeholders are found in chapter 3.

Chapter 4: Finance. The only main stakeholder *institutions* appeared in the top ten frequent list, but there was a new emerging one *government* in three corpus tools. The main theme of chapter 4 concerns financial resources and investments in Thai education of which communicative purpose is to explain how to allocate budgets to all educational institutions. The main and emerging stakeholders which frequently appear in this chapter are *institutions* and *government* and their relationship show that the *government* mobilises financial resources and investment through educational *institutions* to support and develop learners' quality learning development. Therefore, since quality education is an expensive investment and comes with efficient and equal budget allocations (Saputra, 2018), and given importance of interrelation between *governments* and *institutions*, these two stakeholders play important roles in this chapter.

Chapter 5: Teaching and learning quality. There was only one main stakeholder *students* appearing in the top ten frequent list, and there was also a new emerging one *teachers* in three corpus tools. The two stakeholders will rise with any of three corpus tools. The main theme of chapter 5 concerns teaching and learning quality in Thai education of which communicative purpose is to initiate and develop learning activities and projects to enhance quality of teaching and learning. Not surprisingly, the important stakeholders frequently appearing in this chapter are *students* and *teachers*.

Since *students* are the centre of learning and because *teachers* must ensure that this takes place through a variety of activities and projects (Hunter, Laursen, & Seymour, 2007; McLaughlin et al., 2014), these stakeholders are important for teaching and learning quality in Thai education.

Chapter 6: Teacher quality. *Students* is the only one of the three main stakeholders that appeared in AntConc and #LancsBox. However, with only NVivo, *students* is missing. That is, AntConc and #LancsBox will retrieve both stakeholders *teachers/teacher* and *students*. The main theme of chapter 6 is teacher quality in Thai education of which communicative purpose is to improve status and teaching quality of teachers, so the main stakeholders in this chapter are *teachers* as well as *students*. Given the importance of improving status and teaching quality of teachers, the emerging stakeholder *teachers* is considered as an important key in enhancing educational quality and also preparing the main stakeholder *students* to be future citizens of Thailand (Yengin et al., 2010).

Chapter 7: Access to education. Two main stakeholder *students* and *schools* appeared in the top ten as well as *children*, the one re-emerging from chapter 3. The three corpus tools will render three stakeholders. The theme of chapter 7 is students' access to education of which communicative purpose is to ensure that all have access to mandatory education. Clearly, main and rising stakeholders are *students*, *schools*, and *children* because all *students* including disabled and underprivileged *children* must have equal opportunity to go to *schools* at all basic, higher, and informal education. Given the importance of having equal access to education and because children are valuable assets in a country and providing them with equal access to quality education

is one of the most fundamental tasks of a nation (Ari, Altinay, Altinay, Dagli, & Ari, 2022), so no children should be academically left behind.

Chapter 8: Learning results. One main stakeholder *students* and the emerging one *office* appeared in the seventh and tenth order respectively in the three corpus tools. That is, the three corpus tools will see *students* and *office* in the top ten of their list. The theme in chapter 8 is learning results of which communicative purpose is to promote graduation from school, educational attainment, and highly skilled human resources. The key stakeholders are *students*, and *office* because an educational *office* ensures that *students'* learning quality and graduation rate from schools should be aligned to meet high quality demand of job labour in Thailand in a future (Lucktong & Pandey, 2020).

Chapter 9: International cooperation. There was only one main stakeholder *schools* and a new emerging one *ASEAN*, in this chapter. The theme of chapter 9 concerns international cooperation with other countries of which communicative purpose is to seek, explore, and share educational innovation, information and knowledge, as well as establishing partnerships. The important stakeholders are *schools* and *ASEAN* because *Thailand* including *ASEAN* countries seek, explore and share mutual educational innovation, information and knowledge for a sake of their own learners (Feuer & Hornidge, 2015; Khalid et al., 2019).

Chapter 10: Thailand future education. There were not main stakeholders appearing in the three corpus tools. However, only one new stakeholder *people* emerged from NVivo and #LancsBox. With AntConc, no new words will emerge. The main topic of chapter 10 is Thailand future education of which communicative purpose is to continue reforming and improving Thai education productively in several ways; for example, larger class size, decentralization of administration and management, teaching

and teacher quality, equal access to education, information and communication technologies, etc. Since these are important to improve Thai education and because Ulewicz (2017) suggests good education quality assurance namely good facilities, library, equipment, subsidies, scholarships, etc., the key stakeholder *people* in Thailand should have equal access to such quality and standard education as discussed in chapter 5 and 6 (Hunter, Laursen, & Seymour, 2007; McLaughlin et al., 2014; Yengin et al., 2010).

4.1.1 Three Ways to Locate Important Stakeholders

1. Combining and running a frequency test. A researcher can combine corpora and run a frequency test in their preferred corpus tool, then see whether there are any stakeholders emerging from the top ten or not. In this present study, I utilised three corpus tools at the same time and the results (Table 5) from step 1 showed that there were three stakeholders emerging *students*, *institutions*, and *schools*. However, each corpus tool used different techniques and algorithms of unit of analysis, so the frequency test results may have come out differently. That is, one corpus tool may offer certain stakeholders while other corpus tools do not. However, the located stakeholders from this step represented the whole three corpora (TEPs 2016-2018).

2. Separating corpora and running a frequency test. A researcher can also separate corpora into individual corpus and run it a frequency test in each corpus tool. In my case, there were similar results (Figure 14) in TEP 2016, TEP 2017, and TEP 2018 in three corpus tools. This way, the located stakeholders from this step represented individual corpus (TEP 2016, TEP 2017, and TEP 2018). However, in this present study, there were a lot more frequent words in TEP 2018 than the other two in TEP 2016 and TEP 2017 (Figure 14) because TEP 2018 has a bigger corpus size. A

researcher can run relative frequency in TEP 2016, TEP 2017, and TEP 2018 to get the most relatively frequent stakeholders (Figure 15).

3. Segmenting corpora into small datasets and running a frequency test. The first and second ways showed the bigger picture of important stakeholders *students, institutions, and schools* emerging from big datasets. However, in order to get the most of stakeholders, I suggest segmenting corpora into smaller datasets. That is, I gathered each of the ten chapters from each year and put them as ten corpora of ten chapters and ran a frequency on each chapter of TEP 2016, 2017, and 2018 together in three corpus tools.

This way, I can get most of important stakeholders which are never found or missed out if I followed only first and second ways. Table 7 showed seven other key stakeholders emerging from each chapter namely, *ministry, office, children, government, teachers, ASEAN, and people*. That means, if a researcher only locates the main stakeholders from steps 1 and 2, they will miss 7 of these here.

In addition, there are some emerging stakeholders presenting in some chapters, but not others because they are related to the chapter contents whether they are at a micro or macro level. For example, in chapters 2 and 4 which concern education management and finance respectively, their emerging stakeholders are *ministry* and *office* (chapter 2), and *government* (chapter 4) considered macro stakeholders. Meanwhile, in chapters 6 and 7 which pertain to teacher quality and access to education, their stakeholders *teachers* and *children* are at a micro level. This has explained why some emerging stakeholders are present or absent in some data chapters.

Therefore, three main students, institutions, and schools and seven emerging stakeholders *ministry, office, children, government, teachers, ASEAN, and people* have

answered the research question 1) *What are education stakeholders from corpus-driven discourse analysis in global and Thai education policy?*

Table 7. *New emerging stakeholders in 10 Chapters*

Chapter	Theme	Main Stakeholders	New Emerging Stakeholders
1	Thai Education History	NA	ministry
2	Education Management	institutions	ministry office
3	Standard and Quality	schools institutions students	children
4	Finance	institutions	government
5	Teaching and Learning Quality	students	teachers
6	Teacher Quality	students	teachers
7	Access to Education	students schools	children
8	Learning Results	students	office
9	International Cooperation	schools	ASEAN
10	Thailand Future Education	NA	people

While I was utilizing NVivo, AntConc, and #LancsBox, I made observations for the quality of being user-friendly and shared my own experience using these three corpus tools.

Three corpus tools had a common function of *frequency* which was mainly used in this present study. However, this was the only corpus function which NVivo had. If a further corpus analysis such as keyness, collocation, or concordance line analysis is needed, either AntConc or #LancsBox should instead be employed. Concerning the relative frequency function, #LancsBox is the only corpus tool which provides such results in a few clicks away (Brezina, Weill-Tessier, & McEnery, 2020), to be precise, click 'words', go to preferred 'node word', right click 'node word', and the relative frequency results will come out. While AntConc is a free corpus tool with comparable functions to #LancsBox, Smith (2021) points out the lack of its statistics of relative frequency suggests that it may probably be more employed for fundamental investigation of a corpus than to its qualitative analysis in some cases. While three corpus tools were able to process plain text files, only NVivo and #LancsBox were able to do both Microsoft word and pdf. documents. That means if a researcher uses AntConc, they are not able to run datasets in Microsoft word or pdf. formats (at time of writing this dissertation). They need to manually convert them into plain texts first.

I conclude that #LancsBox is the most-user friendly because it can 1) process plain, Microsoft word, and pdf. documents, 2) can be downloaded for usage free of charge all times, 3) can reveal quick results; especially relative frequency, and 4) most importantly, can retrieve more both main and emerging stakeholders than NVivo and AntConc in this present study. #LancsBox will be employed for further investigation in phases 2 and 3.

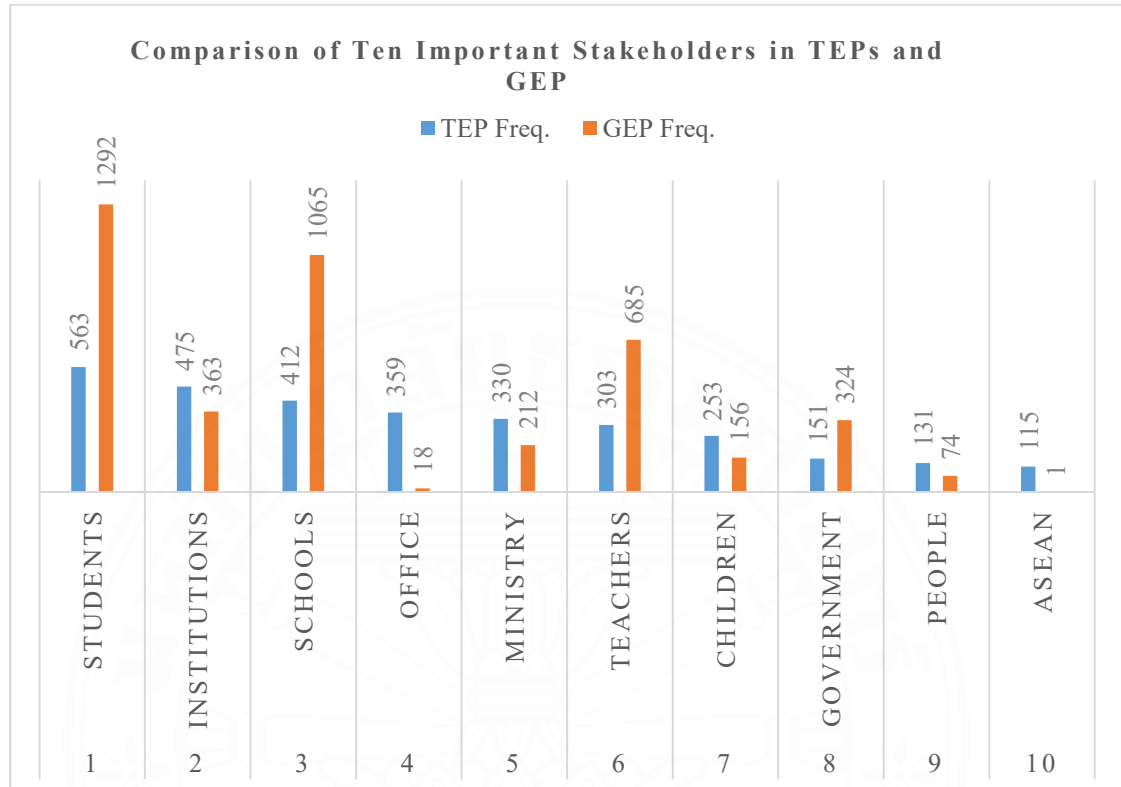
Now, there are ten important stakeholders in TEPs 2016-2018. However, before moving next, ten important stakeholders in TEPs 2016-2018 are frequently compared against GEP. As mentioned previously, GEP is used for a sake of comparison only in

order to see other perspectives towards stakeholders in other countries. So, Table 8 and Figure 16 shows ten important stakeholders from corpus TEPs 2016-2018 and from GEP. This is a starting point for phase 2 and 3.

Table 8. *Comparison of ten important stakeholders in TEPs 2016-2018 and GEP*

Rank	Stakeholders	TEPs 2016-2018		GEP	
		Freq.	Stakeholders	Freq.	Stakeholders
1	<i>students</i>	563	<i>students</i>	1292	
2	institutions	475	schools	1065	
3	schools	412	teachers	685	
4	office	359	institutions	363	
5	ministry	330	government	324	
6	teachers	303	ministry	212	
7	<i>children</i>	253	<i>children</i>	156	
8	government	151	people	74	
9	people	131	office	18	
10	<i>ASEAN</i>	115	<i>ASEAN</i>	1	

Figure 16. Comparison of Ten Important Stakeholders in TEPs 2016-2018 and GEP



As clearly seen, *students*, *children*, and *ASEAN* (italic in Table 8) are the same rank in both corpora. This show that priority given to them is the same in both contexts. However, the rest stakeholders receive attention from education policies differently. For example, Thai education see *institutions* as a second top, but the global education ranks it in the fourth top. This is not surprise because *institutions* in Thai education policy means educational *institutions* working and supporting *ministry* of education in promoting and overseeing all levels of Thai educations. In addition, interestingly, after *students* in Thai corpus, the second to fifth are non-human stakeholders. This has confirmed that Thai education needs macro mechanism such as *institutions*, *schools*, etc. to move Thai education forward then the priority will be given to *teachers* (top

sixth) later. Contrary to the global policy, they see importance of both human and non-human stakeholders such as *students*, *schools*, and *teachers* within the top three frequent stakeholders in order to drive their education forward.

The connections among stakeholders in Thai corpus can be described as *supporting* relationships. That is, as discussed earlier, *Ministry* of education, Thailand is a major *government institution* which gears Thai education forward to international acceptance in *ASEAN*, better quality, and convenient accessibility for *students*, *children*, and Thai *people*. It is supported by *schools*, and local educational *offices*.

Now there are ten stakeholders in both corpora and they will be a starting point for further analysis in phase 2 and 3.

4.2 Phase 2: Applying FO-SCAAI to TEPs 2016-2018 and GEP

In this phase, FO-SCAAI is applied to help locate agency of stakeholders in TEPs 2016-2018 and GEP. The following results (Figures 17-26) of stakeholders' agency has been juxtaposed between TEPs 2016-2018 and GEP. For a sake of easy reference, TEPs 2016-2018 will be referred as TEP onwards.

Figure 17 shows that there are total 563 frequent *students* tokens in TEP and there are 47 agency occurrences which calculate to the agency percentage at 7.46. Meanwhile, there are total 1,292 *students* tokens in GEP and there are 83 agency occurrences which calculate to the agency percentage at 6.42.

That means, Thai education see importance of *students* at 563 times. However, this does not indicate that *students* have agency at 563 times. Rather, *students*' agency occurs only 42 times or just 7.46 per cent compared to total frequency at 563. Meanwhile, GEP sees importance of *students* at 1,292 times and their agency at 83

times. This may seem a lot compared to TEP, but surprisingly, their agency percentage is only at 6.42. In other words, it is fewer than the one in TEP. This suggests that while *students* in TEP are fewer frequent than in GEP, they have more agency than the ones in GEP.

Figure 17. *Students' agency identification*

Students' Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. <i>Students</i> VERB	7	16
	2	. ADJECTIVE <i>Students</i> VERB	9	2
2. Complex Attribution of Agents Search	3	. DETERMINER <i>Students</i> VERB	8	3
	4	. DETERMINER ADJECTIVE <i>Students</i> VERB	0	0
	5	, ADJECTIVE <i>Students</i> VERB	0	5
	6	and ADJECTIVE <i>Students</i> VERB	4	7
	7	that ADJECTIVE <i>Students</i> VERB	0	4
3. Complex Connection of Agents Search	8	that <i>Students</i> VERB	4	10
	9	and <i>Students</i> VERB	3	13
	10	, <i>Students</i> VERB	7	23
		Total Numbers of <i>Students</i> ' Agency Occurrences	42	83
		Total of Freq. of <i>Students</i>	563	1292
		Percentage of <i>Students</i> ' Agency	7.46	6.42

Figure 18 reveals that there are total 475 frequent *institutions* tokens in TEP and there are 14 agency occurrences which calculate to the agency percentage at 2.95. In contrary, there are total frequent 363 *institutions* tokens in GEP and there are 15 agency occurrences which calculate to the agency percentage at 4.13.

A closer look shows that total frequency of *institutions* in TEP (475) is more than the one in GEP (363). However, *institutions'* agency occurrences and agency percentage in TEP (14/2.95) are fewer than in GEP (15/4.13). As a result, this time, while there are more frequent *institutions* in TEP than in GEP, TEP sees importance of *institutions'* agency in TEP less than in GEP.

Figure 18. *Institutions' agency identification*

Institutions' Agency Identification				
Three Main Smart Searches	Step	FO-SCAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. <i>Institutions</i> VERB	0	1
	2	. ADJECTIVE <i>institutions</i> VERB	0	3
2. Complex Attribution of Agents Search	3	. DETERMINER <i>institutions</i> VERB	0	0
	4	. DETERMINER ADJECTIVE <i>institutions</i> VERB	2	0
	5	, ADJECTIVE <i>institutions</i> VERB	2	0
	6	and ADJECTIVE <i>institutions</i> VERB	5	5
	7	that ADJECTIVE <i>institutions</i> VERB	2	0
3. Complex Connection of Agents Search	8	that <i>institutions</i> VERB	1	0
	9	and <i>institutions</i> VERB	0	4
	10	, <i>institutions</i> VERB	2	2
		Total Numbers of <i>Institutions'</i> Agency Occurrences	14	15
		Total of Freq. of <i>Institutions</i>	475	363
		Percentage of <i>Institutions'</i> Agency	2.95	4.13

Figure 19 suggests that there are total 412 frequent *schools* tokens in Thai corpus and there are 14 agency occurrences which calculate to the agency percentage at 3.40. However, there are total 1,065 *schools* tokens in GEP and there are 73 agency occurrences which calculate to the agency percentage at 6.85.

Total frequency of *schools* in TEP (412) is a lot fewer than the one in GEP (1,065). In addition, *schools'* agency occurrences and agency percentage in TEP (14/3.40) are fewer than in GEP (73/6.85). As a result, not surprisingly, TEP sees importance of *schools'* agency in TEP less than in GEP.

Figure 19. Schools' agency identification

Schools' Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. Schools VERB	1	26
	2	. ADJECTIVE schools VERB	0	4
2. Complex Attribution of Agents Search	3	. DETERMINER schools VERB	5	2
	4	. DETERMINER ADJECTIVE schools VERB	0	0
	5	, ADJECTIVE schools VERB	3	2
	6	and ADJECTIVE schools VERB	4	15
	7	that ADJECTIVE schools VERB	1	0
3. Complex Connection of Agents Search	8	that schools VERB	0	5
	9	and schools VERB	1	10
	10	, schools VERB	0	9
		Total Numbers of Schools' Agency Occurrences	14	73
		Total of Freq. of Schools	412	1065
		Percentage of Schools' Agency	3.40	6.85

Figure 20 indicates that there are total 359 frequent *office* tokens in TEP and there are 1 agency occurrence which calculates to the agency percentage at 0.28. Nevertheless, there are total 18 *office* tokens in GEP and there is 1 agency occurrence which calculates to the agency percentage at 5.56.

A closer look suggests that total frequency of *office* in TEP (359) is more than the one in GEP (18). However, *office*' agency occurrences and agency percentage in TEP (1/0.28) are fewer than in GEP (1/5.56). As a result, this time, while there are more frequent *office* in TEP than in GEP, TEP sees importance of *office*' agency in TEP less than in GEP.

Figure 20. *Office's agency identification*

Office's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. Office VERB	0	0
	2	. ADJECTIVE office VERB	0	0
2. Complex Attribution of Agents Search	3	. DETERMINER office VERB	1	0
	4	. DETERMINER ADJECTIVE office VERB	0	0
	5	, ADJECTIVE office VERB	0	0
	6	and ADJECTIVE office VERB	0	0
	7	that ADJECTIVE office VERB	0	0
3. Complex Connection of Agents Search	8	that office VERB	0	0
	9	and office VERB	0	0
	10	, office VERB	0	1
		Total Numbers of Office's Agency Occurrences	1	1
		Total of Freq. of Office	359	18
		Percentage of Office's Agency	0.28	5.56

Figure 21 shows that there are total 330 frequent *ministry* tokens in TEP and there is none agency occurrence which calculates to the agency percentage at zero. But, there are total 212 *ministry* tokens in GEP and there are 5 agency occurrences which calculate to the agency percentage at 2.36.

Interestingly, while there are total 330 frequent *ministry* in TEP and this is more than in GEP, its agency occurrence and agency percentage report zero which means that Thai education does not see any importance of agency of *ministry*. In contrary, while GEP has fewer frequency of *ministry*, GEP has agency occurrences and agency percentage at 2.36 which attests that it sees importance of ministry's agency more than in TEP.

Figure 21. *Ministry's agency identification*

Ministry's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. Ministry VERB	0	0
	2	. ADJECTIVE ministry VERB	0	0
2. Complex Attribution of Agents Search	3	. DETERMINER ministry VERB	0	5
	4	. DETERMINER ADJECTIVE ministry VERB	0	0
	5	, ADJECTIVE ministry VERB	0	0
	6	and ADJECTIVE ministry VERB	0	0
	7	that ADJECTIVE ministry VERB	0	0
3. Complex Connection of Agents Search	8	that ministry VERB	0	0
	9	and ministry VERB	0	0
	10	, ministry VERB	0	0
		Total Numbers of Ministry's Agency Occurrences	0	5
		Total of Freq. of Ministry	330	212
		Percentage of Ministry's Agency	0	2.36

Figure 22 reveals that there are total 303 frequent *teachers* tokens in Thai corpus and there are 16 agency occurrences which calculate to the agency percentage at 5.28. Meanwhile, there are total 685 *teachers* tokens in GEP and there are 61 agency occurrences which calculate to the agency percentage at 8.91.

Total frequency of *teachers* in TEP (303) is almost fewer half than the one in GEP (685). In addition, *teachers*' agency occurrences and agency percentage in TEP (16/5.28) are fewer than in GEP (61/8.91). As a result, not surprisingly, TEP sees importance of *teachers*' agency in TEP less than in GEP.

Figure 22. *Teachers' agency identification*

Teachers' Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. Teachers VERB	3	18
	2	. ADJECTIVE teachers VERB	4	2
2. Complex Attribution of Agents Search	3	. DETERMINER teachers VERB	2	2
	4	. DETERMINER ADJECTIVE teachers VERB	2	0
	5	, ADJECTIVE teachers VERB	0	2
	6	and ADJECTIVE teachers VERB	0	3
	7	that ADJECTIVE teachers VERB	0	1
3. Complex Connection of Agents Search	8	that teachers VERB	2	9
	9	and teachers VERB	1	16
	10	, teachers VERB	2	8
		Total Numbers of Teachers' Agency Occurrences	16	61
		Total of Freq. of Teachers	303	685
		Percentage of Teachers' Agency	5.28	8.91

Figure 23 suggests that there are total 253 frequent *children* tokens in Thai corpus and there are 12 agency occurrences which calculate to the agency percentage at 4.74. In contrary, there are total 156 *children* tokens in GEP and there are 5 agency occurrences which calculate to the agency percentage at 3.21.

Total frequency of *children* in TEP (253) is more than the one in GEP (156). In addition, *children'* agency occurrences and agency percentage in TEP (12/4.74) are more than in GEP (5/3.21). As a result, not surprisingly, TEP sees importance of *children'* agency in TEP more than in GEP.

Figure 23. *Children's agency identification*

Children's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. Children VERB	2	2
	2	. ADJECTIVE children VERB	1	0
2. Complex Attribution of Agents Search	3	. DETERMINER children VERB	1	0
	4	. DETERMINER ADJECTIVE children VERB	0	0
	5	, ADJECTIVE children VERB	0	0
	6	and ADJECTIVE children VERB	0	0
	7	that ADJECTIVE children VERB	3	0
3. Complex Connection of Agents Search	8	that children VERB	1	0
	9	and children VERB	3	1
	10	, children VERB	1	2
		Total Numbers of Office's Agency Occurrences	12	5
		Total of Freq. of Office	253	156
		Percentage of Office's Agency	4.74	3.21

Figure 24 indicates that there are total 151 frequent *government* tokens in TEP and there are 7 agency occurrences which calculate to the agency percentage at 4.64. However, there are total 324 *government* tokens in GEP and there are 7 agency occurrences which calculate to the agency percentage at 2.16.

While Thai education see importance of *government* at 151 times which are fewer than the one in GEP (324), *government's* agency percentage in TEP is more than the one in GEP which means that TEP see *government* more importantly than the one in GEP.

Figure 24. *Government's agency identification*

Government's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. Government VERB	0	0
	2	. ADJECTIVE government VERB	0	0
2. Complex Attribution of Agents Search	3	. DETERMINER government VERB	7	6
	4	. DETERMINER ADJECTIVE government VERB	0	0
	5	, ADJECTIVE government VERB	0	0
	6	and ADJECTIVE government VERB	0	0
	7	that ADJECTIVE government VERB	0	0
3. Complex Connection of Agents Search	8	that government VERB	0	0
	9	and government VERB	0	1
	10	, government VERB	0	0
		Total Numbers of Government's Agency Occurrences	7	7
		Total of Freq. of Government	151	324
		Percentage of Government's Agency	4.64	2.16

Figure 25 shows that there are total 131 frequent *people* tokens in Thai corpus and there are 4 agency occurrences which calculate to the agency percentage at 3.05. But, there are total 74 *people* tokens in GEP and there are 1 agency occurrences which calculates to the agency percentage at 1.35.

Total frequency of *people* in TEP (131) is more than the one in GEP (74). In addition, *people's* agency occurrences and agency percentage in TEP (4/3.05) are more than in GEP (1/1.35). As a result, not surprisingly, TEP sees importance of *people's* agency in TEP more than in GEP.

Figure 25. *People's agency identification*

People's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. People VERB	0	0
	2	. ADJECTIVE people VERB	0	0
2. Complex Attribution of Agents Search	3	. DETERMINER people VERB	1	0
	4	. DETERMINER ADJECTIVE people VERB	0	0
	5	, ADJECTIVE people VERB	0	0
	6	and ADJECTIVE people VERB	0	1
	7	that ADJECTIVE people VERB	1	0
3. Complex Connection of Agents Search	8	that people VERB	0	0
	9	and people VERB	2	0
	10	, people VERB	0	0
		Total Numbers of People's Agency Occurrences	4	1
		Total of Freq. of People	131	74
		Percentage of People's Agency	3.05	1.35

Figure 26 reveals that there are total 115 frequent *ASEAN* tokens in Thai corpus and there is none agency occurrence which calculates to the agency percentage at zero. Nevertheless, there is only 1 *ASEAN* token in GEP and there is zero agency occurrence which calculates to the agency percentage at zero too. Therefore, both TEP and GEP see no importance of *ASEAN's* agency.

Figure 26. *ASEAN's agency identification*

ASEAN's Agency Identification				
Three Main Smart Searches	Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)	Numbers of Agency Occurrences (GEP)
1. Simple Smart Search	1	. ASEAN VERB	0	0
	2	. ADJECTIVE ASEAN VERB	0	0
2. Complex Attribution of Agents Search	3	. DETERMINER ASEAN VERB	0	0
	4	. DETERMINER ADJECTIVE ASEAN VERB	0	0
	5	, ADJECTIVE ASEAN VERB	0	0
	6	and ADJECTIVE ASEAN VERB	0	0
	7	that ADJECTIVE ASEAN VERB	0	0
3. Complex Connection of Agents Search	8	that ASEAN VERB	0	0
	9	and ASEAN VERB	0	0
	10	, ASEAN VERB	0	0
		Total Numbers of ASEAN's Agency Occurrences	0	0
		Total of Freq. of ASEAN	115	1
		Percentage of ASEAN's Agency	0	0

4.3 Phase 3: Comparing Global Education Policy (GEP) and Thai Education

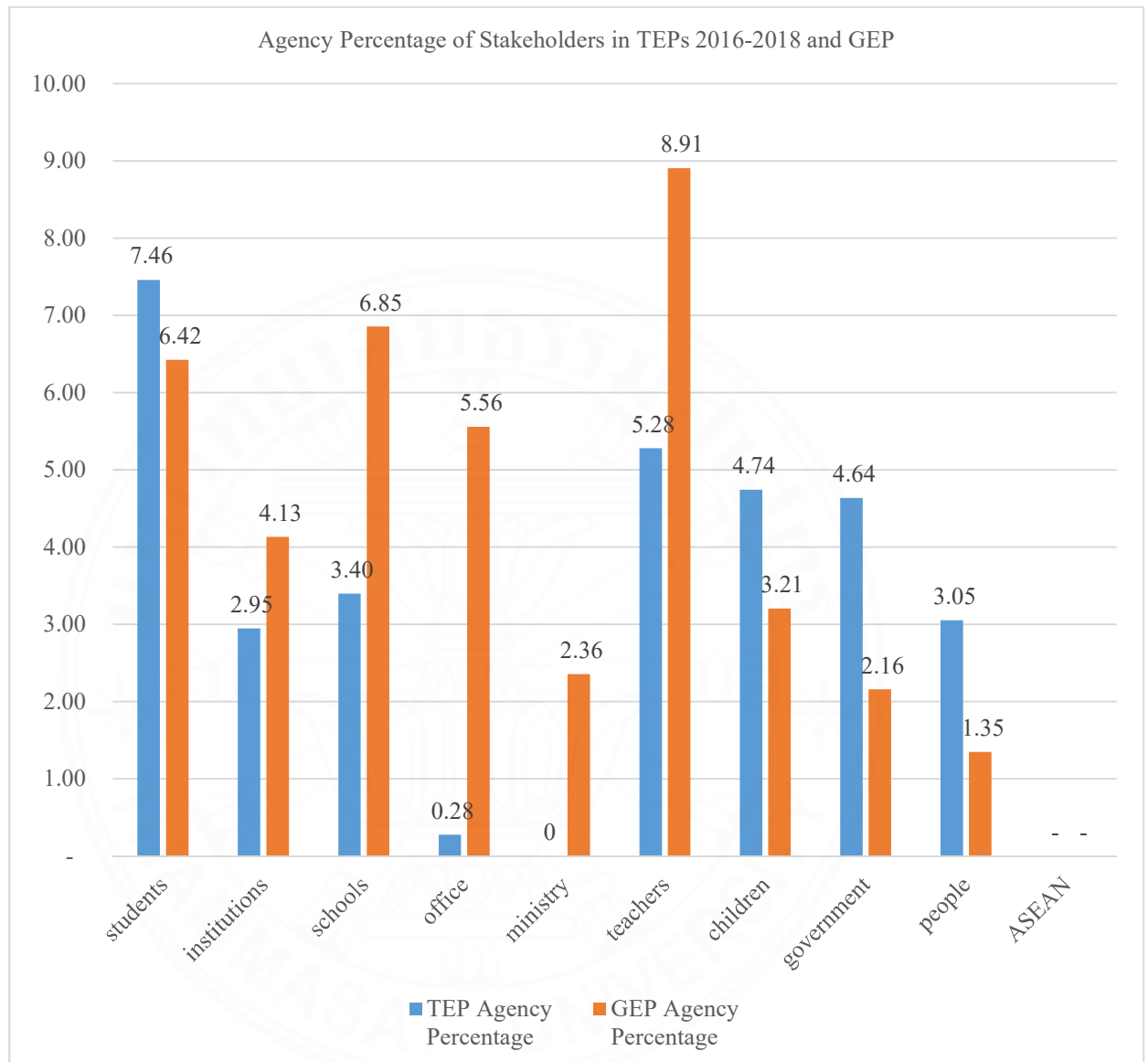
Policy (TEP)

Table 9 and Figure 27 below show a comparison of agency percentage of stakeholders in TEP and GEP. Figure 27 suggests that while *ASEAN* reports no agency in both corpora, five out of nine stakeholders in TEP have fewer agency than in GEP. To be more specific, *institutions*, *schools*, *office*, *ministry*, and *teachers* in TEP have fewer agency percentages than in GEP. It means that TEP may not see much importance of these macro institutions' agency (institutions, schools, office, and ministry). In addition, compared to GEP, *teachers* in TEP significantly received less attention (5.28 VS 8.91). Further, while other four stakeholders in TEP such as *students*, *children*, *government*, and *people* have more agency than in GEP, their agency percentages are still considered low compared to total frequency in their corpus. For example, total frequent tokens of *students* in TEP are 563, but only 7.46 percent reports to have agency. Likewise, total frequent tokens of *children*, *government*, and *people* in TEP are 253, 151, and 131 respectively, but only 4.74 (children), 4.64 (government), and 3.05 (people) percent have agency. In fact, all stakeholders' agency percentages in TEP and GEP are considered low or less than ten percent compared to total frequency of all stakeholder tokens in both corpora.

Table 9. *Agency percentage of stakeholders in TEPs 2016-2018 and GEP*

Stakeholders (Freq. of TEP)	TEPs 2016-2018	GEP
	Agency	Agency
	Percentage	Percentage
students (563)	7.46	6.42
schools (475)	3.40	6.85
institutions (412)	2.95	4.13
office (359)	0.28	5.56
ministry (330)	0	2.36
teachers (303)	5.28	8.91
children (253)	4.74	3.21
government (151)	4.64	2.16
people (131)	3.05	1.35
ASEAN (115)	-	-

Figure 27. Agency percentage of stakeholders in TEPs 2016-2018 and GEP



However, a closer look still suggests that most stakeholders' agency in TEP are still less than in GEP. That is, five of nine namely, *institutions*, *schools*, *office*, *ministry*, and *teachers* in TEP have fewer agency percentages than in GEP. In addition, while *students*, *children*, *government*, and *people* in TEP have more agency than in GEP, they reveal interesting positions which negatively represent Thai education. Therefore, next section discuss how these ten stakeholders are ideologically portrayed in Thai education

policy and this will answer the research question 2 *What are ideologies of education stakeholders in Thai education policy?*

Research Question 2) What are ideologies of education stakeholders in Thai education policy?

4.3.1 Ideologies of education stakeholders in Thai education policy

This section starts with describing ideological education stakeholders at a macro level followed by a meso and micro level.

Possible lack of modern education. At a macro level, *ministry* of education designs education policy and have *institutions*, and educational *offices* implement it on *schools*. This is a working relationship among the four stakeholders in TEP. Their agency is 3.40 (schools), 2.95 (institutions), 0.28 (office), and zero (ministry) which are considered significantly low compared to their total frequency TEP (Table 9). In addition, according to Figure 28, while *office* (0.28) and *ministry* (zero) reports little and no agency respectively, concordance line examples of *schools* suggest that their duties mainly about “offer religious instruction ...” (Index 2), “provide traditional Islamic education...” (Index 3), “have increased the number of branches ...” (Index 5), “must teach their children to have a positive ...” (Index 10), etc. Further, Figure 29 indicates that education *institutions* primarily concern “shall enjoy autonomy ...” (Index 1), “are offering a dual ...” (Index 4), “can conveniently carry out ...” (Index 6), “created or selected tests that ...” (Index 8), etc.

Figure 28. *Concordance line excerpts of schools*

Index	Left	Node word	Right
1	students, teachers, and school directors are the	focus. Schools are	independent to arrange effective management to meet
2	laymen in Buddhism as well as general	education. These schools offer	religious instruction at the preparatory, basic, intermediate,
3	Education Commission with 43,767 students and 1,802	teachers. These schools provide	traditional Islamic education. There were 156 Islamic
4	skills and excellence in musical or dramatic	arts. These schools are,	for example, Matthayom Sangkeet Wittaya Bangkok School,
5	riculum based on renowned and internationally recognised	schools. Some schools have	increased the number of branches and open
6	disabilities will be accepted in these schools.	However, special schools are	essential for students with disabilities who need
7	educational institutions in Thailand is high. In	Thailand, international schools providing	basic education and international programmes in higher
8	disabilities enrolled at special schools, special centres	and inclusive schools; disadvantaged	students through Welfare Schools, and Border Patrol
9	Commission nationwide. The DLIT system for medium	and large-sized schools installed	via the website www.dlit.ac.th includes: 1) DLIT
10	job- have an occupation 1) Both families	and schools must	teach their children to have a positive

Figure 29. *Concordance line excerpts of institutions*

Index	Lef	Node word	Right
1	specialised education referred to in the Section	21. The above institutions shall	enjoy autonomy; be able to develop their
2	the Section 45 of the National Education	Act, Private institutions providing	education at the degree level shall be
3	of all types of education. Relevant agencies	and educational institutions are,	therefore, working to create links between formal,
4	opportunities for students, a number of entrepreneurs	and educational institutions are	offering a dual education programme, where students
5	promotion of gifted children and related agencies	and educational institutions held	the meeting during 18-19 August 2018 at
6	level and type of education and ensuring	that educational institutions can	conveniently carry out duties to achieve the
7	of values and culture should be emphasised	that social institutions should	be a part to instil the desirable
8	provide students a standardised English Proficiency Test	that institutions created	or selected tests that are compatible to
9	in educational administration. So as to ensure	quality, institutions are	expected to develop excellence within the domain

While *schools* and *institutions* see these concordance line excerpts important for Thai education, I argue that they should have mentioned, concerned, or taken some parts in modern education. Previously defined in the literature review, modern education aims to point out perceptions towards social hierarchy which facilitates dominant groups' access to certain privileges by raising an awareness of humanization (Salomon, 2011). In addition, it takes diversities priority (Golz et al., 2019) which involves around intercultural and multicultural education to offer equal access to educational opportunities for those who are diverse racial, ethnic, social class, and cultural groups. Moreover, these approaches have been successfully implemented in

several studies (Akman, 2016; Blanco-Fernández et al., 2014; Borer et. Al., 2006; Challenor & Ma, 2019). For example, Akman (2016) showed how to utilize achieves in educational *institutions* to develop students' thoughts of observations, analysis, and synthesis. Similarly, Stapleton and Davies (2011) pointed out how *schools* allow teachers to use a teenager survivor' diaries for Holocaust Education and had the participants discussed about the tragic event. These are examples of how educational *institutions* and *schools* have their own agency to implement modern education in classrooms. However, none which is found in these excerpts in Figure 28 and 29.

Therefore, while equal access to educational opportunities is important for all and because it can help reduce dehumanization as evidence shown in mentioned, there is probably no clear evidence from *schools*, *institutions*, *education office*, and *ministry*, suggesting otherwise and I strongly argue that *schools*, *institutions*, *education office*, and *ministry* are important stakeholders to implement modern education in Thai education policy.

Possible lack of critical education in classroom. At a meso level, little sign of modern education has a negative impact on teachers' agency in classroom context. That is, teachers' agency percentage in TEP (5.28) is significantly less than in GEP (8.29). This is not surprising because teachers in TEP are not allowed to include critical education in classroom. This can be clearly seen in Figure 30 which there is no sign of critical education.

Figure 30. *Concordance line excerpts of teachers*

Index	Left	Node word	Right
1	the met qualifications of teachers are as	follows. Teachers <u>should</u>	be able to <u>encourage</u> students in searching
2	could be able to meet their full	potential. Teachers <u>could</u>	be able to <u>develop</u> learning and teaching
3	individuals who truly have teacher spirit and	knowledge. Teachers <u>should</u>	<u>receive appropriate compensation</u> with their capability and
4	memo to the Ministry of Education for	approval. Foreign teachers aged	over 70 years are not accepted. Table
5	foreign languages, Thai language, science and social	studies. Most teachers <u>choose</u>	<u>to work in large schools</u> in urban
6	learning group and creates harmony for mutual	learning. The teachers will	have a role in monitoring, supervising, evaluating,
7	and additional activities both in school and	community. Some teachers <u>have</u>	<u>to teach the courses that do not</u>
8	required to meet regulations issued by the	Ministry. All foreign teachers possessing	eligible qualifications and teaching experience that meet
9	learning activities, curriculum, and assessment, in order	that teachers <u>can</u>	<u>design</u> teaching and learning to correspond with
10	standing as stated in the new criteria	that teachers had	to attend training for self-development at least
11	and teaching for the general public, students,	and teachers using	the application called Echo English, which is
12	life for their own and social benefits.	Therefore, teachers <u>have</u>	<u>to adjust</u> the learning and teaching process
13	and flexible education institution management. As a	result, teachers <u>shall</u>	<u>have time</u> to train, teach, and develop

Figure 30 suggests that in Index 1, 2, 9, 12, and 13, there are modal verbs (underlined in node column) such as *should*, *could*, *can*, *have to*, and *shall*, to denote policy recommendations for teachers that they ; for example, “ *should* be able to encourage students...” (Index 1), “*could* be able to develop learning and teaching ...” (Index 2), “*can* design teaching and learning ...” (Index 9), “*have to* adjust the learning ...” (Index 12), and “have time to train ... (Index 13). These are, of course, important qualities and abilities which teachers normally have. These modal verbs may seem positive but they are manipulative to convince the public that these are recommendations of qualities for the teachers to have. While these may seem convincing to public, they have taken teachers’ critical power away from classrooms. This is what Van Dijk (2008) suggested the power of manipulative texts.

In addition, this does not correspond to the ideal of critical education theories in classrooms where challenging unequal social structures is a key critical education by addressing the roots of dehumanization and at the same time creating hopes among the

oppressed for the social changes (Apple et. al., 2009). Critical education suggests teachers to have abilities to ask a lot of genuine and critical questions. This is a basic component fostering students' critical thinking skills (Gill & Niens, 2014). To be precise, when students are engaged in critical dialogues under controversial issues or topics, they expose themselves through unfavourable answers related to social realities, discuss among others, and try to find solutions to overcome these issues with their classmates. The examples of controversial topics which can help facilitate teachers to ask critical questions are found in Saada and Gross's (2017) and Sanjakdar's (2018) studies. For example, Saada and Gross (2017) applied a concept of Liberal and Progress Islam in classrooms which focused on students' rational thinking, theological innovations with critical understanding of religion, history, and politics. The results indicated that students have become moral and critical towards the Quran teaching. Similarly, Sanjakdar (2018) questioned students' a traditional view that religion and sex education never crossed paths and argued that learning other religions enabled students to understand different beliefs and thoughts. These qualities are not found in concordance line excerpts of teachers in TEP.

Therefore, while abilities to ask a genuine and critical questions to students is teachers' important agency and because engaging students in critical dialogues can help foster students' critical thinking skills (Saada & Gross, 2017; Sanjakdar (2018), these agency qualities were not probably found in teachers in TEP.

Possible lack of critical thinking skills. At a micro level, *students*, *children*, and *people* are in fact stakeholders which have agency percentages in TEP more than in GEP. However, their agency percentages are only involved around general abilities which yet are necessary for their education. For example, concordance

line excerpts in Figure 31 indicate important skills in 21st century such as English proficiency (Index 5 and 14), and information communication and Technology (Index 13). However, while TEP recognises students' diverse backgrounds (Index 8 and 12), students' agency (Index 2,6, and 7) suggest that they are objects which show little real agency. For example, Index 2 reveals that they are provided with free tuition, food, clothing, and textbooks. Moreover, Index 6 shows that students “receive full supports and development to become ...” and Index 7 suggests that while agency mostly shows positive abilities, this concordance line reveals “students cannot learn happily because they spend too much ...”.

Figure 31. *Concordance line excerpts of students*

Index	Left	Node word	Right
1	average learning in all subjects. Both teachers	and students are	able to easily tap to modern teaching
2	education equality. Specialised schools have been established,	and students are	provided with free tuition, food, clothing, textbooks,
3	experts as mentor. Class hours for gifted	and talented students are	organised in regular class hours. 6) Provision
4	for gifted and talented students in various	fields. Students will	take courses of first-year university students and
5	new trend of English learning and teaching	innovation, students can	practice communication and correct English pronunciation. It
6	is used as the main medium of	instruction. Students will	receive full support and development to become
7	inappropriate academic class hours in teaching and	learning. Students cannot	learn happily because they spend too much
8	being educated in Border Patrol Police Schools	nationwide. Most students came	from farming families and belonged to diverse
9	offered for graduates in education fields and	others. The students have	to attend two years of coursework and
10	of skilled manpower and to current technological	progress. Vocational students can	choose appropriate learning systems and approaches relevant
11	to Thailand 4.0 policy and higher education	reform. The students should	learn in class and have practical work
12	Education Commission were 216,719, 12,936, and 4,097	respectively. Most students studying	in Inclusive Schools were learning-disabled children which
13	textiles, information and communication technology, and life	skills. Students studying	in these fields will have an opportunity
14	English learning through both smart phones and	tablets. All students will	undergo assessment for proficiency in English language
15	activities are added in the curriculum so	that students are	able to apply all knowledge when they
16	the 21st century. The 21st century skills	that students need	for their future jobs and lives are
17	diploma courses entered the labour market directly	thereafter. Most students furthered	their study at bachelor level due to

While students in TEP are focused around necessary skills for 21st century, *children* in Figure 32 seem to be in good hands of Thai education because they are guaranteed with 12-year education (Index 2). That is, most of concordance lines suggest that they “are expected to be enrolled ...” (Index 1), “should be developed in terms of physical ...” (Index 3), and “are taken care of ...” (Index 5). These are evidence that

children get to have education. However, *people* in Figure 33 tend to have neutral agency because they are just generally portrayed as they are “developed according to their potential ...” (Index 1), and “are qualified human beings.” (Index 2).

Figure 32. *Concordance line excerpts of children*

Index	Left	Node word	Right
1	to the Compulsory Education Act B.E. 2545	(2002), children are	expected to be enrolled in basic education
2	Thai people to have efficient lifetime learning	capability. All children shall	receive 12-year compulsory education. The people are
3	enrollment as mentioned in Section 54, second	paragraph. Small children should	be developed in terms of physical, mental,
4	the nature of parenting and education so	that children shall	develop physical, intellectual, emotional, and social skills
5	below. 1) There should be the operation	that small children are	taken care of and developed before education
6	further stipulates about financial support: To ensure	that young children receive	care and development or to provide the

Figure 33. *Concordance line excerpts of people*

Index	Left	Node word	Right
1	pability. All children shall receive 12-year compulsory	education. The people are	developed according to their potentials or as
2	childhood group, it operates under the vision	that Thai people are	qualified human beings. They are disciplined citizens,

Given lexical phrases concerning students, children, and people in concordance lines, this may be another example of manipulative discourses of Thai education policy which positively portrays students to have 21st century skills and children are guaranteed to receive education to public. While this tends to be promising, Van Dijk (2008) suggests it will cause public to believe in this message. Definitely, it is a good thing for the public to believe, but this has a direct impact on students, children, and people which reduces their abilities to think critically. For example, while *students* have agency to develop their 21st century skills, while it is promising that *children* have agency to receive cares and 12-year education, I may not see how this agency is related to critical thinking skills. In other words, Thai education policy does not probably see importance of critical thinking skills. This is contrary to what Byram (2008) attests that

education should produce a critical citizen. That is, if students have acquired critical thinking skill, they will show that they care for any changes in their community resulting in making them to be ‘critical citizen’ who cares about fellow human. Dredger and Lehman (2020), Norton and Sliiep (2018), and Kinnear and Ruggunan (2019) also agree with Byram. That is, they 1) included ‘Dialogue multimodal paired presentations’ techniques in their classrooms to promote students’ critical thinking skills; 2) adapted the critical reflexive model to their curriculum by asking tertiary education students to narrate their life stories as to how their actions were formed by their contexts, their relationship and others, and 3) challenged students by asking reflective questions related to the performativity assumption at the core of management studies and the ideas to increase performativity.

Therefore, while producing a critical student is mandatory in education and because critical students care for any changes in their community and care about fellow human (Byram, 2008, Dredger & Lehman, 2020, Kinnear & Ruggunan, 2019, Norton & Sliiep, 2018), these are not seen in the excerpts above and elsewhere in TEP. This can be inferred that Thai education policy does not see importance of producing critical students.

4.3.2 Thai education stakeholders’ lack of agency and voices

Disregarding ASEAN due to zero agency percentage, the rest stakeholders in TEP *students, institutions, schools, office, ministry, teachers children, government, and people* have agency percentages less than ten (Table 9) which means that they barely have *agency* and *voices*. In fact, these percentages represent their agency and voices which relate to general abilities in education; however, little of which suggests agency abilities to include modern education and critical education. That means, all

stakeholders are positioned as having no agency, abilities, and voices to be critical; especially, *students*. This is what Freire (2018) attests that if students are not taught to be critical, teaching and learning in that particular context tend to be passive or 'Banking education'. And when this is a discursive process, it has subtly made students less critical. Presuming that education stakeholders; especially, *students*, are passive and need to be banked with education is to ignore and deny their agency and voices. Ignoring and denying one's agency and voices are considered 'dehumanization' and this has been seen elsewhere in studies concerning human rights. For example, White (2003) pointed out that Third World people needed development power from the Whites because they were assumed powerless to have no agency and abilities to develop themselves. In addition, Wilson (2008) made clear that:

To assume that the multiple voices of women are not shaped by domination is to ignore social context and legitimate the status quo. On the other hand, to assume that women have no voice other than an echo of prevailing discourses is to deny them agency and simultaneously, to repudiate the possibility of social change (p. 84).

These two studies highlight people and women as oppressed which implies that they are denied agency and portrayed as victims. This is called 'dehumanization' (Freire, 2018). In fact, Thai education subtly instills dehumanization in all stakeholders and the most effected one is *students*. When students are assumed no critical agency, and when there are no critical students in Thai education, there seems to be no critical citizen in Thailand in a future. Consequently, when it comes to human rights or social issues, *students* may not be able to question what is right or wrong. Subtly instilling

dehumanization in all stakeholders; especially, *students* has answered the research question 2 *What are ideologies of education stakeholders in Thai education policy?*

Research Question 3 What Are Representations of Thai Education?

4.3.3 Representations of Thai education

While education policies are only documents, they are persuasive and manipulative in nature which influence readers' cognitive agency or abilities to think or act. This is what Van Dijk (2008) confirms that if a producer intends to persuade a reader' cognition, they will produce persuasive and manipulative contents. If the reader believes in what messages the text intends to convey, the text is considered successful. In this present study case, Thai education policy tends to position all stakeholders' agency to be general. That is, their agency is related to general education purposes. This can go back to the interrelations and duties among ten stakeholders in ten chapters (Phase 1, step 3) which concern Thai education history, education management, standard and quality, finance, teaching and teacher quality, teacher quality, access to education, learning results, international collaboration, and Thailand future education. This is a public information which Thai education tries to persuade the readers that it represents what Thai education needs to have. In addition, because it is the government policy-making in the educational sphere, it represents the identities and intentions, of Ministry of Education, Thailand. Therefore, the interrelations and duties among ten stakeholders in ten chapters, the identities and intentions of Ministry of Education, Thailand have represented Thai education and they have answered the research question 3 *What are representations of Thai education?*

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Thai students lack critical thinking skills due to the fact that Thai education lies with old traditional teaching method *lecture* and *teachers*. This is a result of Thai cultural beliefs of collectivism, authoritativeness of a teacher, and hierarchy between a teacher and students. In addition, teaching materials and methods typically used in the classroom have not been innovative. Thai students lacking critical thinking skills have been confirmed by Thai Research fund report revealing that several thousand students lacked logical thinking and analytical skills because only 2.09% of all students passed the critical thinking tests (Changwong et al., 2018). Further, this has been supported by the 2018 Program for International Student Assessment (PISA) results (Mala, 2019) showing that Thai students performed below the international average in the core subjects. Nevertheless, these studies mainly focus on students' critical thinking skill, but little (Dumteeb, 2009) has been done on other education actors or stakeholders such as education institutions, schools, teachers, etc. Therefore, this present study tried to fill in this gap. After investigating all stakeholders including students, the findings suggest that Thai education stakeholders mostly lack agencies and voices in Thai education policy. Such agencies and voices are important elements for critical thinking skills. These have caused important stakeholders such as students, teachers, etc. lack critical thinking skills. The evidence can be seen from the following summary of three research questions.

5.1 Summary of the Research Question 1 *What are education stakeholders from corpus-driven discourse analysis in global and Thai education policy?*

This question had guided me ways of utilizing corpus analysis to identify agents in discourse. I contextualized it in an education policy by using three different tools – NVivo, AntConc, and #LancsBox to summarise the agents as the policy’s stakeholders. Three steps of identification of key stakeholders were conducted. First, I employed the three tools to perform frequency tests on the chosen education policy. Then, I ran a frequency test on an individual corpus separated by years (2016, 2017 & 2018) respectively. Lastly, I segmented similar contents in each year, categorize them into similar topics, and run a frequency test. While the findings reveal top three main stakeholders – *students, institutions, and schools* in steps 1 and 2, they also confirmed that segmentation of data in step 3 revealed seven emerging stakeholders *office, ministry, teachers children, government, people and ASEAN* which were not found in steps 1 and 2. During implementation of the three corpus tools, I made observable technical issues. That is, while the three corpus tools were able to process plain text files, only NVivo and #LancsBox were able to analyse texts in both Microsoft word and pdf. documents. That means with AntConc, a researcher needs to manually convert them into plain texts first. Therefore, I concluded that #LancsBox is the most-user friendly because it can 1) process plain, Microsoft word, and pdf. documents, 2) can be downloaded for usage free of charge at all times, 3) can reveal quick results; especially relative frequencies, and 4) most importantly, can retrieve more both main and emerging stakeholders than NVivo and AntConc in this present study.

I also confirmed that segmenting corpora into smaller datasets based on chapters/topics and running frequency in three corpus tools revealed several other key

stakeholders which were left out or not found from main corpora alone or from one single corpus tool.

5.2 Summary of the Research Question 2 *What are ideologies of education stakeholders in Thai education policy?*

FO-SCAAI was applied to help locate agency of stakeholders in Thai education policy (TEPs 2016-2018) in comparison to Global Education Policy (GEP). The results suggested that most stakeholders' agency in TEP are still less than in GEP. That is, five of nine namely, *institutions, schools, office, ministry, and teachers* in TEP have fewer agency percentages than in GEP. In addition, while *students, children, government, and people* in TEP have more agency than in GEP, they reveal interesting positions which have negatively represented Thai education. Moreover, a closer look at each of stakeholders' concordance evidence has also ideologically revealed that:

1) At a macro level, there is possibly lack of *modern education* in TEP. That is, while equal access to educational opportunities is important for all and because it can help reduce dehumanization as evidence shown in mentioned, there is no clear evidence from non-human stakeholders *schools, institutions, education office, and ministry*, to support or include modern education in TEP;

2) At a meso level, there is possibly lack of *critical education* in classroom. That is, *teachers'* agency in TEP is limited and this is clearly seen in the concordance evidence that *teachers* in TEP are not allowed to include critical education in classroom. This does not correspond to the ideal of critical education theories in classrooms where challenging unequal social structures is a key critical education; and

3) At a micro level, the results from the macro and meso levels have direct effects on human stakeholders such as *students, children, and people*. That is, there may not be sign of critical citizens from concordance evidence because Thai education policy does not see importance of critical thinking skills. This is contrary to what Byram (2008) attests that education should produce a critical citizen.

When modern education, critical education, and critical thinking are nowhere to be found in TEP, this has indicated that Thai education stakeholders' agency and voices are ignored and denied. Ignoring and denying one's agency and voices are considered *dehumanization*.

5.3 Summary of the Research Question 3 *What are representations of Thai education?*

In Thai education policy, there are ten important stakeholders. However, they are portrayed as lack of agency and voices. Ignoring and denying their agency and voices have led to *dehumanization* in this education discourse. This indicates representation of Thai education which negatively portrays ten stakeholders. This has been supported by Wodak (2001) who argues that discourses from institutional settings represent the opinion of those institutions.

5.4 Implications of the Study

Showing suppression discourses from the Ministry of Education, Thailand, have revealed that *students* and other education stakeholders are in a position of oppressions. After realizing their oppressions, this can signal that those who are involved can make changes by including modern education in Thai education policy, so we will be able to produce critical citizens who care for fellow humans.

In classroom context, both teachers and students will be able to have equal status in becoming co-investigators in their own education. For example, teachers and students agree to be co-investigators of social issues which the information of the social issues is presented by teachers. Then, students go through the presented information, ask questions, and express their own views towards the information. After that, teachers reexamine the initial information presented; and both teachers and students have found unveiled realities. This is what Mustakova-Possardt (2003) suggests 'Problem-Posting Education' which tends to center around 'Critical consciousness. In other words, it is understanding each other's social realities and political contradictions, and trying to take actions towards dehumanization. This is in line in Gay and Kirkland's (2003) study which includes a concept of critical consciousness in educational and social institution. They argued that critical consciousness needed to be included in teacher education which both teacher students realized who they were, understood the context they taught, and questioned their knowledge and assumptions.

5.5 Limitations and Recommendations for Future Research

There are some limitations in this present study. First, a series of Thai education policy were obtained from years 2016-2018 only. While they are the most updated and maintained upon writing this dissertation, it may not be used to represent Thai education policy as a whole. Future research may consult education officers at ministry of education whether education policy years 2019-present are updated and available or not. In addition, the future research may ask for any other documents which are related to education policy making, so data are diverse and representative of Thai education policy. Second, while global education policies (GEP) were collected from the organization for economic co-operation and development (OECD) where most of a

series of education policies are updated (until 2020) and freely available for downloading, this may not be also sufficient to be representative of all education policies. Future research may go to each country's ministry of education website and look for more official documents related to education policy making, so data are diverse and representative of each country's education policy. Thirdly, the results from this study are generalized based on Thai education policies (TEPs 2016-2018) using #LancsBox corpus software to generate results. The policies are documents concerning the principle and government policy-making in the educational sphere. Therefore, all stakeholders are portrayed only in TEP and cannot be generalized elsewhere unless there are further researches conducting dehumanization in classroom. However, this can be a starting point to make changes by including modern education in Thai education policy, so implementation of the policy can be next steps.

In methodology chapter, in phase 1, step 2, after obtaining the most relative frequency words, a further analysis could take a look at each stakeholder in each year as to what happens to them. For example, *institutions* are the least relatively frequent agent in TEP 2018 and when compared to TEP 2016 and 2017. The future research can look into any social or educational events which could relate to this stakeholder or what might possibly happen to it in 2018 (Fairclough, 2001; Halliday et al., 2014; Hart & Cap, 2014; Van Dijk, 2008). This can be another starting point for conducting further research on the stakeholder.

In phase 1, step 3, from methodological perspectives, after having located key stakeholders, while I am still confident that all located stakeholders are enough to answer research questions, future research can look beyond top ten frequent list to see whether there are any possible emerging key stakeholders, or can do collocation

analysis to see semantic preference and prosody which represent stakeholders' positive, neutral, or negative characteristics. Then, stakeholders can be interpreted through situational analysis (Biber & Conrad, 2019) or critical discourse analysis (Fairclough, 2001; Halliday et al., 2014; Van Dijk, 2008; Van Leeuwen, 2014). These options can be done in order to find out whether the results meet the foci of Thai education policy which are to create learning opportunities, increases learning efficiency, closes the gaps of unequal access to education with digital transformation, etc. (Keawsomnuk, 2017; Nawarat, 2012; Pimthong & Williams, 2018; Reinhard & Pogrzeba, 2016).

In addition, there may be some cases that the agency is embedded in complex sentences. This is a limitation of FO-SCAAI which cannot elicit the agency in the complex sentences. The future research may construct other syntactic form of complex sentences.

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APPENDIX

Example of Thai Education Policy Year 2016

Chapter 1

Introduction of Education in Thailand

In Thailand, education is considered a fundamental factor of human resources development and a mechanism for developing the Thai economy and society. Education in Thailand has a long history reflecting the evolution of teaching and learning in the country and has gone through several major reforms for greater access to the education of people living in Thailand. It can be said that education began in the 13th century in Sukhothai Period (1238–1378) and was dispensed by the Royal Institution of Instruction (Rajabundit) to members of the royal family and the nobility, while commoners were taught by Buddhist monks in the temple. In the period of the Ayutthaya Kingdom from 1350 to 1767 during the reign of King Narai the Great (1656–1688), the Chindamani, generally accepted as the first textbook of the Thai language, was a collation of the grammar. In the Rattanakosin Period (1782-present) which was deemed the period of education reform and modernisation, the development of public education was accelerated in the reign of King Rama IV (1851–1865) who decreed that measures be taken to modernise education. The policy of educational modernisation was further pursued by King Rama V or King Chulalongkorn (1868-1910). In 1887, King Rama V established the Department of Education to oversee the Kingdom's education and religious affairs and, in 1892, became the Ministry of Education. In 1898, the first Education Plan was launched, divided into two parts: the first concerned education in the Bangkok area while the second focused on education in the provinces. In 1916, higher education emerged in Thailand as Chulalongkorn University was founded with four faculties: Medicine, Law and Political Science, Engineering, and Literature and Science. In 1921, the Compulsory Primary Education Act was proclaimed, followed by the First National Education Scheme of 1932 which was thus devised whereby individual educational ability regardless of sex, social background or physical conditions would be formally recognised. In 1977, Thailand's educational system was changed from a 4-3-3-2 structure to a 6-3-3 system wherein six years of compulsory primary education is followed by three years of lower secondary school and by another three years of upper secondary schooling, which is still in use nowadays. Thai Governments in each period have attached great importance to education provision and promotion. Educational policies delivered have been hoped to improve the quality of education as a whole so that all groups of the Thai population have equal opportunity to access to education of quality. In addition, education development is the main mechanism to drive the country forwards to the desired direction. The educational policies delivered by Thai Governments have shown different highlights but, in general, share the mutual desires to reform education, create equal educational opportunities, develop teachers and educational personnel, upgrade vocational education standards, allocate sufficient budget for education, and encourage participation in educational development of all sectors. Most of the

Governments have considered reform of education as the priority of their educational policies. For example, the educational policy of the Government in 2006 accelerated education reform with an emphasis on virtue-led learning. The Government in 2008 announced reform of the entire education system by various actions such as reforming educational structure and management, amending laws in accordance with the Constitution, pooling resources for the improvement of educational management, and so on. In 2011, the Government initiated improvement of the quality of education by undertaking reform of the knowledge system.

Presently, of 11 government policies, education is the most important according to a statement delivered by the Prime Minister to the National Legislative Assembly, which serves as the House of Representatives, the Senate and the National Assembly. The Government considers that education is a foundation to the production of human resources and the nation's future and creates a robust society, with quality and morality. It is believed that education is able to build a stronger society full with virtue and ethics. Various agencies, both within and outside the Ministry of Education, are collaborating on developing the quality of Thai people through education. Importantly, education reform will be one part of the reform plans of the National Reform Council which is charged with the duty to conduct studies and make proposals for the implementation of reforms in various fields. Although the main responsibility for education lies with the Ministry of Education, other ministries, namely the Ministry of Defence, the Ministry of Interior, the Ministry of Social Development and Human Security, the Ministry of Public Health, the Ministry of Transport, the Ministry of Culture, and the Ministry of Tourism and Sports, take charge of educational management in specialised fields or in local communities. The organisational chart of the present Government (2014-present) comprising 20 ministries is displayed below:

From 2015 up to the present, Thailand has been meeting various emerging challenges affecting the education situation which needs to be improved urgently and effectively. The important situations can be described as follows:

The Progress of Information and Communication Technology and Social and Economic Change

The Digital Revolution leading to the Fourth Industrial Revolution: The giant leap in the growth of information and communication technology significantly effects the free flow of trade and information and beyond frontier markets. The new face of the globalisation is the world of Internet of Things. The economic system worldwide is gradually entering the trend of the Fourth Industrial Revolution or Industry 4.0. As for Thailand, the Government has prepared its policy of Thailand 4.0 to develop Thailand into a value-based economy. The model of Thailand 4.0 will change the country's traditional farming to smart farming sector, traditional SMEs to smart enterprises, and traditional services to high-value services. The Thailand 4.0 model is considered supportive of unlimited access to information and knowledge sources, with the development of a body of knowledge. Mobile learning is especially important for education. To respond to this situation, education in Thailand must target

human resource development, workforce preparation in line with the market's needs and curriculum improvement.

The Millennium Development Goals: MDGs 2015 towards the Sustainable Development Goals: SDGs 2030

Thailand has achieved several MDGs targets prior to the 2015-time frame, including goals on universal primary education and on promoting gender equality and empowering women. In Thailand, the country's gross enrollment rate has exceeded 100 percent and both girls and boys are given equal access to education. After the MDGs 2015, the Sustainable Development Goals (SDGs) are a universal set of goals, targets and indicators that member states of the United Nations will be expected to use to frame their agendas and political policies over the next 15 years. The SDGs follow and expand on the MDGs, which were agreed by governments in 2001 and are due to expire at the end of 2015. Of 17 Global Goals, the fourth Goal of the SDGs 2030 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to vocational training and a quality higher education.

Education for All Movement

In 2000, 164 countries agreed to achieve six goals of the Education for All (EFA) by 2015. Thailand is one which has adopted a Framework for Action to deliver EFA commitments. As a result, Thailand has made strong efforts to achieve the six EFA goals by developing the overall standard of education and human resources of the country. As revealed in Education for All 2015 National Review: Thailand, with a view to expanding and improving childhood care and education, the Thai Government appointed a National Committee on Early Childhood Development and announced a policy for early childhood development. In addition, all relevant agencies were encouraged to work together for the development of young children. Regarding the expansion of the provision of basic education, concerned agencies have worked hard to provide basic education for all and to expand opportunities to access quality education services for every group living in Thailand. As for the goal of the provision of opportunities for learning and developing life skills for young people and adults, Thailand has formulated strategies to develop a society of lifelong learning through the development of continuous learning at each stage of life while vocational education is also being strengthened. For raising the level of adult literacy, Thailand has a policy to strengthen the ability of all Thais to read and write as well as to build up a basic ability in numeracy and knowledge of science and technology for their daily lives. To ensure gender equality in education, curriculum and learning content are being revised to correspond to learner interests and capabilities, taking into account individual and gender-based differences. To achieve the sixth EFA goal of improvement in the quality of education, a number of policies are being implemented to upgrade the quality of education.

ASEAN Community

Human resource development through education provision is necessary to achieve ASEAN integration for the ASEAN Community. The ASEAN Work Plan on Education 2016-2020

was prepared with the key elements on education as follows: 1) Promoting ASEAN awareness through strengthening of Southeast Asian history and indigenous knowledge; 2) Enhancing the quality and access to basic education for all, including the disabled, less advantageous and other marginalised groups; 3) Strengthening the use of Information and Communication Technology (ICT); 4) Supporting the development of the Technical and Vocational Education and Training (TVET) sector as well as lifelong learning in the region; 5) Complementing the efforts of other sectors in meeting the objectives of Education for Sustainable Development; 6) Strengthening the higher education sector through the implementation of robust quality assurance mechanisms; 7) Fostering the role of higher education in the area of socio-economic development through University Industry Partnership; and 8) Providing capacity-building programs for teachers, academics and other key stakeholders in the education community. The Thai education system needs to revise policies, plans, and measures for improving its curriculum and teaching and learning approach, and for equipping Thai people with knowledge, skills, and self-immunity in preparation for the multicultural community of ASEAN. In addition, a competent and highly skilled workforce should be urgently prepared and developed in response to the free mobilisation of workers within the region.

Thailand's 20-Year National Strategy and Thailand 4.0 Policy

The 20-Year National Strategy is crucial for Thailand to achieve sustainable development and have a clear direction for long-term development. Under the vision of the Stability, Prosperity, Sustainability, it consists of six areas, six primary strategies, and four supporting strategies. The six areas include (1) security, (2) competitiveness enhancement, (3) human resource development, (4) social equality, (5) green growth, and (6) rebalancing and public sector development. The six primary strategies intend to enhance and develop the potential of human capital; ensure justice and reduce social disparities; strengthen the economy and enhance competitiveness on a sustainable basis; promote green growth for sustainable development; bring about national stability for national development towards prosperity and sustainability; and enhance the efficiency of public sector management and promote good governance. The five-year Twelfth National Economic and Social Development Plan, which is launched from October 1, 2016 to September 30, 2021, continues to focus on the Philosophy of Sufficiency Economy stressing a middle path which comprises the three principles of moderation, reasonableness, and self-immunity. In addition, this plan aims at providing Thai people of all ages with skills and competencies for sustainable self-development. The policy of Thailand 4.0 is one of the significant challenges to education development. Thailand 4.0 is a new economic model to develop Thailand into a value-based economy. This policy will change the country's traditional farming sector to smart farming, traditional SMEs to smart enterprises, and traditional services to high-value services. The policy also seeks to promote creativity, innovation, and the application of technology in various economic activities. In the step towards Thailand 4.0, education plays an important role in producing and developing human resources with the high skills necessary for transforming the country.

Change of Population Structure and Ageing

According to the Office of the National Economic and Social Development Board, Thai society will officially be recognised as an aged-society around the year of 2031 while facing a decrease in average working age. Consistently low birth rates and higher life expectancy will increase significantly the share of older persons in the total population in the coming decades. To handle this situation, the education system needs serious improvement to produce a more productive and highly skilled human resources for the country's ongoing development. Lifelong learning will become more important for providing older persons with knowledge to maintain their quality of life.

The Skills Needed for the 21st Century

The present economic system and society requires the preparation of highly skilled and competent persons for the 21st century. The 21st century skills that students need for their future jobs and lives are comprised of the 3Rs (Reading, (W) Riting and (A) Rithmetic) and the 7Cs (Critical Thinking and Problem Solving; Creativity and Innovation; Cross-cultural Understanding; Collaboration, Teamwork and Leadership; Communications, Information, and Media Literacy; Computing and ICT Literacy; Career and Learning Skills. Education provision in Thailand needs to be improved in order to prepare learners for participation in the global economic system of this century, and for developing the country with highly competitive skills. Learning skills of the 21st Century; deemed a strategic guideline for learning management – places emphasis on body of knowledge, skills, expertise, and competency of learners for daily living in a changing world. These challenges, both inside and outside the country, have a significant impact on both the policies and practices of provision of education services. Educational policies and practices need to be revised or redesigned to prepare Thais with skills and competencies corresponding to the realities of the 21st century.

Chapter 2

Educational Administration and Management and Participation in the Provision of Education

In Thailand, the Ministry of Education is the main agency holding major responsibilities in education, promoting and overseeing all levels and types of education under the administration of both the state and the private sector. Educational administration and management by the State can be done at different levels ranging from the central level of the Ministry of Education to educational institutions. In 2016, there has been a new change in educational administration and management in local areas of Thailand in order to ensure the unity of work in education reform at all levels. In addition, Local Administration Organisations (LAOs) under the supervision of the Ministry of Interior also play an important role to take charge of educational institutions in local areas while other ministries undertake management of education in specialised fields or for specific purposes.

Administration and Management of Education by the State

At present, education in Thailand is mainly administered and managed by the Ministry of Education through central agencies, regional and provincial education offices, and educational institutions as described below:

Educational Administration and Management at the Central Level At the central level, the roles of educational administration and management is chiefly played by the Ministry of Education which is responsible for: promoting and overseeing all levels and types of education; formulating policies, plans and standards; mobilising resources for education; promoting and coordinating religious affairs, arts, culture, and sports relating to education; and monitoring, inspecting and evaluating the provision of education. The educational administration and management system of the Ministry of Education at the central level is under the responsibility of five main bodies: 1) Office of the Permanent Secretary; 2) Office of the Education Council; 3) Office of the Basic Education Commission; 4) Office of the Vocational Education Commission; and 5) Office of the Higher Education Commission. Office of the Permanent Secretary (OPS) is responsible for: managing general administrative work; coordinating activities within the Ministry, performing other official functions mandated by law; preparing the Ministry's budget and working plans as well as the monitoring, inspection and evaluation of results in the discharge of functions in accordance with the Ministry's policies, guidelines and working plans; and carrying out other work as provided by ministerial regulations regarding official responsibility division. Office of the Education Council (OEC) serves as the lead agency responsible for: formulating policies, plans and standards of national education; evaluating the provision of education; conducting research for further development of the provision of education and strengthening capacity for competitiveness; and developing as well as refining education law. Office of the Basic Education Commission (OBEC) is responsible for: proposing policies, development plans, standards, and core curricula for basic education; mobilising resources; developing administration systems, promoting and coordinating information networks for learning and teaching; developing educational innovation; supervising, monitoring, inspection, and evaluation of the provision of basic education; and conducting the secretarial work of the Basic Education Commission. Office of the Vocational Education Commission (OVEC) is the main organisation responsible for tailoring vocational education and training to the needs of labour markets and national economic growth in accordance with the manpower production policy and the National Economic and Social Development Plan. The Office of the Vocational Education Commission has vocational institutes throughout the country. Each college has its own programmes of activities to suit the various needs of local communities. Office of the Higher Education Commission (OHEC) has, on the basis of academic freedom and excellence, the authority to: propose policies, development plans, and standards for higher education; mobilise resources; coordinate and promote the development of human resources and capacity of all students; propose the establishment, dissolution, amalgamation, discontinuity and improvement of higher education institutions and community colleges; monitor, inspect and evaluate the provision of higher education; and conduct the secretarial work of the Higher Education Commission. In addition, there are seven important agencies under the supervision of the

Ministry of Education of which responsibilities are explained below: Teachers' Council of Thailand (TCT) or Khurusapha is an organisation for teachers, educational institutions' administrators, and educational administrators that has the power and duty for: setting professional standards; the issuance and withdrawal of licenses; overseeing the maintenance of professional standards and ethics; and developing the teaching profession, educational institutions' administrators, and educational administrators. Thus, teachers, administrators of educational institutions, educational administrators and other educational personnel of both the state and private sectors shall have professional licenses as provided by the law. Institute for the Promotion of Teaching Science and Technology (IPST) is responsible for: conducting and promoting the study and research of curricula, teaching techniques and evaluation in sciences, mathematics and technology at all levels; promoting and holding training programmes for teachers and students on the teaching of sciences, mathematics and technology; developing science equipment and materials for teaching sciences, mathematics and technology; promoting and developing quality assurance system and evaluation of sciences, mathematics and technology standards in educational institutes; developing and promoting gifted students and teachers in sciences, mathematics and technology; and offering advice to educational agencies on the provision of education. International Institute for Trade and Development (Public Organisation) (ITD) is responsible for: conducting educational training and promoting research for personnel from various countries in the areas of international trade, finance, treasury, investment, development and other related topics; rendering assistance to developing countries; promoting and supporting regional economic cooperation; and building unity through the exchange of experience and knowledge. The International Institute for Trade and Development is also the centre for conducting training and capacity enhancing activities. Mahidol Wittayanusorn School (Public Organisation) is the country's first residential high school that caters to nurturing and developing exceptionally gifted and talented students in mathematics, science and technology. In 1991, the school was founded under the supervision of the General Education Department, now known as the Office of the Basic Education Commission. In 2000, the school's status was changed to that of a public organisation in which a school board holds the autonomous power to run the school. Office of the Welfare Promotion Commission for Teachers and Educational Personnel is responsible for: promoting benefits, welfare, other privileges and the security of teachers and educational personnel; promoting harmony among teachers and educational personnel; promoting and supporting the management of education by the Ministry in connection with teaching and learning materials, educational equipment and materials, and other matters relating to the management of education; and promoting and supporting education and research relating to development, welfare and benefits; and upholding the honour of teachers and educational personnel. National Institute of Educational Testing Service (Public Organisation) (NIETS) is responsible for: organising testing systems, methods, and tools of educational measurement and evaluation; organising national education testing; providing testing service for basic and vocational educational levels; and conducting research activities as well as disseminating innovative practices and techniques in educational measurement and evaluation. The National

Institute of Educational Testing Service is considered an information centre for educational testing and an academic cooperation centre in the field of educational measurement and evaluation at national and international levels. National Scout Organisation of Thailand (NSOT) was established with the objective of developing scouts in physical, intellectual, emotional and moral aspects to be good and responsible citizens and creating a harmonious and progressive society for national security. Currently, the administrative structure at the central level is organised.

Another important education agency playing an important role in external assessment of the educational achievements is the Office for National Education Standards and Quality Assessment (Public Organisation) or ONESQA which, currently, is under the supervision of the Office of the Prime Minister. The Office for National Education Standards and Quality Assessment is established with the aims of developing the criteria and methods for external quality assessment; assessing educational achievements in order to check the quality of educational institutions. External quality assessment of all educational institutions will be made at least once every five years since the last assessment. The assessment outcomes will be duly submitted to the concerned agencies and the general public. The operation of the Office for National Education Standards and Quality Assessment gives all agencies responsible for the provision of education at all levels the incentives for self-evaluation so that the quality of education will be continuously enhanced.

Educational Administration and Management in Regional Areas

The educational administration and management of the Ministry of Education for basic education in regional areas was based on the educational service areas under the jurisdiction of the Office of the Basic Education Commission. Comprising an Area Committee for Education, each Educational Service Area was established in consideration of the number of educational institutions, the population and cultural background as the main criteria as well as other appropriate conditions, with the exception of the provision of basic education stipulated in the vocational education legislations. Having the power in academic affairs, budgeting, personnel management, and general administration, the Area Committee for Education was responsible for the supervision of the educational service area, the Office of Educational Service Areas, and schools under their jurisdiction. Moreover, the Sub-Committee on Teachers and Educational Personnel was established to take charge of the work of teachers and educational personnel within the educational service area. At present, there are 183 Primary Educational Service Area Offices and 42 Secondary Educational Service Area Offices nationwide. In March 2016, to mobilise the education reform and to ensure working unity for improving education at all levels, the educational administration and management of the Ministry of Education in the regional and provincial areas was restructured. As a result, a Committee on Education Reform in the Regional Areas was established. The Committee, chaired by the Minister of Education, is responsible for setting the directions of operations of the Ministry of Education at the regional and provincial levels. The Minister also plans the management of human resources, considers the budget allocation, appointments, transfers and moves of the executives of educational institutions/ educational service areas/ officers in positions in the regions or provinces. Under the supervision of

the Office of the Permanent Secretary of the Ministry of Education are established 18 regional education offices. The regional offices set strategies for education development in line with the directions of national development, Ministry of Education's policies, and Provincial Cluster Development Strategies. In addition, the regional offices support provincial development in terms of academic work, research and development as well as monitor and evaluate the performance of the provincial education offices under their supervision. Each province has its own Provincial Education Committee, chaired by the Provincial Governor or Deputy Governor, and its own provincial education office.

This organisational restructuring at regional and provincial levels has led to the dissolution of the Committees of Educational Service Areas and the Sub-committees on Teachers and Educational Personnel in the Educational Service Areas. As a result, authority has been transferred to the Committee on Provincial Education with responsibility to indicate strategies, approaches to manage education at all levels in the provinces and having the authority to appoint the Sub-committee. Although the responsibilities of The Offices of the Primary and Secondary Educational Service Areas concerning the work of teachers and educational personnel have been transferred to the Provincial Education Office, other responsibilities of the Office of the Educational Service Areas remain unchanged.

Administration in Educational Institutions

Educational administration and management in educational institutions is categorised into two levels of education:

Basic Education

According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)) or the National Education Act, the power of administration and management relating to academic matters, budgets, personnel, and general affairs is decentralised to the basic education institutions. For each institution providing basic education of both general and vocational streams, there is a school board supervising and supporting the management of the institution. The school board is comprised of representatives of parents, teachers and the community, local administration organisations, alumni of the institution, Buddhist monks and representatives of other religious institutions in the area, and scholars. The director of the educational institution serves as member and secretary of its board. Oversight is through a 9- member board for small basic education institutions and 15 for big ones. The main responsibilities of the school board of basic education institutions consist of supervising the administration and management of the school; promoting and supporting activities of the schools; and overseeing personnel management within the schools. Functioning as legal entities, basic education institutions have more flexibility, independence, and strength in administration and management under the supervision of the school board members. Consequently, the organisational structure of schools providing basic education must comprise four main sections of management, namely academic matters, budgets, personnel, and general affairs.

Higher Education

Universities established in the initial period were public universities holding the status of a department and allocated an annual budget for their operations. Personnel, financing, and general administration of the universities had to fully comply with the bureaucratic system. As stipulated in the Section 36 of the National Education Act, The state education institutions providing education at the degree level shall be legal entities and enjoy the status of government or state-supervised agencies with the exception of those providing specialised education referred to in the Section 21. The above institutions shall enjoy autonomy; be able to develop their own system of administration and management; have flexibility, academic freedom; and be under supervision of the councils of the institutions in accord with the foundation acts of the respective institutions. Consequently, several public universities have gradually become autonomous universities. The autonomous universities have their own administrative structure and budgeting system for full autonomy, making decisions on administrative and management matters whilst still receiving regular budget allocation from the government. Each public and autonomous university has its own laws concerning administration and management within the universities. These laws increase their autonomy and flexibility and encourage self-management under the supervision of university councils. Within the framework of the law, each public higher education institution can establish its own internal organisations as deemed necessary. Furthermore, the law concerning personnel administration of general public higher education institutions was revised to enhance the efficiency of the personnel administration systems in higher education institutions. According to statistics from the Office of the Higher Education Commission, as of July 2015, 19 public universities have been transformed into autonomous universities, and efforts are being made to encourage existing public universities to move out of the bureaucratic system. In the academic year 2015, the number of educational institutions providing basic and higher education under the supervision of the Ministry of Education totalled 35,768; under the Ministry of Tourism and Sports, 12; the Ministry of Culture, 16; the Ministry of Interior, 21,270; the Bangkok Metropolitan Administration, 763; the Ministry of Social Development and Human Security, 1; and 204 under the supervision of the Royal Thai Police.

Administration and Management of Education by Local Administration Organisations

In accordance with the National Education Act, local administration organisations can provide education services at any or all levels commensurate with their readiness, suitability, and the requirements of the local area. The Ministry of Education prescribes criteria and procedures for assessing readiness to provide education services, and assists in enhancing their capability in line with the policies and required standards. Additionally, the Ministry gives advice on the budgetary allocations provided by local administration organisations. The local administration organisations in Thailand can be divided into four main types. As of 2015, there were 7,853 local administration organisations.

In transferring authority for the provision of education from the Ministry of Education to local administration organisations, some responsibilities not requiring assessment were transferred. These include tasks related to the supervision of sub-district libraries and child development centres

at pre-primary level as well as the procurement of educational materials and supplementary food items, such as milk. Additionally, child development centres were transferred to local administration organisations from other agencies, including the Community Development Department, the Department of Religious Affairs. In Bangkok, several local communities are encouraged to participate in creating pre-school child centres and to provide financial support, supplementary food, and personnel training. As revealed by the Department of Local Administration under the Ministry of Interior, in 2012, 628 of 7,853 local administration organisations (including Bangkok Metropolitan Administration and Pattaya City) were supervising educational institutions, and 1,855 educational institutions were under local supervision.

It is noticeable that the majority of schools under local administration supervision are primary level institutions while the minority of them is upper secondary level institutions. During 2011-2015, the average percentages of students in basic education institutions under the supervision of local administration organisations including Bangkok Metropolitan increased steadily: 15.7, 15.8, 16.0, 16.4, and 16.5 respectively.

Local administration organisations play a greater role in the provision of education. Apart from formal education, local administration organisations provide non-formal and informal education in the form of various activities such as child development centres, lifelong learning sources, work training, and training for life quality development. Many local administration organisations are able to provide education effectively and contribute to the improvement in the ways of life in local communities because of sufficient educational resources and an appropriate number of schools in each area under their supervision. Additionally, they can arrange learning and a teaching curriculum which is flexible and conforms to various needs and ways of life in each local community.

Contribution of Agencies Other than the Ministry of Education

Specialised education, both at basic and higher education levels, is provided by ministries, bureaus, departments, state enterprises and other public agencies in accordance with their needs and expertise, taking into consideration national education policy and standards. Courses are offered for graduates from primary schools to upper secondary schools, both from general and vocational streams. All responsible agencies have developed their own curricula, which can be classified into four groups:

Curricula for the production of professional soldiers and police include the curriculum of Preparatory School for the Armed Forces Academies; curricula of the military, naval, air force academies and police cadets; and curricula for preparing warrant officers for graduates from lower and upper secondary schools.

Curricula for specific technicians include those for training military technicians to work in the Armed Forces, as well as for various agencies such as Irrigation College, Railway Technical School, and etc. 2.3.3 Medical science curricula are organised for secondary school graduates, requiring 1-4 years of study in the institutions of the Ministry of Public Health, the Ministry of Defence, the Bangkok Metropolitan Administration, and the Thai Red Cross Society.

Curricula for other specific purposes are organised for graduates from lower secondary schools, both in general and vocational streams, and general upper secondary schools as required by each institution such as the Merchant Marine Training Centre, Cooperatives School, Postal School, Civil Aviation Training Centre, and etc.

As shown in the following table, several agencies have been involved in the provision of specialised education.

Participation in the Provision of Education by the Private Sector

The private sector is an important mechanism in the provision of education at all levels and of all types. In this chapter, the participation of the private sector covers non-governmental organisations, private education institutions, private enterprises, families, and religious institutions.

Provision of Education by Private Education Institutions

The State is responsible for overseeing administration and management as well as for monitoring the quality and standards of private education institutions, both those providing general education and those offering vocational education. According to the section 43 of the National Education Act, The administration and management of education by the private sector shall enjoy independence with the State being responsible for overseeing, monitoring, and assessing educational quality and standards. Private education institutions shall follow the same rules for assessment of educational quality and standards as those for state education institutions. At present, private education institutions providing basic education are established and managed under the National Education Act, the Private School Act B.E. 2550 (2007) (As Amended by the Private School Act (No.2) B.E. 2554), and other laws and regulations concerning private education of both formal and non-formal types. As for the educational administration and management in private basic education institutions, the Private School Act stipulates that a formal school must have an executive board consisting of the licensee, manager, director, representatives of teachers, representatives of students' parents, and qualified persons as members. The executive board has powers and duties, including issuing rules and regulations of the school; approving the policy and education development plans of the school; giving advice on school administration and management with regard to personnel, work plans, budget, techniques, student activities, buildings and premises and community relations; providing quality assurance systems in formal schools; and etc. As revealed in the report prepared by the Office of the Private Education Commission giving statistics on private education for the academic year 2015, there were 12,892 private education institutions providing formal, non-formal, and special and welfare education. Regarding private higher education institutions, they have played a contributory role in providing higher education for the youth in order to relieve the government of its burden of the provision of education at a higher level. The participation in the provision of education of private higher education institutions took place in 1969 based on the Private College Act of 1969. The status of private education institutions in that period was just that of a college. In 1979, the Private Higher Education Institution Act of 1979 was promulgated, classifying higher education institution into three types, namely university, institution, and college with the aim of changing the status of colleges to

universities. As a result, by 1984 a certain number of private colleges that had consolidated their positions were raised to a university status. Increasing participation of private providers has resulted in continued expansion of private higher education to accommodate the social demand for higher education and the need to strengthen the educational development of the country. After the promulgation of the National Education Act, the establishment of private higher education institutions and delivery of their programmes of study are now under the close scrutiny of the Office of the Higher Education Commission. As stated in the Section 45 of the National Education Act, Private institutions providing education at the degree level shall be allowed to function with autonomy, develop their own system of administration and management, flexibility, and academic freedom and shall be under the supervision of their own council in accordance with the Act on Private Higher Education Institutions. Consequently, the Private Higher Education Institution Act of 2003 and its Second Revision of 2007 were promulgated to provide a framework for private higher education administration and to follow up on the quality evaluation and educational standards of private higher education institutions. The establishment of private higher education institutions needs to comply with the Private Higher Education Institution Act. A private higher education institution has the right and authority to provide higher education equivalent to public universities. Consequently, private higher education institutions can operate independently and develop their own administrative system that is flexible, having their own academic freedom under the supervision of the University Council. However, private higher education institutions are not entitled to receive budget allocation from the government. They gain support for institutional operation from their own revenue and licensees. When classified into levels of education, the students' proportion of private participation is highest at the upper secondary level (vocational stream). The overall increase in private participation at the basic education level is moderate, from 19 percent in 2011 to 20 percent in 2015.

In the academic year 2014, 11,573,004 students at all levels of education were in public education institutions while 2,672,480 students were in private ones. In the academic year 2015, there were 11,476,922 students at all levels of education studying in public education institutions whereas 2,806,526 students were in private ones. When considering the levels of education, percentage of students at each level in public education institutions was noticeably higher than students in private institutions in both academic years 2014 and 2015.

Provision of Education for Employees by Private Enterprises

Several private enterprises cooperate with educational institutions in providing training opportunities for students. In addition, business enterprises are encouraged to provide education for their employees. The Skill Development Promotion Act encourages business enterprises to contribute to the Labour Skill Development Fund and to provide in-house training for their employees. Similarly, the Ministerial Regulation on the Rights of Enterprises to Establish Learning Centres to Provide Basic Education was issued in 2004 to encourage enterprises to provide education programmes for their workers. Some rules that are imposed on educational institutions are not enforced on learning centres established by enterprises. For example, rules on the number of buildings, classrooms and

student/teacher ratio are not applied, and teaching licenses are not required for instructors. In Thailand, there are a number of enterprises providing education for their workers. Some provide formal education at the upper secondary level, while others provide vocational education equivalent to upper secondary level by focusing on a work-related curriculum such as repair and maintenance of industrial machinery, welding, retail business, hotel management, and food-processing. In response to the needs of the labour market, some organisations have established their own educational institutes, such as Vidyasirimedhi Institute of Science and Technology whose responsibilities are to increase the country's competitiveness and foster excellence in science and technology, and Panyapiwat Institute of Management producing academically skilled and job-ready graduates.

Provision of Education by Families

Family-based early childhood development plays an essential role in education. Some families preferred to provide education for their own children even before the enactment of the National Education Act which empowered families to provide basic education. In 2016, the number of home-schooled children was 595 in 474 families. While some families educate only their own children, others form groups and set up learning centres to provide education for children of their group. Currently, a number of schools allow these children to register as their students in order to maintain eligibility for further study.

Provision of Education by Religious Institutions

As of 2014, the vast majority of Thais were Buddhists at 94.6 percent, while 4.2 percent were Muslims, 1.1 percent Christians, and 0.1 percent others including those with no religious affiliation. In Thailand, there is absolute religious freedom and all religious institutions are encouraged to participate in the provision and support of education.

Provision of Education by Buddhist Religious Institutions There are almost 40,000 Buddhist temples in Thailand. Studies in Buddhism as well as general education are provided to monks and novices in these temples as well as to laymen.

The Study of Buddhism The study of Buddhism is divided into the teaching of Dharma and Pali teachings. The teaching of Dharma is provided to ecclesiastics and also to laymen.

General Ecclesiastical Schools General Ecclesiastical Schools in various Buddhist temples offer general education at lower and upper secondary education levels to novices and monks in curricula equivalent to those provided by the Office of the Basic Education Commission. Apart from general subjects, the curricula include learning units related to religious practice, Buddhist doctrine and Pali Language.

Buddhist Universities

Presently, there are two Buddhist universities providing higher education for monks, novices and also laymen as follow: Mahamakut Buddhist University (MBU) offers courses at bachelor's, master's and doctoral degree levels in the faculties of Religion and Philosophy, Humanities, Social Sciences, and Education. In addition, the university also offers a teachers' training programme as well as various academic services to the public. Mahachulalongkornrajavidyalaya

University (MCU) provides courses at the bachelor degree levels at the faculties of Buddhism, Humanities, Social Sciences, and Education. Master's and doctoral degrees are also provided at these faculties. In addition, interested foreigners can also apply for international master's and doctoral degree programmes in Buddhist Studies.

Informal Religious Education

Buddhist Sunday Schools offer instruction to laymen in Buddhism as well as general education. These schools offer religious instruction at the preparatory, basic, intermediate, and advanced levels.

Provision of Education by Islamic Religious Institutions Islamic religious institutions play a major role in providing formal, non-formal and informal education for Muslim children throughout the country, especially in the five southern border provinces of Yala, Pattani, Narathiwat, Satun, and Songkhla.

As of the academic year 2015, 410 private Islamic boarding schools focusing on the teaching of Islam (or Pondok schools) situated in five southern border provinces were registered as Pondok Institutes under the supervision of the Office of the Private Education Commission, Ministry of Education. There were 41,012 students and 1,589 teachers in these Pondok Institutes. As of the academic year 2015, there were 185 Islamic charity general education schools that teach Islam and general education. Non-formal education, focusing on vocational training and the teaching of Islam, is also provided in some schools. Muslims of all ages embrace Islamic doctrine as their way of life, and religious education is provided informally from childhood by families and nearby Islamic religious institutions.

Provision of Education by Christian Religious Institutions

Christian denominations play an important role in providing formal, non-formal and informal education to the Christian communities. As for general education, both the Roman Catholic Diocese and Protestant denominations operate general education schools for their followers and others. Non-formal education is offered for Christians wishing to become ordained while informal education programmes are offered to other Christians by these religious institutions.

Provision of Education by Sikh Religious Institutions

At present, there are 24 Sikh religious institutions and around 70,000 followers with three basic education institutions offering formal education operated by Sikhs. Instruction in the Sikh religion using Panjabi Language as the medium of instruction is offered through nonformal and informal programmes for Sikhs wishing to become ordained. Informal education programmes focusing on the Sikh doctrine is also available to the general public.

Provision of Education by Brahman-Hindu Religious Institutions

There are approximately 10,000 followers of the Brahman-Hindu religion in Thailand with one school operated by the Brahman-Hindu Church. Informal education programmes provide instruction in the religion. Many BrahmanHindu ceremonies are incorporated in Buddhist observances and in Royal rituals.

Provision of Education by Non-Governmental Organisations

Both local and foreign non-governmental organisations make a major contribution to the provision of basic education. According to the National Education Act, the private sector has the right to provide basic education as prescribed in the ministerial regulations. As stated in the Ministerial Regulation on the Rights to Provide Basic Education of Community and Non-Governmental Organisations in Learning Centres 2012, they can provide basic education both in the form of non-formal and informal education through the establishment of learning centres for those without learning opportunities in regular formal school.

Chapter 3

Educational System, Standards, and Quality Assurance

Under the present education system, various types and methods of learning are offered to learners regardless of their economic, social and cultural backgrounds. According to the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)) which is the first comprehensive education law in Thailand, education approaches are classified as formal, non-formal, and informal. All types of education can be provided by educational institutions as well as learning centres organised by individuals, families, communities, community or private groups, local administration organisations, professional bodies, religious institutions, welfare institutes, and other social institutions.

Types of Education

As stipulated in the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)), there are three types of education, namely, formal, non-formal, and informal.

Formal Education

As defined in the mentioned National Education Act, formal education specifies the aims, methods, curricula, duration, assessment, and evaluation conditional to its completion. General and vocational education is provided at basic and higher education level by both public and private bodies. Formal education services in Thailand are provided in various formats for several target groups, including: (1) mainstream education, in both general and vocational streams, provided for general students in regular schools; (2) basic education for children with special educational needs including: gifted and talented students; students with disabilities enrolled at special schools, special centres and inclusive schools; disadvantaged students through Welfare Schools, and Border Patrol Police Schools; (3) education for ecclesiastics and educational services provided by religious institutions; (4) specialised education provided by specific agencies other than the Ministry of Education; and (5) international education in which languages other than Thai (generally English) used as the medium of instruction. The focus in this chapter will be mainstream education and basic education for children with special needs.

Mainstream Education Mainstream education means education provided for general students in regular classes. It is classified into general and vocational streams. Within the formal

system, general education is provided at all levels, from pre-primary to higher education while vocational education is provided from upper secondary education to higher education. In the academic year 2015, approximately 14 million students or around 85.9 percent of the total population aged 3-21 were enrolled in formal education. The formal system of basic education in Thailand is based upon a 6-3-3 model comprising six years of primary education; three years of lower secondary; and three years of upper secondary. However, a minimum of nine years of school attendance is compulsory, from primary to lower secondary education. At present, the teaching-learning activities of basic education in the general stream follows the 2008 Basic Education Core Curriculum (Grades 1-12) and the 2003 Early Childhood Curriculum while the teaching-learning activities of basic education in the vocational stream follows the 2013 Curriculum for the Certificate of Vocational Education (including revised version in 2014) and 2014 Curriculum for Diploma of Vocational Education. Organised for the 3-5 age group, the 2003 Early Childhood Curriculum focuses on preparing children in terms of their physical, intellectual, emotional/mental and social readiness and provides guidelines to parents, caregivers and teachers in caring for and educating children.

The 2008 Basic Education Core Curriculum aims at developing learners to be well-balanced intellectually, morally and socially. It cultivates attitudes and values regarding Thai citizenship while at the same time promoting an international or global consciousness. It upholds the principles of democracy and a democratic regime of government with the King as Head of State. It equips the learner with the foundational knowledge and basic skills necessary to further their education and their career. In this curriculum, the knowledge and skills have been grouped into eight subject areas: Thai language, mathematics, science, social studies, career and technology, art, foreign languages, and health and physical education. Activities that focus on responding to the learner's specific interests are also included. At primary level the curriculum is designed for up to but not exceeding 1,000 hours /year, at secondary level up to but not exceeding 1,200 hours / year and at upper secondary level not less than 3,600 hours over 3 years. In the general stream of basic education, career and technology-related education is offered to school children at both the primary and secondary levels to provide them with work experience and basic knowledge for career preparation and technological applications. Starting at the upper secondary level, the Technical and Vocational Education and Training (TVET) in Thailand follows the 2013 Curriculum for the Certificate of Vocational Education (including revised version in 2014) at the lower certificate level and the 2014 Curriculum for Diploma of Vocational Education at associate degree level. These curricula are designed in response to technological progress for skilled manpower production. Vocational students can choose appropriate learning system and approach relevant to their potentials, interests and opportunities. The curricula promote cooperation in education provision and participation in curriculum development among educational institutes, workplaces and other concerned organisations at community, local, and national levels. All levels focus on competency and specify the standards of knowledge, skills, attitudes, and personal attributes required by students in their future careers. According to the National Education Act, the Technical and Vocational Education and Training is

provided by either public or private institutions, enterprises, or through cooperation between educational institutions and enterprises. The standards in the above-mentioned curricula cover 10 main fields, comprising industry, commerce, arts and crafts, home economics, agriculture, fisheries, tourism, textiles, information and communication technology, and life skills. Students studying in these fields will have an opportunity to take part in hands-on training in cooperating factories or companies for at least one semester. To expand opportunities for students, a number of entrepreneurs and educational institutions are offering a dual education programme, where students engage in on-the-job training for half of their total study period.

In 2008, the Vocational Education Act was promulgated and enforced nationwide. It is believed that this Act will contribute effectively to the development of Thailand's workforce in the future. The learners will have more choices to continue vocational education in bachelor degree of technology since the Act encourages the establishment of vocational institutes in order to provide the programme of bachelor degree of technology. These vocational institutes originate from the amalgamation of vocational colleges in each area of the country. According to the 2008 Vocational Education Act, three types of vocational education and training are provided, namely formal technical and vocational education and training; non-formal technical and vocational education and training; and dual-vocational training programme. As for formal technical and vocational education and training, this is conducted in educational institutions at three levels: upper secondary, leading to the lower certificate of vocational education; post-secondary, leading to a diploma or associate's degree of vocational education; and higher education, leading to a bachelor degree of technology. Dual-vocational training programme involves the students in hands-on training in suitably selected organisations in the private sector. Educational institutions collaborate directly with public or private enterprises in drafting action plans and setting goals for students to meet. The programme also enables the students to do field work while benefiting from an allowance to cover living expenses and compensation for their contributions made towards the company's income and profits as temporary employees.

Basic Education for Children with Special Educational Needs

Since the promulgation of the National Education Act, greater attention has been focused on children with special educational needs, including the gifted, the disadvantaged and the disabled. The Ministry of Education has announced criteria and procedures for providing facilities, media, services and other forms of educational aid, as well as for budget allocations in these areas.

Special Education for Gifted and Talented Students

If full and appropriate support is given, gifted and talented persons will become invaluable national resources generating tremendous benefit to the country. Thailand attaches great importance to expanding and diversifying the opportunities available to them.

The National Education Act specifies that education for specially gifted persons will be provided in appropriate forms in accordance with their competencies. The Act also states the significance of providing suitable curricula and budgetary allocations for this purpose. Support given

to gifted and talented persons in Thailand may be divided into the following categories: 1) Establishment of Special Schools for Gifted Persons: Of the 28 Special Schools for Gifted Persons that were set up, there are 13 which focus on sciences and mathematics, 13 for sports and two for music. 2) Provision of a School within the School Programme: Regular schools are required to set up special classes, develop specific curricula, and revise the teaching/learning and assessment processes for gifted persons in various fields, including language, science and mathematics. 3) Provision of special activities, tuition sessions and competitions: Several public and private agencies, including 1) the Promotion of Academic Olympiads and Development of Science Education Foundation under the Patronage of Her Royal Highness Princess Galyani Vadhana Krom Luang Naradhiwas Rajanagarindra graciously chaired by Her Royal Highness Princess Maha Chakri Sirindhorn; 2) the Institute for the Promotion of Teaching Science and Technology (IPST); and 3) the National Science and Technology Development Agency (NSTDA), organise special activities, tuition sessions and competitions for gifted persons, such as the Academic Olympiad Camps, science camps, Junior Science Talent Project (JSTP), exploring centres and competitions in science or mathematics. 4) Provision of Advanced Placement Programme: This programme is based upon cooperation between secondary schools and universities that allow secondary students to take courses organised for first-year university students and receive credits which can be accumulated when they further their study at the bachelor degree level. 5) Provision of Specific Curricula: Some universities provide specific curricula which focus on research studies in specific areas or an Honours Programme. 6) Research Studies and Development of the Body of Knowledge: The Office of the Education Council has conducted research studies aimed at developing curricula for gifted and talented children in the School within the School Programme. The findings as well as the body of knowledge created have been integrated into the Strategic Proposal to Develop Gifted and Talented Children (2006-2016) and now into the Draft Strategies for the Gifted and Talented Children (2016- 2020). 7) Establishment of Centres and Research and Development Institutes for Gifted Persons: Such Centres and Institutes have been established by several agencies such as Chulalongkorn University, and Srinakharinwirot University. 8) Provision of Scholarships in Thailand and overseas: Scholarships are offered under the 'Development and Promotion of the Scientific and Technologically Talented' Project; the National Science and Technology Development Agency (NSTDA) Project; the Academic Olympiads Project; as well as by several public and private agencies.

Special Education for Disadvantaged Students

Several agencies have taken steps to provide education for those who are socially and/or culturally disadvantaged. These include the Ministry of Education, the Border Patrol Police Bureau and the Ministry of Social Development and Human Security. In addition, nongovernmental organisations such as Suan Kaew Monastery Foundation, Foundation for Children, Rajprachasamasai Foundation, the Education for Development Foundation and Foundation for the Better Life of Children also play a very important role in education provision for disadvantaged students.

Most disadvantaged students study in a number of mainstream public schools, called Inclusive Schools while the rest study in Welfare Schools and Border Patrol Police Schools. Welfare Schools offer education for socially and culturally disadvantaged students who are deprived of the opportunity to attend regular schools. Free education, food, clothing, equipment, textbooks and other necessities are provided, and in most cases accommodation is also provided. In the academic year 2015, there were 51 Welfare Schools under the supervision of the Office of the Basic Education Commission. Special vocational training relevant for future employment in the locality of a particular school is usually included.

The Border Patrol Police Schools are under the supervision of the Border Patrol Police Bureau, Royal Thai Police. They are located in the more remote border areas of the country. As stated by the Border Patrol Police Bureau, in the academic year 2015, 6,661 pre-primary students, 17,415 primary, 916 secondary were being educated in Border Patrol Police Schools nationwide. Most students came from farming families and belonged to diverse ethnic groups. The teachers at the Border Patrol Police Schools are Border Patrol Police Officers who are responsible for security in these areas. In the academic year 2015, the total number of schools and learning centres under the jurisdiction of the Border Patrol Police Bureau was 204 comprising 162 primary schools, two secondary and 40 Border Patrol Police Learning Centres. Concerned for people in remote areas, Her Royal Highness Princess Maha Chakri Sirindhorn has launched a number of projects with the Border Patrol Police Schools since the year 1982. These projects contribute to the development of children and communities since the knowledge they gain can be transferred to the local community. The Agriculture for School Lunch, Improvement of Educational Quality, Vocational Training, Cooperative Promotion, Conservation of Natural Resources and Environment are among the many examples.

As for the disadvantaged students in Inclusive Schools and Welfare Schools under the supervision of the Office of the Basic Education Commission, they are divided into 10 types comprising (1) children forced to enter the labour market; (2) children who are sex workers; (3) abandoned children; (4) children in Observation and Protection Centres; (5) street children; (6) children affected by HIV/AIDS; (7) children of minorities; (8) physically abused children; (9) children living in poverty; and (10) children affected by narcotic drugs.

Special Education for Students with Disabilities

The budget for students with disabilities is allocated by the Office of the Basic Education Commission from two main sources: the regular budget and the Educational Fund for Students with Disabilities. Formal education for students with disabilities is provided in Inclusive Schools as well as Special Schools.

In accordance with the National Education Act, people with disabilities are entitled to receive all levels of education. The Special Education Bureau under the Office of the Basic Education Commission classified children with disabilities into nine types in accordance with their disabilities. These include: (1) hearing impairments, (2) mental impairments, (3) visual impairments, (4) physical

impairments or health-related impairments, (5) learning disabilities (LD), (6) autism, (7) emotional and behavioural disorders, (8) speech and language disorders, and (9) multiple disabilities.

Recognising disabled people's right to education, the Persons with Disabilities Education Act B.E. 2551 (2008) was promulgated in 2008. According to this Act, disabled persons will be offered free education and learning facilities. Moreover, they can choose educational services relevant to their needs.

Inclusive Schools: Inclusive Schools are regular schools that are willing to accept children with disabilities. In providing education for the disabled, these schools are also assisted by the Special Centres and Special Schools in terms of teachers, training, materials and facilities and coordination with concerned agencies such as the National Electronics and Computer Technology Centre, the Ministry of Interior, and the Ministry of Social Development and Human Security.

Special Schools: In the academic year 2015, there were 46 special schools located throughout Thailand. In practice, children with all types of disabilities will be accepted in these schools. However, special schools are essential for students with disabilities who need special accommodations. In addition, there are 77 Special Education Centres under the supervision of the Bureau of Special Education Administration, Office of the Basic Education Commission. These Special Education Centres bear many responsibilities for education provision for the rehabilitation of disabled persons. They render services at the Special Centres, in Inclusive Schools, at home, and in hospitals. They organise meetings/seminars to provide knowledge to support parents of the disabled and assist relevant agencies. They also conduct research and formulate the curriculum for short-term training for the disabled.

Non-formal education is also specially arranged for children with disabilities. Apart from the Ministry of Education, special education for disabled students is provided by several other agencies including the Department of Social Development and Public Welfare under the supervision of the Ministry of Social Development and Human Security, as well as by some demonstration schools, municipal schools, and private foundations. Moreover, some hospitals organise classes for children with disabilities resulting from chronic conditions.

Non-Formal Education

Non-formal education services are provided by both public and private bodies comprising the Ministry of Education, Ministry of Defence, Ministry of Labour, Ministry of Interior, Ministry of Public Health, Ministry of Transport, Ministry of Agriculture and Cooperatives, Ministry of Industry, private organisations, and non-governmental organisations. Under the supervision of the Ministry of Education, the Office of the Non-Formal and Informal Education (ONIE) is the main agency in charge of non-formal and informal education. This agency offers services to various target groups through traditional methods and through e-Book, e-Library and e-Learning initiatives. The services provided by the Office of the Non-Formal and Informal Education target primarily those outside the school system, i.e. infants and pre-school children, the school-age population who have missed out on formal schooling, and the over-school-age population. Recently, such services have

been expanded to cover specific target groups, including prison inmates, the labour force, the disabled, conscripts, agriculturists, the aged, hill tribes people, local leaders, slum dwellers, Thai Muslims, religious practitioners, those having no opportunity to further their studies in formal schooling after compulsory education, Thai people in foreign countries, and other special groups, as well as students in the formal school system. On March 4, 2008, the Promotion of Non-Formal and Informal Education Act, B.E. 2551 (2008) came into force. The major focus of the Act is to promote the development of human resources in accordance with demographic, social, and economic changes. Emphasis is given to the quality of Thai people and to developing their knowledge and skills, moral principles, ethical behaviour, core values, and common sense to ensure not only their individual well-being, but the sustainable development of the nation. Besides, the people will have capabilities in leading pleasurable lives, perceiving the rapid changes around them, being capable of seeking knowledge continuously throughout their lifetime, and having potentiality and wisdom which are useful for the country's development and readiness for international competition. In the academic year 2015, the numbers of non-formal students under the supervision of the Office of the Non-Formal and Informal Education were 3,506,806; the Office of the Vocational Education Commission 1,065,485; the Office of the Private Education Commission 1,263,478; and the Bangkok Metropolitan Administration 19,776.

Informal Education

Informal education enables learners to learn by themselves according to their interests, potential, readiness and the opportunities available from individuals, society, environment, media or other sources of knowledge. It includes the following: - Informal education programmes provided by libraries, museums and science/technology centres, etc. as well as by mass media (radio, television, newspapers and magazines, and etc). - Informal education programmes available through community learning networks i.e. community learning centres, village reading centres, sub-district health offices, sub district agricultural offices, as well as natural learning sources in each community. - Learning from various sources as follows: 1) local wisdom which includes culture and the body of knowledge in each community; 2) local media which plays an important role in passing on knowledge and social values through several kinds of performance; 3) families which are learning sources from birth for all people; and 4) networking through cooperative activities. Several ministries are involved in providing informal education to promote lifelong learning, through information dissemination, educational activities or academic and professional programmes for different target groups relating to the responsibilities of each organisation. Many lifelong learning sources have been established, while existing ones have been improved and developed in accordance with the Section 25 of the National Education Act, which requires the State to promote the running and establishment, in sufficient number and with efficient functioning, of all types of lifelong learning sources, namely, public libraries, museums, art galleries, zoological gardens, public parks, botanical gardens, science and technology parks, sports and recreation centres. Efforts have been made to enable individuals to learn at all times and in all places through several sources. Several other types of lifelong learning sources have also been renovated and improved, including museums and historical parks under the supervision

of the Department of Fine Arts, arts and cultural centres, sports and recreation centres, as well as museums of natural science.

Linkage among Three Types of Education

The National Education Act acknowledges the importance of all types of education. Relevant agencies and educational institutions are, therefore, working to create links between formal, non-formal, and informal education systems. Credit accumulated by learners will be transferable within the same or between different types of education, regardless of whether the credits have been accumulated from the same or different educational institutions, including learning from non-formal or informal education, vocational training and work experience. It is expected that access to education will be increased from the transfer of learning outcomes to and from all types of education. In so doing, credits can be accumulated and transferred within the same type or between different types of educational approaches and learning.

A more flexible educational system, with the ability to transfer learning outcomes and validate experience, will help increase access to education and create links between all types of education. This will not only draw future generations of Thai people towards lifelong learning but also eventually lead to a learning and knowledge-based society in the 21st century. The improvement of non-formal and informal education is necessary to cultivate a culture of lifelong learning and create a learning society.

Levels of Education

Basic Education

In 2002, in accordance with the National Education Act, 12 years of free basic education was made available to students throughout the country for the first time. In 2016, the Government announced the extension of free basic education from 12 to 15 years, beginning from the kindergarten level to grade 12 in upper secondary level both in general and vocational streams. The 15-year state-subsidised education plan also covers special education for underprivileged or impoverished children and special education for the disabled or handicapped.

Basic education covers pre-primary education, six years of primary, three years of lower secondary, and three years of upper secondary education. The current compulsory education requirement covers six years of primary and three years of lower secondary education. Children are expected to be enrolled in basic education institutions from age seven until the age of 16, except for those who have already completed Grade 9. Basic education is provided before higher education by the following institutions: - Early childhood development institutions i.e. childcare centres, child development centres, initial care centres for disabled children or those with special needs, and early childhood development centres operated by religious institutions or by other agencies. - Schools such as state schools, private schools, and those under the jurisdiction of Buddhist or other religious institutions; and - Learning centres i.e. those organised by nonformal educational agencies, individuals, families, communities, community organisations, local administration organisations,

private organisations, professional bodies, religious institutions, enterprises, hospitals, medical institutions, welfare institutes and other social institutions.

Higher Education

Higher education at the diploma, associate, and degree levels is provided in universities, educational institutions, colleges, community colleges, and other types of institutions.

A) Associate Degree or Diploma Level Higher education at the associate degree or diploma level requires two years of study and is offered by Rajabhat Universities, the Rajamangala University of Technology, state and private vocational colleges, as well as colleges of physical education, dramatic arts and fine arts. The majority of courses offered are related to vocational and teacher education.

B) Degree Level

Programmes leading to a degree require two years of study beyond the diploma level, and four to six years of study for those completing upper secondary education or the equivalent.

The first professional qualification is a baccalaureate, normally attained after four years of study. Five years of study are required in the fields of architecture, painting, sculpture, graphic arts, and pharmacy as well as six years required for medicine, dentistry, and veterinary science. In some of these fields, additional study is required to allow for a practicum before professional qualifications are awarded.

Advanced study of at least one but generally two years, combined with a thesis, leads to the award of a master's degree.

A doctorate, requiring an additional three years of study following the master's degree, is awarded in some fields, while an advanced diploma or certificate, designed for students already possessing a degree or professional qualification, may be obtained after one or two years of course work.

The amalgamation of education bodies into the Ministry of Education in 2003 resulted in an increasing number of public universities under the supervision of the Office of the Higher Education Commission. The former teacher training institutions and technological education institutions under the jurisdiction of the Ministry of Education were upgraded to university status and their supervision transferred to the Office of the Higher Education Commission. As of 2015, there are 156 higher education institutions and the Institute of Community Colleges under the jurisdiction of the Office of the Higher Education Commission. The Institute of Community Colleges takes charge of community colleges in 20 provinces. Moreover, there are other specialised institutions under the supervision of other ministries and agencies.

In accordance with government policy, community colleges have been established in provinces where other opportunities for higher education are not available. These colleges offer the education and training to support economic and social development in those communities, including 2-year associate degree programmes. Several curricula are currently offered in associate degree programmes from community colleges.

Educational Standards and Quality Assurance

The purpose of establishing educational standards is to specify certain qualities in the provision of education, such as desired learner attributes, curriculum, and teaching-learning processes. The decentralisation of power in educational management and administration in Thailand requires quality assurance in the educational system in the form of both internal and external types. One important principle of decentralisation in education is quality. As for the quality assurance, it is one of the main principles of decentralisation of power in educational administration. So as to ensure quality, institutions are expected to develop excellence within the domain of their regular activities and administrative tasks, whereby it is anticipated that educational quality will flourish. Improvement of quality will be beneficial to direct recipients of the service, including students and parents, as well as indirect recipients, such as employers, individuals, and society as a whole. To ensure improvement in the quality of education at all levels and of all types, two major tasks that need to be accomplished are the development of educational standards and the development of a quality assurance system.

There are three types of standards: national education standards, standards for internal quality assurance, and standards for external quality assessment.

National Education Standards

As specified in the National Education Act, the Office of the Education Council (OEC) is responsible for proposing national education standards. Working in cooperation with the offices responsible for basic, vocational, and higher education as well as the Office for National Education Standards and Quality Assessment (ONESQA), sets of standards which would be applicable to all agencies providing education at all levels were formulated and subsequently approved by the Council of Ministers on October 26, 2004. They comprise: 1) Desirable characteristics of the Thai people, as both citizens of the country and members of the world community, for which there are five indicators: (1) sound physical and mental health; (2) required knowledge and skills sufficient for leading a meaningful life and social development; (3) skills in learning and self-adjustment; (4) social skills; and (5) righteousness, public-mindedness, and consciousness of their citizenship of Thailand and the world. Guidelines for education provision for which there are three indicators: (1) development of a diversified curricula and ambiance enabling learners to develop themselves in line with their natural inclinations and to the best of their potential; (2) systematic and effective development of administrators, teachers, faculty staff, and education personnel; and (3) practice of school-based management. 3) Guidelines for creating a learning society/ knowledge society for which there are three indicators: (1) provision of academic services and establishment of cooperation between educational institutions and community so as to transform educational institutions into a learning and knowledge society; (2) research and study, promotion of and support for learning sources and mechanisms; and (3) generation and management of knowledge for the benefit of all levels and components of the society. The national education standards also serve as the basis for setting assessment standards for internal and external quality assurance mechanisms. Currently, all concerned agencies have developed relevant educational standards.

Internal Quality Assurance

In 2003, the Ministry of Education announced relevant ministerial regulations for the system, criteria, and methods for internal quality assurance of basic and higher education institutions. Three important principles of the internal quality assurance are as follows: - It will make educational institutions independent and flexible for management of curriculum, budget, personnel, and resources. - State/private agencies, local administration organisations, entrepreneurs, local scholars, local communities, and parents will have opportunities to participate in the education management and quality assurance. - Standards of educational institutions and all internal operations can be inspected by other organisations. To serve as a basis for external quality assessment, all educational institutions follow guidelines for internal quality assurance standards developed by their supervising agency. Educational institutions are also required to implement an internal quality assurance system comprised of control, audit, and assessment.

In support of this effort, a number of activities have been carried out, including: developing personnel; implementing pilot projects; providing financial support; conducting, monitoring and advisory tasks; and disseminating documents, media, and equipment.

External Quality Assessment

External quality assessment of all educational institutions is conducted at least once every five years, with outcomes submitted to the relevant agency and made available to the general public. The main aims of external assessment of all educational institutions are to stimulate these institutions to continuously enhance their educational quality and achieve efficient educational administration. Authentic assessment enables assessors to identify the strengths, weaknesses and conditions for success of the concerned institution. Useful recommendations are also provided for further improvement of the quality of education offered by the institutions. In conducting these assessments, the Amicable Assessment Model was employed by trained external assessors selected from qualified persons from private, professional or academic organisations. The model is aimed at highest quality and efficiency of assessment for enhancing educational quality and standards. The Office for National Education Standards and Quality Assessment oversees external quality assessments of both basic and higher education institutions following standards relating to educational achievement (output/outcome); input/ processes; and efficiency in administration and leadership. Different sets of standards for external quality assessment are used at the basic and higher education levels. From 2001 to 2015, the Office for National Education Standards and Quality Assessment has conducted three rounds of the external assessment. The third round of the external quality assessment (2011-2015) revealed that the quality of education was assured in 96.81 percent of educational institutions at pre-primary level; 77.47 percent at primary and secondary levels; 79.49 percent at vocational level; 95.27 percent at higher level; and 98.81 percent of district non-formal education institutions. Apart from the three standards mentioned above, Thailand has prepared and developed the qualifications frameworks for the Thai education system. With a view to developing manpower to meet both nationally and internationally comparable standards of knowledge, skills and competences

and to promoting the system of quality assurance in education, Thailand has prepared the Thai Qualifications Framework for Higher Education (TQF: HEd), the Thai Qualifications Framework for Vocational Education (TQF: VEd), and the National Qualifications Framework (NQF). In 2003, work began on developing TQF: HEd as a means to ensure consistency in terms of both standards and award titles at the national level and equivalency with awards granted by institutions in other parts of the world. It provides appropriate points of comparison to assist institutions in their planning and internal quality assurance process, evaluators involved in external reviews, and employers in understanding the skills and capabilities of graduates they may employ. In July 2009, TQF: HEd and guidelines were introduced. Since then, efforts have been made to foster understanding within the higher education community and among relevant stakeholders to facilitate its implementation in higher education institutions nationwide. Under this framework, it is required that the quality of graduates at every level and every course or field of study fulfils the five domains of learning set by the Higher Education Commission, namely: ethics and morals, knowledge, cognitive skills, interpersonal skills and responsibility, numerical analysis, and communication and information technology skills. The National Education Act, the Second 15-Year Long Range Plan on Higher Education (2008-2022), and the government's education policy have all sought to upgrade the quality of higher education provision. Quality and the production and development of quality graduates is linked to the ability to adapt to the changing work environment, create knowledge and innovation to develop the country in a sustainable manner and enhance the country's competitiveness in the globalised world, and strive towards academic excellence in order to become a regional education and research hub. Regarding the quality assurance of graduates in vocational education, TQF: VEd of 2013 was announced in the Regulations of the Ministry of Education which replaces that issued in 2011. TQF: VEd is a guideline and standard for the Office of the Vocational Education Commission and institutions to develop or adjust vocational curriculum and to improve education provision for producing graduates with good quality. In 2013, the Office of the Education Council prepared the National Qualifications Framework which was approved by the Council of Ministers. Being a credit transfer system developed on the basis of TQF: HEd and TQF: VEd, NQF is conceived of as an important component in assessing individuals' learning capabilities linking educational qualifications with experience transfer. It is considered a key and powerful concept in connecting and establishing cooperation among all levels and all types of education as well as promoting lifelong learning. In response to the demands of both national and international labour markets, especially in the ASEAN region, it is a mechanism giving an academic or vocational value to qualifications which Thai working-age people have obtained.

Moreover, it enables them to clearly visualise their own learning and progressive path as well as promotes individuals' quality assurance in accordance with their qualification levels. Currently, the Office of the Education Council is in the process of pushing forwards the NQF for its effective implementation. In addition, the Office of the Education Council is establishing cooperation with ASEAN countries to prepare the ASEAN Qualifications Reference Framework (AQRF). As a guideline to the quality assurance in ASEAN, AQRF is expected to serve as a mechanism for

comparing education qualifications with work experience for the ASEAN Community. Moreover, it is a regional common reference framework, functioning as a device to enable comparisons of qualifications across ASEAN member states, and addressing the education and training sectors with the wider objective of promoting lifelong learning. The Office of the Education Council is a member of the Task Force on ASEAN Qualifications Reference Framework (TF-AQRF) taking charge of developing AQRF and designing mechanisms and guidelines for its implementation.

Chapter 4

Resources and Investment in Education

The mobilisation of resources and investment for education and the allocation of budget are necessary mechanisms to consolidate education reform efforts. As indicated in the Section 58 of the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)), there shall be mobilisation of resources and investment in terms of budgetary allocations, financial support and properties from the State; local administration organisations; individuals; private organisations; professional bodies; religious institutions; enterprises; other social institutions; and foreign countries, for the use in the provision of education. Regarding the policy of the government, the allocation of the budget for education is adjusted to be consistent with the needs of those who wish to learn and the characteristics of the locations of the educational institutions.

Mobilisation of Resources and Investment for Education In fiscal year 2015, recognising the importance of education, the government allocated a budget to expand opportunities and improve the quality and standard of education on a thorough and equitable basis, and provide support for free basic education. The Government intended to spend 531,044.8 million baht, or 20.6 percent of 2,575,000 million baht with an emphasis on extending Thai people's opportunity to access quality education with standards. The areas of expenditures also included the education reform of teachers, curriculum, classrooms and information technology to attain international standards as well as funding arrangements to provide loans for students. The two major types of loans for students distributed by the Government comprise the Student Loan Fund and the Income Contingent Loan. In addition, a portion of the education budget was allocated for educational institutions to produce and develop manpower with quality and high standards in accordance with market requirements in terms of quantity and quality. The full education budget in fiscal year 2015 was allocated for education administration from pre-primary to higher education levels, non-formal education, scholarships for students, and research on education. The national budget for the education sector also includes subsidies of education provided by the Bangkok Metropolitan Administration as well as local authorities nationwide.

Considering that education is a crucial factor in national development, the Thai Government has between fiscal years 2010-2015 allotted a remarkable proportion of the national budget to education. Successive Governments resumed the spending level of at least 3.8 percent of Gross Domestic Product.

To reflect this allocation, shift in real baht, in fiscal year 2015, 20.6 percent of the total budget was used by various public agencies to provide public services in schooling, non-formal, and informal systems. After decreasing to 18.7 percent of the national budget in fiscal year 2012, an increasing trend was seen in the following three years (2013, 2014, and 2015 at 20.6, 20.5, and 20.6 percent respectively), revealing the determination of the Thai Government to improve the quality of education.

Compared to the budget allocated to other sectors, the education budget was third only to the general public services and economic affairs budgets.

To ensure equal educational opportunities for all groups of population and to relieve financial burdens of students, the Government has still run the Project on Financial Support from Pre-Primary Education until Completing Basic Education. The project offers 15 years of free education from pre-primary up to upper secondary levels or equivalent both in general and vocational streams. Education expenditure funded by the Government comprises the fees for tuition, textbooks, school uniforms, learning equipment, and activities for students' quality improvement. The public expenditure per head has been adopted with the baseline calculation.

Apart from general per head subsidies, the State is also responsible for the distribution of allocations for the operating and capital costs of state education institutions providing basic education and distribution of low-interest loans for students. The government budget for education provision comes not only from the Ministry of Education, but also from several other government agencies which contribute significantly for educational purposes. Added to the government budget for education provision, contributions from the private sector and general society are composed of funds from non-government sources, private education institutions, the business sector, communities and international organisations. Resources from non-governmental sources include donations made by individuals and communities, which vary both in cash and kind, and revenue from educational institutions such as academic services. To encourage participation in the backing and development of education from private business and individuals, the Government has approved tax measures to support education. Consequently, a double deduction is granted to individuals for expenses paid to assist either public or private formal education institutions. However, these expenses together with the expenses in aid of education programmes under projects approved by the Ministry of Education cannot exceed 10 percent of assessable income after deduction of expenses and other exemptions. A double deduction is granted to companies or legal entities for expenses in the form of either cash or assets paid to either public or private formal education institutions. Nevertheless, these expenses together with the expenses in support of education programmes under projects approved by the Ministry of Education and the expenses paid to construct and maintain children's playgrounds, parks or privately owned sports fields which are open to the public free of charge (expenses in support of learning and amusement activities) cannot exceed 10 percent of net profit before the deduction of donations for charity, public benefit, and for education or sport.

Allocation of Budget

In terms of investment per level of education, financial contributions from the Government to pre-primary, primary, secondary and higher education increased successively from fiscal year 2011 to 2015.

The table above showed that the Government prioritises the development with enormous investment in basic education under the year by year system. In higher education, this data emphasises an increasing budget allocation to public universities. As shown in Figure 4.3, the largest proportion of educational funding in 2015 (73.0 percent) was allocated to basic education (pre-primary, primary, and secondary levels) followed by higher education which received 18.4 percent.

Concerning management of education budget, the National Education Act requires that there be a system for effective budget management and oversight. In an attempt to comply with the Act, the Ministry of Education and the Bureau of the Budget implemented a number of projects to develop appropriate systems for auditing, monitoring and evaluation to ensure efficiency and effectiveness in the utilisation of budgetary allocations at all levels of education.

Chapter 5

Development of Teaching and Learning Quality

The development of teaching and learning quality is crucial for preparing competent Thai people and a prosperous society for the country. Learners are considered centres for developing teaching and the learning process. Up to the academic years 2015 and 2016, a variety of outstanding activities and projects have been initiated or developed to enhance the quality of teaching and learning in line with the changing world in each period.

Early Childhood Education Development

Early childhood education is deemed important to Thailand since it is the development of learners' quality at an early stage of life. Policies and disciplines on early childhood development have been under continuous development. There have been important movements contributing to early childhood education development as described below:

1) Preparing the Long-Term Policy and Strategy for Early Childhood Care and Development (0-5 Age Group) 2007–2016 as an integral part of development of our children and youth, and a framework for action on early childhood development, encompassing the initial period of the lives of our children and youth. 2) Setting the Regulation of the Office of the Prime Minister on Early Childhood Development B.E. 2551 (2008) in order to provide children in early childhood with quality development according to the State's basic policies as stipulated in the Constitution of the Kingdom of Thailand under the auspices of the Committee on National Early Childhood Development 2008 with the Prime Minister as the Chairperson. 3) Forming the Steering Sub-Committee for Early Childhood Development Strategy B.E. 2551 (2008) to drive early childhood development concretely and hold meetings and regularly report operation results to the Committee. 4) Preparing the National

Strategic Plan for Early Childhood Development (Newborn to Pre-First Graders) in Accordance with the Government Policy 2012–2016 which includes the following strategies: Strategy

Essential services for development to full potential of all children; Strategy 2: Iodine and early childhood development; Strategy 3: Early childhood rearing; and Strategy 4: Mechanisms for early childhood development.

At present, early childhood development is driven by the Committee on National Early Childhood Development and the Sub-Committees designated by the Committee. The Prime Minister or a designated Deputy Prime Minister acts as the Chairperson and the Office of the Education Council as the Secretary of the Committee. The members of the Committee are representatives of agencies working on early childhood development and early childhood experts.

The work on early childhood development in Thailand is divided into two levels as follows: 1) At policy level: Preparing, under the responsibility of the Office of the Education Council, policies, strategic plans, action plans, researches, bodies of knowledge, and innovations for early childhood development in order to create implementation framework for early childhood development applied by the Ministries and concerned agencies 2) At practitioner level: Taking charge of work on children with early childhood as indicated in the functions of concerned agencies. For example, the Ministry of Public Health is responsible for knowledge transfer of child health and development. The Ministry of Social Development and Human Security is responsible for subsidies for the new borns and driving early childhood development at provincial level. The Ministry of Interior supervises child care centres across the country. The Ministry of Education by the Office of the Basic Education Commission supervises pre-primary schools nationwide. These functions are carried out in line with policies, strategies, researches and bodies of knowledge offered by the Office of the Education Council. From 2007 until the present, many activities have been undertaken for developing early childhood education by various responsible agencies. During 2004-2009, the Office of the Education Council, in collaboration with the Book for Children Foundation, conducted a research and development on the Bookstart Project. The research findings were developed for implementation by concerned agencies, such as the Department of Health, Ministry of Public Health, Ministry of Social Development and Human Security, and Thai Health Promotion Foundation. The Office of the Education Council conducted the Research Project on the Development of Early Childhood Competency for Children Aged 0-5 Years which is divided into two stages of ages: 0-3 years of age and 3-5 years of age. Nowadays, the early childhood competency for age-related development (ages 3-5 years) is utilised in educational institutes under the supervision of agencies such as the Office of the Private Education Commission, Bangkok Metropolitan Administration, and Local Administration Organisations. The Ministry of Public Health designed the Pink Book recording iodine supplementation of pregnant women and children in early childhood. The Ministry of Social Development and Human Security has designed the National Standards for Child Care Centres and the Ministry of Interior offers on-going training programmes offering knowledge, skills and learning experiences to persons responsible for child care.

Integration of Morality and Ethics into Teaching and Learning Process

For improving the Basic Education Curriculum, the Ministry of Education has revised history and civic duties in order to make students learn and become aware of the duty of Thais in terms of discipline, morality and patriotism. In addition, the Ministry of Education has integrated the 12 National Core Values into the curriculum comprising: 1) Upholding the nation, the religions and the Monarchy, which is the key institution; 2) Being honest, sacrificial and patient with positive attitude for the common good of the public; 3) Being grateful to the parents, guardians and teachers; 4) Seeking knowledge and education directly and indirectly; 5) Treasuring the precious Thai tradition; 6) Maintaining moral, integrity, well-wishes upon others as well as being generous and sharing; 7) Understanding, learning the true essence of democratic ideals with His Majesty the King as the Head of State; 8) Maintaining discipline, respectful of laws and the elderly and seniority; 9) Being conscious and mindful of action in line with His Majesty the King's statements; 10) Practicing the philosophy of Sufficiency Economy of His Majesty King Bhumibol Adulyadej. Saving money for time of need. Being moderate with surplus used for sharing or expansion of business while having good immunity; 11) Maintaining both physical and mental health and unyielding to the dark force or desires, having sense of shame over guilt and sins in accordance with the religious principles; 12) Putting the public and national interest before personal interest.

To those 12 National Cores Values, a strategic plan was created and implementation guidelines for the 12 National Core Values are followed in the provision of education in all subject groups. As of January 2016, in relation to the strategic plan, various activities have been organised to promote the 12 National Core Values such as installing billboards or posters for public awareness of the 12 National Core Values in 25,000 locations; organising 2,413 forums; arranging 16 batches of Core Values New Generation Youth Camps attended by 3,794 young people; and initiating activities of the 12 National Core Values Development for 15,875 education administrators, teachers, and private school students.

Added to the activities mentioned, Dharma (virtue codes of moral) Studies have been introduced into education institutions nationwide. Attended by 13,655 trainees, the training course, The Integration of Virtue and Morality into Learning Management was offered for developing teachers and education personnel. In addition, the Moral Schools Project, which was initiated in 2010, has been developed and maintained to create virtuous people with morals for the country. As of January 2016, numerous educational institutions have participated in the Moral Schools Project, including 367 schools under the Office of the Basic Education Commission; 500 vocational education institutions; and 250 private schools.

The Government's Efforts to Tackle Student Illiteracy

Literacy is considered a fundamental tool for learning at higher levels and understanding other subjects whereas illiteracy is like a great barrier to children's self-development. In Thailand, because of low quality and a lack of success in basic education as a whole, illiteracy is still a serious concern among disadvantaged children in remote areas of Thailand. According to a

survey made by the Office of the Basic Education Commission, around 25,000-26,000 grade 3 students in primary level nationwide have difficulty in reading and writing because of various problems, particularly students of immigrant families and ethnic minority students who do not use Thai as their primary language. To tackle the problem of illiteracy among students in Thailand, the Ministry of Education designed innovative approaches for each student in a move towards the country's goal of making 2015 an illiteracy-free year, and announced the Policy on 2015: The Illiteracy-Free Year which was implemented and materialised through numerous activities and projects. One of the outstanding projects was the Project on School ChangeMaker Festival. Initiated in line with the theory of Brain-Based Learning (BBL), this project aimed at encouraging the students in the first grade at primary level to read and write within one year. As of January 2016, this project offered many activities, such as distance training via DLTV satellite for 65,000 education administrators including Thai language teachers of the primary year 1 nationwide and the selection of 2,022 leader schools for the project to train 5,600 teachers. New Thai language learning and teaching was promoted and in Thai classrooms of primary years 1 to 3, the Consonant and Vowel Spelling and New Speedy Textbooks were distributed to all students while Teaching Manuals were given to Thai language teachers. These activities and projects were clearly successful in improving the ability of reading and writing of primary 1-6 students. At the end of the academic year 2015, the percentage of primary 1-3 students unable to read Thai decreased from 4.99 to 2.62 and primary 4-6 students who lacked reading fluency from 2.15 to 1.29. In addition, the percentage of primary 1-3 students unable to write Thai declined from 49.92 to 5.40 while for primary 4-6 students such reduction was from 3.59 to 2.10.

Improvement of Teaching and Learning through Distance Learning Technology (DL)

Distance Learning (DL) in Thailand has for a long time provided education to students nationwide and improved access to educational opportunities for students in remote areas of the country. Lessening problems resulting from a teacher shortage in small-sized schools and educational inequality among all Thai people, education provision via technologies of DL have enabled teachers to manage and arrange effectively average learning in all subjects. Both teachers and students are able to easily tap to modern teaching and learning technologies. The Ministry of Education through the Office of the Basic Education Commission, hence, has launched the Project on Distance Learning Technology for Educational Quality Development or DL Thailand Project with a view to upgrading the quality of education by using two types of technology, namely Distance Learning Television (DLTV) and Distance Learning Information Technology (DLIT). The process of education provision through distance learning technology is carried out by the Educational Service Areas (ESAs) and educational institutions.

Distance Learning Television (DLTV)

To tackle the ongoing problems of teacher shortages in remote areas of the country and to increase educational opportunities for Thai children, the present Government has initiated the Expansion of Distance Learning Television Project which was inaugurated several decades ago as part

of a royal initiative of His Majesty King Bhumibol Adulyadej. Through this project, 15,396 small-sized schools under the supervision of the Office of the Basic Education Commission were offered DLTV for teaching and learning. Positive results were realised by 2014 and the project has yielded slight increases on average in the 2014 Ordinary National Education Test (Onet) scores of the students in these small-sized schools. The Office of the Basic Education Commission found that 97 percent of teachers at the DLTV schools showed improved performance. According to the opinions of parents, teachers, students, and people surveyed in a Suan Dusit Poll conducted by Suan Dusit University, 98.45 percent of respondents were satisfied with this expanded project and saw it as being very beneficial. By way of addition, the students appeared happier in learning and could understand their lessons more easily.

Distance Learning Information Technology (DLIT)

DLIT is a mode of preparing teaching and learning activities through production, recording, transmission and broadcast of sound or moving pictures including related resources via information technologies and all kinds of modern communication channels. To build on the DL Thailand Project, DLIT has been introduced covering 15,553 medium and large sized schools under the supervision of the Office of the Basic Education Commission nationwide. The DLIT system for medium and large-sized schools installed via the website www.dlit.ac.th includes: 1) DLIT remote-sensing classrooms transmit teaching and learning activities for difficult lessons directed by model teachers of well-known academic schools to schools in distant sites in order to ease difficulties in teaching of teachers of the latter schools. 2) DLIT resources are similar to the teaching and learning media warehouse of the Basic Education Core Curriculum. 3) DLIT Digital Library is offered for teachers, students, parents and the general public for use in seeking knowledge. 4) DLIT PLC (Professional Learning Community) is a tool for building and developing professional learning community for teachers together with Share and Learn zones. 5) DLIT Assessment is an examination warehouse collecting examinations from primary to upper secondary levels. This system is deemed useful for building opportunities, decreasing educational inequality and improving the teaching approach of teachers nationwide. Its usefulness can lead to the enhancement of education reform to attain the goal of education quality, starting in the classroom.

Chapter 6

Development of Teaching Profession and Educational Personnel

Thailand attaches great importance to improving the status and quality of teachers and educational personnel because they play an important role in developing the learning process and enhancing the quality of students' learning. Moreover, they are considered as a key factor in elevating educational quality and preparing future citizens of the country. In Thailand, the policies on teachers and educational personnel of each government have focused on the improvement of the quality of teachers and educational personnel which directly affects the quality of students. The main aspects of teacher development indicated in each Thai government can be described as follows: 1) Attracting qualified and virtuous persons to teaching profession; 2) Preparing teachers of quality to meet

international standards; 3) Developing regularly the quality of teacher; 4) Improving salary, remunerations, and benefit levels for teachers; 5) Developing the system of teacher promotion; 6) Developing Geo-Informatics or Geomatics for teacher distribution; 7) Solving the problem of teacher shortage for core subjects; 8) Relieving teachers of burdens irrelevant to teaching and learning; 9) Introducing information technology and appropriate equipment in learning and teaching; 10) Adjusting the performance evaluation system to significantly reflect the effectiveness of learning and teaching, and developing the quality of learners; and 11) Solving teachers' debt problems through payment suspension programme and debt restructuring in line with government policy for solving household debt. Due to the promulgation of the National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)), the reform of the teachers and educational personnel system has been seen in order to set teachers and education personnel to become high-status professionals. In line with the Chapter 7 of the National Education Act, the teaching profession development system in Thailand was reformed in four key areas: teacher education development; personnel management and a new salary scale; maintaining professional standards; and the development and promotion of teachers and education personnel.

Present Status of Teachers and Faculty

During the academic years 2011-2014, the number of teachers in basic education met the recession successively; but in the academic year 2015, there was a slight increase of the number.

As for the number of faculties in higher education, there was a small increase during the academic years 2012-2013 from 65,522 to 67,031. According to Table 6.1, despite the rising number of teachers in basic education, Thailand has still been facing the problem of a shortage of teachers, particularly at the basic education level. The Basic Education Curriculum is comprised of eight core academic subjects, namely, mathematics, science, English, Thai language, arts, social studies, careers and technology, and physical education. Despite attempts to attract qualified persons to teach in the core academic subjects, shortages remain, especially for mathematics, foreign languages, Thai language, science and social studies. Most teachers choose to work in large schools in urban areas while many schools in remote areas have faced teacher shortage. An important cause of the teacher shortage in Thailand was the early retirement project between the academic years 2000-2006. As stated in the Report on Preparation and Development of Teachers in Thailand, the total number of retired teachers and educational personnel who joined this project both in schools under the supervision of the Office of the Basic Education Commission and in the higher education institutions was 62,530 while the number of positions for new teachers and educational personnel was equivalent to only 18,042. Another important cause of the teacher shortage in Thailand is the lack of systematic human resource planning. The distribution of teachers nationwide still has some problems in practice. The teacher shortage gives rise to a diminished quality of education. For example, Thai teachers, particularly at the basic education level, have various and non-teaching duties, including administrative affairs, academic affairs, students' affairs and service affairs.

Moreover, they were often assigned to participate in extra-class activities conducted in school and in the community. In addition, some teachers in basic education institutions do not teach the subjects that they majored or specialised in.

Recruitment of Students in Teacher Education Institutions

At present, teacher education institutions are no longer in the form of specialised institutions. In the past, Thailand had Teacher Colleges and Education Colleges which have now been transformed into Universities. As a result, teacher preparation is carried out in the Faculty of Education in certain Universities. The first three teacher education institutions preparing the highest percentage of teachers in Thailand are Rajabhat Universities (63.68 percent), public universities (13.29 percent), and other education institutions not under the jurisdiction of the Ministry of Education (9.96 percent).

Teacher Education Curricula

Currently, the teacher education curricula in Thailand are classified into three types as follows:

Bachelor's Degree of Education Programme in Basic Education (5 years) Requiring completion of a five-year bachelor's degree, this programme prepares teachers with the first four years dedicated to intensive coursework and a final year devoted to teaching training at an approved school.

Bachelor's Degree of Education Programme in Basic Education (2 years) This programme is offered for undergraduates in fields other than education. These undergraduates have to attend one year of coursework and one year of teaching training in an approved school.

Master's Degree of Education Programme in Teaching (3 years) This programme is offered for graduates in education fields and others. The students have to attend two years of coursework and one year of teaching training in an approved school.

Projects of Teacher Production

With a view to attracting a competent new generation to the career of teaching, Thailand has launched various projects to prepare qualified teachers with productive teaching performance and high moral standards for more than 10 years. The students participating in these projects are guaranteed a teaching job at the end. Some projects offer fully funded scholarships for the entire period of implementation. Important projects on teacher preparation are described as follows:

The New Generation of Teachers Project

The New Generation of Teachers Project comprises two phases of implementation as illustrated below: Phase 1 offered a 5-year Bachelor of Education programs to prepare teachers in basic education. The project recruited students to train for the teaching profession with scholarships awarded and future positions in schools guaranteed. The project was implemented between 2004 and 2006 and was able to produce 2,500 qualified teachers in each year. Fifty universities joined the project in this phase. Phase 2 was approved by the Council of Ministers in 2009. The project was implemented between 2009 and 2010 and accepted 4,000 qualified students of teacher education, comprising 2,000 third-year and 2,000 fourth-year students. In 2012, the New Generation of Teachers Project was changed to be the Professional Teacher Project which prepared teachers of high-demand academic

subjects in accord with the needs of each area or these employed by various educational agencies such as the Office of the Basic Education Commission and the Office of the Vocational Education Commission. Hence, the teachers produced by this project have academic knowledge, high skills in teaching, and favourable attitude towards the teaching profession. Regarding the conditions for the students participating in this project, the students completing the education degree programme are contractually obliged to work as government teachers in basic education or vocational education.

Cooperative Teacher Education Project

In 2008, the Office of the Higher Education Commission initiated the Cooperative Teacher Education Project for the purpose of solving the urgent problem of teacher shortages in schools under the supervision of the Office of the Basic Education Commission and in colleges under the supervision of the Office of the Vocational Education Commission. The undergraduates in fields other than education had to complete a one-year graduate certificate programme in education and/or attend teaching training at the approved education institutions before receiving their teaching license. This project was able to produce a number of new generation teachers, thereby solving the teacher shortage problem. Additionally, the students attending this project were able to gain career-related experience from the teaching tasks they undertook at schools.

6.4.3 Project for the Promotion of Science and Mathematics Talented Teachers (PSMT)

In the first phase during 1996-2004, this project produced and promoted teachers talented in science and mathematics. According to the assessment of the implementation in phase 1, this project managed to produce qualified science teachers and, thus was able to accomplish its objectives. In the second phase of the project conducted from 2005 to 2006, students were recruited upon completion of the four-year bachelor degree programme. In the third phase, implemented during 2012-2017, the project awarded 580 scholarships of the One Year Graduate Diploma Program in Teaching Profession, annually.

Project on the Bright Students from Poor Families

Launched and conducted by the Faculty of Education, Srinakharinwirot University since 1986, the project which is called Diamond in the Rough Project in Thai aims at expanding educational opportunity for bright students from poor families. As a result, the students involved have succeeded in furthering their studies in Bachelor's Degree of Education Programme.

Returning-Home Graduate Project (Returning-Home Science Teacher)

This project encourages youths in remote areas to access education towards a bachelor's degree after which they can then return home to help develop their local communities. It is a special project in response to the need for teachers at schools under the supervision of the Office of the Basic Education Commission in Nan and Mae Hong Son Provinces.

Project on Local Teacher Development

Formerly known as the Gurudhayadha Teacher Preparation Project, it is a pilot teacher-producing project with limited admission for some high-demand subjects and localities under the requirements of concerned agencies, namely the Office of the Basic Education Commission, the Office of the Vocational Education Commission, the Bangkok Metropolitan Administration, the

Office of the Non-Formal and Informal Education. During the first phase, this pilot project will be carried out between 2016 and 2018. The next phase will be undertaken between 2019 and 2029. The project is aimed at attracting competent students to the teaching profession, offering them the curriculum which focuses on intensive practice and training. After graduating from programme, the students of the project will be recruited as teachers in their hometowns. They are expected to become teachers with expertise in teaching with a positive attitude towards the profession. The year 2016 was the first for selecting 4,079 students to join this project. In that year, there were 39,400 applicants and 30,306 eligible persons to take the exam to be selected for this project. This project allows persons with a teaching profession degree, and those from other fields guaranteed by the Office of the Teacher Civil Service and Educational Personnel Commission (OTEPC) to apply to this programme.

Chapter 7

Access to Education, Participation, and Progression

This chapter examines access to education, participation and progression through student enrollments, transition rates and enrollment rates from pre-primary to higher education levels, as well as the number of children with special needs in basic and non-formal education. 7.1 Access to Basic Education Basic education covers pre-primary education, six years of primary, three years of lower secondary, and three years of upper secondary education. During the academic years 2011-2015, the percentage of students enrolled in basic education at all levels, compared to the population aged 3-17, was rather stable.

From the figure above, during the academic years 2011-2015, the number of children aged 3-17 enrolling in basic education trended upwards as a result of policies in Thailand offering 15 years of free education, as well as the extension of compulsory education from six to nine years. When compared to the academic year 2011, transition rates for the academic year 2015 increased successively at lower secondary while having a slight fall in the general upper secondary level. As for the transition rates of vocational upper secondary, there was a moderate increase of percentage in 2015 since the Government takes a great effort to make the vocational education more popular among Thai students.

Between the years 2011 and 2014 the number of students completing primary saw a successive degradation; however, there were insignificant fluctuations of the number of students in lower and upper secondary education. In 2012, the number of students completing lower secondary levels was recorded as higher than primary level because the data also included the number of lower secondary students not collected in the previous academic years.

Access to Pre-Primary Education

Pre-primary education programmes, provided by a variety of education providers e.g. nursery schools, or kindergarten and learning centres, aim to prepare children in their physical, emotional, social, and intellectual development before they enter primary school. In addition to state-

supported institutions, several private agencies and non-governmental organisations actively participate in providing early childhood development.

Table 7.3 is presenting the successive growth of the number of students in formal schooling at the pre-primary level during the academic years 2011-2015. It is remarkable that number of students per population during this period were larger than 100 percent because the students aged under and over 3-5 years were included in pre-primary level.

Access to Primary Education During the academic years 2011-2015, the percentage of primary students compared to the population aged 6-11 increased gradually from 97.6 in 2011 to 100.9 in 2015. Similar to the percentage of pre-primary students shown in 2014, the primary students exceeded 100 percent because the students aged under and over 6-11 years were included in primary level.

Access to Compulsory Education and Secondary Education

Compulsory Education: Compulsory education in Thailand has a 9-year period beginning from primary to lower secondary education or the ages of 6-14. The percentage of students per population in compulsory education compared to the population aged 6-14, during the academic years 2011-2014 decreased gradually from 97.1 percent in 2011 to 94.8 percent in 2014, and slightly increased to 96.5 percent in 2015. 2) Lower Secondary Level: The percentage of students in lower secondary classes witnessed a slight fluctuation during the academic years 2011-2015. 3) Upper Secondary: The proportion of students enrolled in upper secondary classes per population aged 15-17 decreased gradually from 77.9 percent in 2013 to 72.7 percent in 2015.

From the table above, it is clear that the number of students in upper secondary education was lower than the number of student in lower secondary education. It was explained that, after finishing compulsory education, students had alternative means of further education such as enrolling in vocational education or working as unskilled labour. It is of concern that the lower number of students in upper education will likely creates problems for national competitiveness due to a potential lack of qualified or highly skilled human resources.

Participation in Basic Education of Children with Special Educational Needs

This part focuses on children with special educational needs (the disadvantaged and the disabled) excluding the gifted and talented. It will present the participation of these children in basic education.

Special Education for Disadvantaged Students

Most disadvantaged students study in public regular schools, known as Inclusive Schools, while the rest study in schools that are specially arranged for them, such as Welfare Schools and Border Patrol Police Schools. As for the disadvantaged students in Inclusive Schools and Welfare Schools under the supervision of the Office of the Basic Education Commission, they are divided into 10 types comprising children forced to enter the labour market; children who are sex workers; deserted children/orphans; children in observation and protection centres; street children; children affected by HIV/AIDS; children of the minorities; physically-abused children; impoverished children; and

children affected by narcotic drugs, and others. During the academic years 2014-2016, the numbers of disadvantaged students studying in Inclusive Schools under the supervision of the Office of the Basic Education Commission were 4,880,793; 4,802,767; and 3,702,319 respectively.

In the academic year 2016, Welfare Schools took care of 37,274 disadvantaged students, out of which 34,209 were boarders and the remaining 3,065 were day students.

In the academic year 2016, it was found that the number of disadvantaged children studying in Inclusive Schools was 3,702,319, out of which 3,632,944 were the impoverished children, the largest group among 10 types of disadvantaged children. In the academic year 2015, the number of disadvantaged students enrolled in Border Patrol Police Schools was 24,992. These students were generally minority children and not classified into the 10 groups classified by the Office of the Basic Education Commission, unlike those in Inclusive Schools and Welfare Schools.

Special Education for Students with Disabilities

As for the students with disabilities, the formal education is provided by Inclusive Schools, Special Schools, and Welfare Schools. According to the Office of the Basic Education Commission, the students with disabilities are divided into nine types comprising children with visual impairments; hearing impairments; mental impairments; physical/health impairments; learning disabilities; verbal impairments; autism; behavioural/ emotional disorders; and multiple disabilities.

In the academic year 2016, the numbers of students with disabilities, at pre-primary to upper secondary levels, in Inclusive, Special, and Welfare Schools under the supervision of the Office of the Basic Education Commission were 216,719, 12,936, and 4,097 respectively. Most students studying in Inclusive Schools were learning-disabled children which numbered 155,080. Three other major groups of students with disabilities included those with mental impairments (22,925), multiple disabilities (10,190), and physical/health impairments (8,221). During the academic years 2014-2016, the number of students with disabilities in Inclusive Schools which were greater than the Special schools were 200,499; 238,063; and 216,719 respectively.

In the Special Schools under the Office of the Basic Education Commission, most of the students with disabilities were boarders.

Apart from formal education for students with disabilities, non-formal education for children with disabilities is also provided by the Special Education Centres. The Special Education Centres, under the supervision of the Office of the Basic Education Commission, are situated in all provinces of Thailand, providing early intervention services for children with disabilities. A number of the students taken care by the Special Education Centres were 24,061 nationwide. The satisfactory increase in number during the academic years 2014-2016 represents an achievement of the Government in promoting the right to education of disabled students. Furthermore, the enactment of the Persons with Disabilities Education Act B.E. 2551 (2008) promotes equality of access to quality education for people with all levels of disability.

Access to Higher Education

Access to higher education is essential for economic and social development of the country. Higher education is deemed important for the role of producing highly skilled manpower for modern economic development in Thailand. Currently, the higher education institutions have a higher number of available places than the number of upper secondary graduates. As shown in Table 7.8, student enrollment in higher education institutions, including those in open universities, witnessed the fluctuation of total number during the academic years 2011 to 2015.

Participation in Higher Education of Students with Disabilities

The Office of the Higher Education Commission promulgated the national policy on education for students with disabilities in higher education institutions in 2004. This policy aimed to provide equal opportunity for students with disabilities to get access to higher education by encouraging universities to put in place an educational support service system to facilitate study for those students. In 2009, the Committee on the Education Promotion for Persons with Disabilities issued the Regulations on the Promotion of Education for Persons with Disabilities to ensure that all persons with disabilities would be able to receive education up to university level free of charge, but not higher than bachelor degree level. As such, the Ministry of Education has coordinated with both public and private universities to work out the requirements for enrolling persons with disabilities starting from the academic year 2010. In accordance with such regulations, tuition fees and other education-related expenses are sponsored by the Government. In the academic year 2014, 1,407 students with disabilities registered to receive grants for tuition fees and other expenses. To put the policy into practice, the Office of the Higher Education Commission has initiated the Project on Educational Administration for Persons with Disabilities at Higher Education Level. A series of activities has been implemented including the creation of a database system classifying students with disabilities studying in all higher education institutions, the establishment of Disability Support Service Centres (DSS Centre), and the formulation of a quota system in the universities. As a result of the project's initiatives, DSS Centres were established in 18 universities in 2008 and increased to 33 by 2014 with the key role being to serve as information and services centres for disabled students attending the universities. Table 7.9 shows the number of students with disabilities in higher education institutions.

Non-Formal Education: Access and Progression

Apart from formal education which consists of basic education, higher education and vocational education, Thailand also provides education for adults or students who have missed out on the opportunity to enrol in the formal education system. In Thailand, non-formal education is more than simply another form of education provider, rather it is the foundation for lifelong learning. Its main mission is to encourage Thai citizens of all ages, sexes, and levels of education to continue learning throughout their life. As an education provider, non-formal education provides four main types of education for Thai citizens, namely: Functional Literacy Programme, Education Provision in Highlands, Continuing Literacy Education, and Vocational Education and Training. These types of

education are provided by various agencies apart from the Office of the Non-Formal and Informal Education.

Chapter 8

Outcomes of Education and Learning

Various efforts and initiatives have been undertaken at both policy and planning levels as well as at institutional or grassroots level and have resulted in significant progress in the system and management of education as mentioned earlier. The outcomes of education and learning of Thai people are presented here in terms of graduation from school, educational attainment, labour force participation, and promotion of highly skilled human resources.

Graduation from School

Thailand has witnessed satisfactory outcomes with regard to graduation rates for some education levels. When compared to the academic year 2010, there was, in the academic year 2014, a positive increase in the number of graduates at higher education level. As for the diminishing graduation rate at primary level, this can be attributed to a change in demographic patterns with an increase in single child families or even from schools with no children.

Demand in Thailand for an increase in the number of qualified workers with appropriate skills and basic knowledge indicates an urgent need to enhance the quality of vocational education and training as well as the number of students in vocational education. Nevertheless, between the academic years 2011-2014 the number of students in vocational education in both the formal and non-formal types slightly declined consecutively as shown in Table 8.2. This slight fall shows that the majority of students still chose to pursue a general stream of upper secondary study in order to enter university. However, there was a slight increase of the number in the academic year 2015 because of the Government's great effort to promote the good image of vocational education and to persuade Thai students to enter upper secondary education in the vocational stream.

During the academic years 2011-2015, the retention rates at the level of basic education increased gradually as shown in Figure 8.1. This positive phenomenon resulted from the free basic education policy which increased opportunities in education with quality for all students at the basic education level.

As for the figure above, the number of the vocational upper secondary students in certificate and diploma programmes were likely to increase continually, from 78.1 percent in 2011 to 86.7 percent in 2015. However, according to the research conducted in 2013 by the Labour Market Research Division under the Department of Employment, Ministry of Labour, approximately 8.95 and 14.16 percent of students completing vocational certificate or diploma courses entered the labour market directly thereafter. Most students furthered their study at bachelor's level due to more positive social attitudes regarding university study as well as with hopes for a better future career. This situation has resulted in a shortage of skilled workers in the industrial sector.

Educational Attainment of Thai People

The average number of years of education for Thais aged 15-59 have increased gradually between the academic years 2012-2015. As displayed in Figure 8.2, the average number of years of education for Thais aged 15-59 extended beyond the primary level as a result of greater efforts to provide both formal and non-formal education to all people.

However, Table 8.3 shows that the vast majority of employed people had low levels of education, namely below the primary level. Furthermore, the percentage of employed persons with secondary or higher education from 2011 to 2015 rose gradually.

Labour Force Participation

The labour force participation rates based on educational attainment can be used to indicate the extent to which the education system has succeeded in meeting the minimum requirements of the labour market. For these years from 2011 to 2015, the percentage of the population aged 15 and over in the work force was 70.4, 73.0, 71.6, 70.7, and 70.1 respectively. Based on data provided by the National Statistical Office, Table 8.4 shows that the level of education after which people were most interested in joining the work force was higher education, especially for those with higher academic education. Those who had completed below primary and lower secondary levels seemed to be more interested in continuing education rather than taking up employment.

Labour force participation rates were highest among those who had completed higher education. The underlying reason for this is financial incentive which is greater for individuals with higher qualifications since earnings tend to increase with educational attainment. In addition, academically qualified individuals often work in more interesting and stimulating jobs, and hold positions of higher responsibility, which increases their motivation to remain in the labour force. Participation rates were high among those who had completed primary education since job opportunities for unskilled workers could easily be found in the agricultural sector which is still important for the economy of Thailand.

Promotion of Highly Skilled Human Resources

People with higher educational attainment tend to possess skills needed by the labour market. Highly skilled workers are essential to the national economic development and Thailand's competitiveness in the global context, especially in this knowledge-based era. The Government is promoting vocational training and community colleges to develop a skilled labour force, especially in localities in need of skilled labour. It also hopes to raise standards of education to meet the standards required by professional bodies. The Eleventh National Economic and Social Development Plan (2012-2016) sets out guidelines for labour force development as follows: 1) Developing labour force in agricultural sector by providing education for new generations of agriculturists capable of utilising comprehensive knowledge and technology in agriculture; 2) Promoting production and development of researchers, innovators in various fields as well as establishing researcher networks at both the national and international levels; 3) Developing semi-skilled labour through education provision based on the theory of learning for intellectual creativity, as well as fostering motivation and the value of vocational education and independent jobs; 4) Preparing the National Qualifications Framework

(NQF) which has established linkages between learning outcomes of education and training and vocational qualifications based on competency levels with the aim of ensuring competencies and clear career paths; 5) Preparing Thai people for free labour mobilisation; 6) Improving transnational labour force management; and 7) Creating systematic and continuous human resource planning and development in public organisation. Concerned agencies are making considerable efforts to adapt relevant curricula in education, training, and retraining to equip their staff with appropriate skills and competencies to sustain the competitiveness of Thai industries and quality of life. The idea is to move the Thai economy away from low skilled labour-intensive production towards value-added and competitive industries based on identity, managerial expertise and higher technical skills of workers.

Formal, non-formal, informal education and intensive training provide basic, general and specialised skills and are key strategies to enhance competencies, quality and productivity of the workforce as well as to improve quality of life in the 21st century. In this regard, several concerned agencies have also implemented numerous policies and projects to prepare qualified people through education in response to increasing demand for highly skilled workers. The Office of the Vocational Education Commission (OVEC) has proposed a policy relating to goals and strategies for producing and developing manpower through vocational education to meet the international demand for the period 2012-2026 as follows: 1) Increasing the number of students in vocational education; 2) Promoting opportunities for students to access vocational education and professional training; 3) Upgrading the quality of vocational education; and 4) Increasing efficiency in administration. At present, to develop manpower through vocational education to meet the country's development strategy, the Office of the Vocational Education Commission is conducting various activities as illustrated below: 1) Project on Vocational Education towards International Standards: the Office of the Vocational Education Commission is studying the best practices of vocational education in renowned industrialised countries, such as, Germany, Singapore, China, Japan, and the United Kingdom and is applying them in 25 participating vocational institutions. 2) Vocational bachelor's degree in Vocational Education Institutions: 19 Vocational Education Institutions and four Agricultural Vocational Education Institutions were established by the amalgamation of some vocational colleges in each part of the country. 3) Provision of bilateral vocational education: The Office of the Vocational Education Commission has prepared the Announcement of the Ministry of Education on Standards of Provision of Bilateral Vocational Education used in pilot. vocational colleges providing bilateral vocational education. Provision of bilateral vocational education takes place with cooperation between vocational schools or colleges and the private sector with a view to producing skilled manpower for market needs in Thailand and other countries. The Office of the Higher Education Commission has launched the university-industry linkage comprising two outstanding initiatives which aimed at preparing highly skilled human resources in response to increased demand for highly skilled workers in the labour market. As a planning and policy making agency, the Office of the Education Council (OEC), Ministry of Education is responsible for the preparation of the National Qualifications Framework (NQF) and its compatibility with ASEAN

Qualifications Reference Framework (AQRF). The establishment of NQF was proposed by the Office of the Education Council and approved by the Council of Ministers in 2013. The NQF consists of nine levels and each level is described by level descriptor based on learning outcome, defined by 1) knowledge, 2) skills, and 3) desirable characteristics. NQF structure comprises three components; the first, being qualification component and level; the second, connecting and benchmarking mechanisms; and finally, learning outcome according to education qualification levels. NQF is designed to facilitate regional worker and student mobility, since the number of such is expected to increase sharply in the near future. Recently, the Thai government signed an agreement with a number of other ASEAN countries in order to establish a mutual qualifications framework based on the imminent inauguration of the ASEAN Economic Community. However, this task of harmonising qualification frameworks at all levels has not been easy.

For the preparation on AQRF, the Office of the Education Council has established partnerships with relevant authorities in Thailand in order to put NQF into practice and also to compare it with AQRF i.e. Ministry of Labour, Ministry of Tourism and Sports, Thailand Professional Qualification Institute (TPQI), Office of the Vocational Education Commission, and Office of the Higher Education Commission. A working plan has been developed for AQRF with reference to both the national and regional levels. The Office of the Education Council is the focal point of the Task Force on ASEAN Qualifications Reference Framework (TF-AQRF). The Task Force agreed on the working time frame starting from 2016 to 2018. However, this time frame is rather tentative because there might be some factors affecting such working period, namely, a larger number of issues for consideration, the status of cooperation amongst member states, and their diverse contexts that might affect their readiness. The objectives of TF-AQRF are to conduct research on NQF implementation, which will be developed into operation plans, and to design the reference framework that connects that of education and profession qualifications in Thailand in accordance with NQF. The Ministry of Education appointed two boards for setting AQRF into practice, namely, the Advisory Board for Mobilising NQF and the Board for the Implementation of NQF. These Boards have responsibilities in determining framework for putting NQF into practice by integrating works of related organisations and also determining guidelines for the compatibility of NQF to AQRF

Chapter 9

International Education and International Cooperation in Education

During the last decades, international education has become a growing business as a result of the globalisation and liberalisation process that has facilitated the free flow of cross border education. Consequently, agencies involved in the provision of education must improve quality to compete in the international arena. At the same time, international cooperation in education is essential to educational development in the entire country. As for the education sector, international cooperation is a tool that every country uses to seek, explore and share educational innovation, information and knowledge, as well as establishing partnerships. In addition, it plays an important role in the global arena because of its connection to the determination and achievement of the goals of international

organisation towards the development of education quality, such as the Millennium Development Goal of the United Nations (UN), the Education for All of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), and recently the 2030 Sustainable Development Goals. The Thai Government through the Ministry of Education recognises the importance of international cooperation in education for society and participates in international commitment to education in order to acknowledge the situation and inform an international audience of the potential and efficiency of Thai Education. In so doing, it cooperates with foreign countries and international organisations in the development of the quality of Thai education.

9.1 International Education Cross border education has been and will continue to be on the rise in the future in order to cope with the global demand for new generations of workers who are able to function well in an international environment and cross-cultural community, and for greater mobility of professionals across borders. Countries around the world, as a result, are keen to develop their international education potential and promote it globally. International education in Thailand has gained international recognition over decades. Remarkably, Thai educational institutions have attracted an increasing number of international students both at basic and higher education levels. Several public and private agencies are involved in promoting international education services in Thailand. These include the Office of the Private Education Commission, the Office of the Higher Education Commission, the Department of Trade Negotiations, and the International Schools Association of Thailand.

A small number of international schools in Thailand use both Chinese and English as medium of instruction. However, English is mainly used as the medium of instruction at basic education level in international schools and at higher education level through international programmes offered by several universities in Thailand. To cope with competition from international/cross border/transnational education, and the number of students and teachers as well as professionals in neighbouring countries, Thailand, through the Ministry of Education has devised policies and strategic plans for strengthening and empowering the educational personnel and institutions. In global terms, the Ministry of Education through the Office of the Education Council is preparing policy guidelines for the administration and management of transnational education in Thailand, while in regional terms, especially regarding ASEAN, the Ministry of Education has issued the ASEAN Educational Strategic Plan of the Ministry of Education to promote understanding, gain proficiency in languages, develop closer relations, maintain pace with technology, and create a spirit of cohesion within ASEAN from 2015-2019. In the Strategy No. 5 of the Strategic Plan, its stated aim is to develop relevant mechanisms to facilitate the mobility and exchange, and in the Sub-Strategy No. 5.2, its aim is to develop standards, regulations, guidelines, and laws to facilitate mobility and exchanges of ASEAN students and workers.

9.1.1 International Schools Providing Basic Education International schools providing basic education in Thailand are under the supervision of the Office of the Private Education Commission. Policies, rules, regulations, and standards for the establishment of international schools or colleges are set by the Ministry of Education in accordance with the Council of Ministers' resolutions.

The main educational systems offered at international schools in Thailand are: the American Curriculum, the British Curriculum, the International Baccalaureate Curriculum, and other national curricula. The number of international schools in Thailand has gradually increased from 133 schools in the academic year 2011 to 161 schools in the academic year 2015. Among these, 95 international schools are located in Bangkok and the rest in other provinces.

As revealed by the Office of the Private Education Commission, in the academic year 2015, there were 161 international schools employing 6,898 international teachers in Thailand.

The Ministry of Education gave full power to educational institutions for the engagement of foreign teachers; however, the qualifications of teachers are required to meet regulations issued by the Ministry. All foreign teachers possessing eligible qualifications and teaching experience that meet the criteria are accepted but he/she must not be aged over 60 years, and if the school needs to hire an international teacher aged more than 60 years, the school must send a requesting memo to the Ministry of Education for approval. Foreign teachers aged over 70 years are not accepted. Table 9.3 shows the number of international students in Thailand between the academic years 2011–2015. From the table, it can be seen that Thailand has an increasing number of international students year on year from 33,048 in 2011 to 44,497 in 2015.

The International Schools Association of Thailand (ISAT), which was established in 1994, currently has 128 international schools as its members. The quality of education offered in member schools of this association has been recognised by accreditation organisations such as the Western Association of Schools and Colleges, the New England Association of Schools and Colleges, the Council of International Schools and CfBT Education Trust. The ISAT member schools offer a range of curricula including American, British, International Baccalaureate and other national curricula such as French, Swiss, Singaporean, Japanese and Korean.

International Programmes in Higher Education Institutions

Thai public and private higher education institutions offer a wide variety of international programmes in many disciplines both at undergraduate and graduate levels as well as certificate programmes. In addition to a university's own qualified faculties, students gain broader perspectives from adjunct business professionals, leading in-country and overseas experts, and visiting professors from the world's leading universities. Many programmes are delivered in collaboration with the world's most renowned universities and provide an opportunity for students to gain learning and living experiences both in Thailand and abroad. Some of the programmes offer double degrees. Examples of those programmes are an MBA Programme offered by Sasin Graduate Institute of Business Administration of Chulalongkorn University in partnership with the North-western University's Kellogg School of Management and the Wharton School of the University of Pennsylvania; M.Sc. and Ph.D. Programmes in Engineering offered by Sirindhorn International Thai-German Graduate School of Engineering (TGGS) - a joint institution established by RWTH Aachen University in Germany, one of Europe's top ranking universities and King Mongkut's University of Technology North Bangkok; undergraduate double degree programmes in Tropical Agriculture and

International Trade co-offered by Kasetsart University and Victoria University of Technology, Australia, and in Aerospace Engineering and Business Administration co offered by Kasetsart University and Royal Melbourne Institute of Technology, Australia.

The number of international programmes continues to increase to accommodate the needs of both Thai and foreign students. International colleges has been established in several universities to administer the provision of international education and provide necessary support services for foreign students. Most of the universities provide accommodation for their students. On campus accommodation allows students to live within the university vicinity, giving them opportunities to interact with one another and participate in various on-campus social activities. Electronic linkages and information services are well-equipped in all public and private higher education institutions both in central and provincial regions. The Inter University Network (UniNet) was adopted to link all university library systems together for prompt and effective exchanges of resources, and to provide national and international education network services to enable Thai higher education institutions to learn from and share with national and overseas higher education institutions through tele-education, tele-medicine, and tele meeting. UniNet currently connects most higher education institutions with local internet and global internet, Internet 2, STAR TAP, and APAN that cover 1,000 universities worldwide. In 2014, both Thai public and private higher education institutions offered a total of 769 international programmes using English as the medium of instruction at undergraduate and graduate levels, i.e. 249 undergraduate programmes, 290 master's degree programmes, 224 doctoral degree programmes, and six other degree programmes. Foreign and Thai students can take courses for credits from those programmes.

Foreign Students in Thai Higher Education Institutions

In 2013, the Office of the Higher Education Commission conducted a survey on enrollment of foreign students in Thai higher education institutions. The result of the survey revealed that 18,814 foreign students were enrolled in 105 Thai higher education institutions.

Table 9.6 below shows that the Business Administration is the most popular field among foreign students in Thailand while the other popular fields are Thai Language, International Business, Thai for Communication, Marketing, English Language, and Buddhist Studies.

Table 9.7 shows that for the academic years 2011 to 2013, Thailand had the highest number of Chinese students. Other foreign countries represented by a high number of students were those from ASEAN countries, such as, Myanmar, Lao PDR, Vietnam, and Cambodia respectively. It is noticeable that between the academic year 2011 and 2013, the number of American students jumped to fifth or sixth next to those from the aforesaid countries.

The number of foreign students studying at bachelor degree level dramatically decreased from 13,397 to 10,384 during the academic years 2011-2012 and saw a slight increase in the academic year 2013 because the information related to foreign students of some universities were not available.

International Cooperation in Education

The Ministry of Education, Thailand recognises the importance of international cooperation in education with the intention to improving the quality of education and personnel towards international standards. The Ministry of Education has put an emphasis on proactive action to build strong relationships with Ministries of Education in other countries both at regional and international levels. International cooperation in education of Thailand is currently being undertaken and can be classified into two forms of cooperation as follows:

Multilateral Cooperation

This kind of cooperation means that Thailand's Ministry of Education offers cooperation in education with more than one country at a time. This kind of cooperation mostly appears in the form of regional, international and country group cooperation efforts or participation in international organisations. The Thai Ministry of Education cooperates with various regional and international organisations focusing on educational development. Outstanding international organisations and multilateral cooperation agreement which Thailand has entered into include with the International Association for the Evaluation of Educational Achievement (IEA), the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Southeast Asian Ministers of Education Organisation (SEAMEO), the Association of Southeast Asian Nations (ASEAN), and the National Qualifications Framework (NQF) as explained below:

The International Association for the Evaluation of Educational Achievement (IEA)

The International Association for the Evaluation of Educational Achievement (IEA) is an independent, international cooperative of national research institutions and governmental research agencies. It conducts large-scale comparative studies of educational achievement and other aspects of education, with the aim of gaining in-depth understanding of the effects of policies and practices within and across systems of education. The Office of the Education Council serves as the national centre for IEA, as approved by the Council of Ministers on November 21, 1978. As a national centre of IEA, the Office of the Education Council plays an important role in supporting Thai education agencies participating in student education in global community, such as Trends in International Mathematics and Science Study (TIMSS), International Civic and Citizenship Education Study 2016 (ICCS), Early Childhood Education Study (ECES), and etc.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO)

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) and Thailand has established cooperation in education for a long time since Thailand became a member in 1949. The Secretariat of the Thai National Commission for UNESCO was appointed by the Bureau of International Cooperation (formerly the External Relations Division) of the Office of the Permanent Secretary, Ministry of Education. The Thai National Commission for UNESCO is chaired by the Minister of Education. UNESCO's Asia and the Pacific Regional Bureau for Education – based in Bangkok – has approved Thailand's working with the organisation as a partner in facilitating regional dialogues in the fields of education and culture. Cooperation in education between Thailand and UNESCO continues to focus on human capital development in line with the Eleventh National

Economic and Social Development Plan (2012-2016). UNESCO offers support in the areas of policy development, advocacy, policy dialogue, and institutional capacity building. Thai policy-makers, researchers and practitioners have been involved in various UNESCO activities, such as research on equitable and quality learning, forward-looking research on emerging development trends, skills development and governance in education.

Southeast Asian Ministers of Education Organisation (SEAMEO)

As a member country of the Southeast Asian Ministers of Education Organisation (SEAMEO), the Thai Minister of Education will be a member of the SEAMEO Council together with the other 10 Southeast Asian countries. The SEAMEO Council is the organisation's highest policy-making body comprising the 11 Southeast Asian Education Ministers. SEAMEO is considered the largest regional grouping focusing on education, science and culture. The SEAMEO Secretariat operates through the Office of the Secretariat which is located in Bangkok, Thailand. The Bureau of International Cooperation, Office of the Permanent Secretary, Ministry of Education of Thailand acts as the Secretariat of the Thai National Commission for SEAMEO. In 2015, the Minister of Education of Thailand was selected to be the President of the SEAMEO Council. The SEAMEO Council President assumes leadership in providing new directions and opening up of new avenues of collaboration. During May 6-9, 2015, the Ministry of Education, Thailand hosted the largest gathering of Education Ministers in Southeast Asia at the 48th SEAMEO Council Conference in Chonburi Province. The three-day conference was attended by the Ministers of Education and higher education officials from 11 SEAMEO member countries, representatives from SEAMEO associate member countries, SEAMEO affiliate members, SEAMEO Regional Centres, and international organisations/institutions.

Association of Southeast Asian Nations (ASEAN)

The Thai Ministry of Education takes part in collaborations with the Association of Southeast Asian Nations (ASEAN) by attending annual forums and as a member of Senior Official Meeting on Education (SOM-ED). A very successful and outstanding project for which the Thai Ministry in Education has joined with ASEAN is the ASEAN University Network (AUN). Five leading Thai universities are members of AUN which was established in November 1995 in response to the fourth ASEAN Summit's call to hasten development of the regional identity and solidarity, and to promote human resource development through strengthening the existing network of leading universities and higher education institutions in the region. AUN today plays an integral part in building the ASEAN Community, with a clear role to participate in the ASEAN Socio-Cultural Community process. Thailand is host to the permanent office of the AUN Secretariat located at Chulalongkorn University. Currently, AUN consists of 30 leading universities from ASEAN member states. Since its inception, AUN has undertaken a wide range of activities both within ASEAN and with ASEAN Dialogue Partners. Participants of AUN activities include university students, lecturers, deans, and presidents from member universities.

National Qualifications Framework (NQF)

The Ministry of Education of Thailand, through the Office of the Education Council, hosted the International Conference on the Implementation of National Qualifications Framework (NQF): Policies and Strategies in Bangkok on April 27-28, 2011. The Office of the Education Council jointly organised the event with support from UNESCO Asia-Pacific Regional Bureau for Education (UNESCO Bangkok), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, and Australian Education International (AEI). Participants from Thailand included high-level policy makers, administrators, educators, and representatives from the Ministry of Education, the Ministry of Labour, the Federation of Thai Industries, the Thai Chamber of Commerce, and other leading industry clusters.

In addition, around sixty government officials and experts representing over 10 countries of the region, as well as bilateral and international development agencies and non-governmental institutions, also attended the event. Apart from cooperation with international organisations and numerous countries in undertaking projects or participating in conferences, multilateral cooperation also includes technical assistance from international agencies such as World Bank, Asian Development Bank (ADB), Ford Foundation, United Nations Children's Fund (UNICEF), International Development Research Centre, International Institute for Educational Planning, and etc.

Bilateral Cooperation

This kind of cooperation means that Thailand's Ministry of Education has cooperation with foreign countries on a one-on-one basis. This kind of cooperation appears in the form of meetings, seminars or conferences between the two countries and the preparing of two-party agreements e.g. memorandums of understanding (MOUs) or frameworks of cooperation. To enhance international cooperation for educational development, Thailand has concluded mutual agreements on development of educational policy in the forms of meetings, seminars, conferences, and the preparing of agreements. In addition, the bilateral cooperation can be in form of the education agreement which is a direction of cooperation between countries. It is used as the foundation for the implementation of cooperative projects and reflects the close relations between countries. Thailand and foreign countries have signed a number of cooperation agreements on education in a variety of forms e.g. MOUs, frameworks of cooperation, arrangements on education, and declarations of cooperation. To date, Thailand, through the Ministry of Education has signed 26 education agreements with 16 countries including Australia, China, France, New Zealand, Cambodia, Japan, Vietnam, Germany, Laos, Myanmar, the United Kingdom, the United States of America, Brunei Darussalam, Indonesia, Malaysia, and India. To promote better understanding and partnership in education between countries, the Ministry of Education of Thailand has established relationships between countries through cooperation in both provider and receiver roles. Thailand has very strong and friendly relationships with many foreign countries through the implementation of various educational cooperative projects which bring maximum benefits to students, teachers, educational personnel, and educational institutions such as seminars, country meetings/conferences, exhibitions, and researches. Foreign

countries which are essential partners of Thailand are China, Japan, South Korea, Malaysia, the United Kingdom, the United States of America, Australia, and New Zealand. Examples of outstanding cooperative projects or activities can be seen as follows:

Seminars and Exhibitions on Thai Education in Foreign Countries

The Office of the Higher Education Commission (OHEC) has organised seminars and exhibitions on Thai education in foreign countries annually since 1999. These events aim to raise the profile of Thai higher education and promote increased and closer collaboration between Thai higher education institutions and their foreign counterparts. In 2009, the Second Seminar and Exhibition on Thai Education was convened during June 12-14 in Nanning, Guangxi Province, People's Republic of China. In addition to the exhibitions, numerous activities were held to allow the participants to gain utmost benefits, i.e. a discussion forum on 'International Education: Contribution to Mobility of Professionals across Borders', study visits to leading universities, and consultative meetings between Thai universities and foreign counterparts. The highlights of the event were the Thai Public Speaking Competition and the quiz game which were held for Chinese students who were currently studying Thai at Chinese institutions.

Joint Country Meetings

The Ministry of Education, Thailand organised joint country meetings with various countries as outlined in the Memorandums of Understanding that Thailand signed with other countries. In this section, two important examples of joint country meetings are shown in order to describe to the reader the benefits received.

1) Thailand-Malaysia Joint Educational Research Conferences

In the meeting of the First Joint Working Group under the MOU on Education between Thailand and Malaysia held in Thailand on June 20, 2008, the Office of the Education Council proposed an annual joint conference on educational research. As a result, on behalf of the Ministries of Education of Thailand and Malaysia, the Office of the Education Council of Thailand and the Office of the Education Planning, Research and Development (EPRD) from Malaysia were assigned to organise alternately this important event each year. The First Malaysia Thailand Joint Educational Research Conference 2008 on the theme, Research-Driven Education Reforms: Vision for the Future hosted by EPRD, took place in 2008 in Selangor, Malaysia. The Second Malaysia-Thailand Joint Educational Research Conference 2009 on the theme, Research-Driven Education Reforms: Innovation for Quality Improvement was organised by the Office of the Education Council in 2009 in Bangkok, Thailand. In 2011, the Third Malaysia-Thailand Joint Educational Research Conference 2011 on the theme, Research Driven Education Reforms: Education Transformation and Human Capital Development held in Subang Jaya, Malaysia was under the responsibility of EPRD once again. The Fourth Malaysia-Thailand Joint Educational Research Conference 2012 on the theme, Research-Driven Education Reforms: Raising the Quality of Teaching and Learning towards the International Standards was hosted by the Office of the Education Council in 2012 in Chiang Mai, Thailand. 2) Thailand – US Education Roundtable The basis of the Thailand–US Education Roundtable comes

from the royal initiative of Her Royal Highness Princess Maha Chakri Sirindhorn. Her Royal Highness is interested in the development of learning and teaching, and the design of curricula as well as education evaluation particularly in the learning and teaching of mathematics and science in Thailand. To enhance and support the learning and teaching of mathematics and science in the country, Her Royal Highness participated in a meeting of six countries at Pennsylvania University in the United States of America and declared her royal initiative to create a cooperation network between Thailand and the United States of America on the science revolution and higher education system. Her Royal Highness wanted this network to play an important role in supporting and exchanging education innovation and emerging issues, especially in the field of science study, higher education and technology. The Office of the Education Council has put Her Royal Highness's initiative into practice by creating a Steering Committee on Thailand–US Education Roundtable under the Education Council Committee.

This committee is responsible for the organisation of the Thailand–US Education Roundtable which had been hosted seven times so far. (The first, third, fifth and seventh Roundtables were hosted by Thailand while the second, fourth and sixth were hosted by the United States of America). The 7th Thailand – US Education Roundtable were held in Bangkok, Thailand on February 26, 2016 under the theme of STEM Education in the 21st C Workforce. Each Roundtable has created most benefit to the education and science sector in Thailand since the outcomes of these meetings are used to produce valuable policies, policy guidelines, plans and researches on science study and higher education development. Well known researches and plans based on these Roundtables include Working Integrated Learning (WIL), Adjunct Lecturers, Liberal Arts Education, Leadership Development in Higher Education Institution, STEM Education, the Second 15-Year Long Range Plan on Higher Education (2008-2022), and etc.

Chapter 10

Current Efforts and Way Forward

Education reform has been continually undertaken from the past until the present with a view to developing the quality of education as well as improving organisational structure of concerned agencies, particularly the Ministry of Education. In accordance with the Section 27 of the 2014 Interim Constitution indicating that the National Reform Council makes proposals for the implementation of reforms in 11 fields, it is important for education to be reformed productively. Education reform is deemed a major issue because there are still many problems regarding the quality of education, education policy, decentralisation of power in educational administration, a shortage of teachers in essential fields, manpower production and development, and inequality of access to quality education.

The Ministry of Education, therefore, has proposal for the implementation of education reform comprising the following important issues to be undertaken: 1) Reform of education and

learning which aims at solving the problem of inappropriate academic class hours in teaching and learning. Students cannot learn happily because they spend too much time in the classroom. 2) Reform of administrative structures and educational management which aims to enhance the integration and decentralisation of educational administration and management, especially at the regional level. 3) Reform of teacher and educational personnel which aims at solving current problems related to teacher staffing such as lack of teachers in some classes, teacher workloads, teacher shortages in important subjects, lack of incentives to encourage teachers, and etc. 4) Reform of opportunities in education and educational quality development which aims to provide access to education at all levels, establish standards for the evaluation of student achievement, improve assessment capacity, and etc. 5) Reform of workforce production and development to enhance the country's competitiveness. This aims at preparing and developing the workforce and research studies in line with national development needs, upgrading skills standards, promoting vocational education, upgrading distance learning, and etc. 6) Reform of information and communication technologies for education which aims at improving ICT infrastructure for teaching and learning, developing databases and knowledge management, and etc.

At present, these six major areas of education reform in Thailand are under implementation and are making satisfactory progress in many areas such as teaching and learning quality, equal opportunities for education for all people in Thailand, access to education via distance learning, and so on.

Since 2016, the Ministry of Education has been preparing the Draft National Scheme of Education B.E. 2560-2579 (2017- 2036). The National Scheme of Education is considered a longterm guideline for various agencies responsible for the provision of education and management. It will be used as a framework and guideline for improving education and learning for people of all ages, from birth onwards. The major intentions of this National Scheme of Education are: to ensure opportunities and equality in education; develop the quality and standards of education; and promote education for future careers in line with the economy and society driven by innovations and creativity; and establish a supportive learning environment. As a result, all people will be able to seek knowledge and enjoy lifelong learning opportunities for themselves and, as a result, Thailand should overcome the middle-income trap towards developed country status within the next 15 years. It is believed that the Thai education system will have a new guideline to boost the capacity and competency of its people at all ages with five ultimate goals of education development, namely: access, equity, quality, efficiency, and relevancy to meet the demands of the dynamic economy and society of the nation and the world.

BIOGRAPHY

Name	Natakorn Satienchayakorn
Educational Attainment	<p>2017 (2060), Master of Arts in English Language Studies (International Program) Faculty of Liberal Arts, Thammasat University</p> <p>2013: (2556), Master of Management in International Business Management (International Program), Chulalongkorn Business School, Chulalongkorn University</p> <p>2002: (2545), Bachelor of Arts in English (International Program), Faculty of Arts, Dhurakijpundit University</p> <p>1998: (2541), Grade 12 Diploma in Mathematics and Science Yothinburana School</p>
Scholarship	<p>2018: Awarded a full scholarship by Thammasat University for a doctoral degree in English Language Studies</p> <p>2011: Awarded a full scholarship by the Rockefeller Foundation for Master of Management Degree in International Business Management (International Program) at Chulalongkorn Business School, Chulalongkorn University</p>

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