การศึกษาเชิงวิพากษ์สำหรับชั้นเรียนภาษาอังกฤษในประเทศไทย

ลลนา ปฐมชัยวัฒน์

อาจารย์ประจำสาขาวิชาภาษาอังกฤษ (ครุศาสตรบัณฑิต)
คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครปฐม
E-mail: linchie2018@gmail.com

บทคัดย่อ

ปัญหาความสามารถทางภาษาอังกฤษของนักเรียนไทยในปัจจุบันได้สะท้อนให้เห็น
ถึงภาวะการขาดการส่งเสริมการเรียนการสอนภาษาอังกฤษโดยผ่านบริบททางภาษาอย่าง
หลากหลาย ซึ่งเป็นเหตุให้เกิดความจำกัดในการคิดวิเคราะห์ของนักเรียนในประเทศไทย
 บทความนี้จึงมุ่งส่งเสริมการใช้บริบทและกิจกรรมการเรียนการสอนภาษาเชิงวิพากษ์เพื่อ
ตอบโจทย์ปัญหาการสอนภาษาอังกฤษของไทย

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เรียนของผู้ที่มิใช่เจ้าของภาษาอังกฤษ เพื่อการเพิ่มพูนความสามารถทางด้านภาษาอังกฤษ
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คำสำคัญ: การศึกษาเชิงวิพากษ์ ภาษาอังกฤษในฐานะภาษานานาชาติ เนื้อหาเพื่อการคิด
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Encouraging Critical Pedagogy in Thai ELT Classrooms

Lalana Pathomchaiwat
English Education Curriculum, Humanities and Social Sciences
Nakhon Pathom Rajabhat University
E-mail: linchie2018@gmail.com

Abstract

The Thai students' English proficiency problems nowadays reflect an inadequate encouragement of English context varieties for Thai learners. This consequently causes a limitation of critical pedagogy awareness in Thailand. This article aims to foster the English classrooms' critical contexts and activities via critical pedagogy to fulfill the ELT omission in Thailand.

The objectives of the article are;1) to promote the guideline of applying critical pedagogy and EIL in English classrooms, 2) to provide the samples of critical context used in the critical pedagogy, and 3) to state the direction of critical pedagogy in Thai ELT classrooms. And the implement of critical English pedagogy has been intimated as an important steer, especially for non-native English speaker classrooms, to enrich Thai learners' English learning effectively.

Keywords: Critical pedagogy, EIL, critical contexts, English teaching

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Introduction

Thailand is considered a non-colonized country nonetheless English education is intensely accepted very crucial. And after the formal English language teaching [ELT] by the missionaries during the reign of the King Rama III and the King Rama IV, English has been issued as the Compulsory Education by the King Rama V (Methithan and Chamcharatsri: 2011). Until 1996, the English learning curriculum base was shift for all primary levels and English was promoted in Grade 1 for as the beginning level. Meanwhile English learning and teaching in Thailand is obviously aimed to the Standard English or the 'Received Pronunciation' English or 'RP' which has been playing an essential role for English learning in Thailand and the mainstream of the native-like aspect gains exceptionally higher predilection comparing to the non-native English speaking side does.

However, the Thai students' English achievements seem in doubts. The first view lies on the Thais English low proficiency comparing to the neighboring countries (Noom-ura: 2013). The O-Net or Ordinary National Education Test disclosed the English average score during 2010-2011 and both years results were lower than half (Noom-ura: 2013). In this point, a major cause is from the learning process which extracts learners to high competitive situations. Noom-ura (2013) argues that they felt unchallenging with the English lesson. Because of the rote-learning and teaching which particularly aims to rather push them as a grammatical mastery than English communicators.

I think it is a high time that Thai learners be cultivated about critical thinking via 'critical contexts' and 'critical pedagogy' to cove with this problem since it can fulfill the gap between the tradition English teaching and the ELT in the 21st century situations. As noted by Phongsirikul (2017) that a learner of the 20th Century becoming a teacher of the 21st century and their English learning and teaching norm needed to be changed. She mentioned in her research that the learners' perspective of using English as a native speaker model was not the only way for the Thai students. It is the

same vein to Tuengkun and Inthajuck (2018) that found the critical pedagogy is a solution of Thai ELT classrooms.

In this point, Kirkpatrick [2015: p 85, 98] argues that English is used as a network of variety in many different subcontinents where the speakers' norms are also carried on. Moreover, the roles of English among the Asian countries are varied depending on social, educational, and economic perspectives (Kirkpatrick: 2012). These massive movements on World Englishes and English as a lingua Franca have firmly been established as an important root of English learning all over the world. The deeper focus has been explicitly pointed by Kubota (2012) that the world Englishes has a significant effect on English learners' awareness toward the diversities, the Inner-circle challenges, and the Lingual Franca paradigm as a result the English as an International Language (EIL) is a divulged tool for NNES learning backgrounds.

This article highly focuses on encouraging critical pedagogy in the Thai ELT class. There are three elements required to reach the goal of CP encouragement in Thailand: the guideline of CP in Thai classes, EIL, the critical contexts, and the collaboration of educational institutions and communities.

The promotion of critical pedagogy in Thailand

Critical pedagogy is defined as an approach that mastering students how to understand the actual circumstances happening in the classrooms and other educational settings (Giroux: 2014). Giroux (2014) suggests that it impulses the knowledge and practices both teachers and students' values, social relations and legitimate visions. CP gives them a stance for their voices expressing and engaging them their own learning roles effectively (Giroux: 2014). It can say that CP is the right path of ELT learning in the various context areas.

Why is English diversity significant issue in Thailand? Because of the influence of the ASEAN Community, the preparation of English education in Thailand as argued by Deerajviset (2015) being launched in several means. As noted by Deerajviset (2015) that the goal of English language education

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then relates to wider region for reason of well-preparing students to serve the right skill levels of the AEC labor market. The English as Lingual Franca in the ASEAN region is rather diverse as a result the success communication relies on the knowledge of English variety. In this point, there are to develop the English variety through skills and knowledge, it also associates with attitude of multilingual intercultural communicators (Canagarajah: 2007, Kramsch 2009).

In Thailand, many scholars agreed for CP encouragement in ELT. Due to Tuengkun and Inthajuck (2018), the problems of Thai teaching and learning in the classrooms cause by several aspects for examples; classroom management, students' low academic proficiency and teachers' load works. These obstacle students' learning behavior and success therefore Tuengkun and Inthajuck (2018) firmly agrees for the promotion of critical pedagogy to enrich learners' motivation and attentiveness via dynamic classrooms. Moreover, Couch (2017) explored the teacher's reflections and insights during the implementing of a critical pedagogy for students on the Thai Burma border and realized a lack of congruence between the pedagogical theories using and an application it to a border setting as a highly concern. She also developed a Thai Burma classroom praxis to draw the theoretical underpinnings of CP to engage the critical context and methodology in the class (Couch, 2017). On the lens of CP expertise, Giroux (2014) suggested that critical pedagogy is an essential fostering the knowledge power, desire and experiences through specific conditions of learning. It reflects larger social, economic and political issues that connect a wider crisis and rejects teaching for standardization test (Giroux, 2014). This serves the same line as Tuengkun and Inthajuck (2018) who urged that ELT in Thailand should be more concerned for a learner-centered style that provide students are provided equal opportunities in the class activities. Their study also revealed the solution of traditional teaching style which is the variety of critical pedagogy (Tuengkun and Inthajuck, 2018). To brighten this idea, Salem al-amarat (2011) urges that the ELT classrooms can be involved in several CP issues;

"parents, teachers, educational administrators, and also vandalism, thief, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment and the violence against teachers and students".

Nonetheless, since the criticism theory is quite fresh for both teachers and learners in Thailand, some crucial concerns are noted when motivating this particular learning method into the actual classroom. According to the above notes, the initial strand of indicating critical pedagogy in the non-native speaking learners is confronted with is the learners' accessibility. The learners' readiness and the ability such as language proficiency, critical awareness and open attitudes are important. The language ability in this point, it is both L1 and L2.

Consequently, to achieve the goal of this article about promoting CP in Thailand, I proposed the guideline of critical pedagogy in Thai classrooms derived from Kubota (2012) as the following figure.
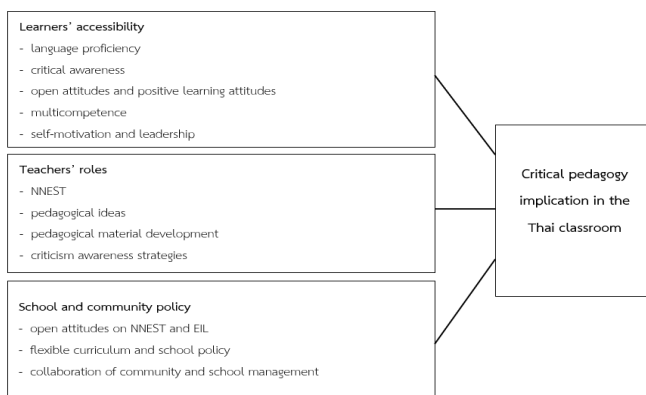

Figure 1 the guideline of critical pedagogy in Thai classrooms derived from Kubota (2012)

In the closer notice, these three factors of English learning and teaching dimensions relying on the learners' readiness, the teachers' capability and the school policy and community cooperation.

Firstly, it is necessary to edify Thai students the critical awareness creatively in the classroom because they are merely familiar with memorizing the lesson rather than thinking individually as found by Tuengkun and

Inthajuck (2018) that one of Thai classroom problems was caused by the rote-learning and teaching. This is why they be confused and hesitated about how to deliver their ideas to others critically. Therefore they require very well-prepared for the critical pedagogy and time management to make them experience this learning process and get used to it. As mentioned by Kubota (2012), it also has them involve with the open attitude. When the students feel aware of the cultural diversity and problematized situations, they will also obtain the criticism perspective. They are expected to be more open-mind to the others who are especially different from them. However, to reach the final critical pedagogy method, the English learners are required the multicompetence that enable them to continue the process of the critical task until it is completed. This skill is very much related to the collaborative work as well as the self-motivation and leadership. The students need to be able to work with others creatively and to gain enough self-understanding about their strength and weakness. It is actually complicated to train them at once therefore time consuming needs to be allowed while the activities.

Secondly, the critical pedagogy success key in Thai situations is 'teachers'. Primarily, it is obvious that the critical applied linguistic field is new for the English profession career training. Not all higher education in Thailand emphasized this topic in the teaching professional program or curriculum as a result that the teachers' preparation is extremely necessary. The teachers' capacity is very vital for this work due to several potential elements for example, the critical pedagogical ideas, material development, and the criticism awareness strategies. As noted by Pennycook (2001) that critical pedagogy is to promote learners to learn the language skills my means of two-language engaging projects that the issues interacting with the learners' lives. This means that the lesson organization and material preparation is the key concept of the class. Each step of the lesson is important for guiding learners to the higher level of critical thinking and concerns. With the regardless of critical pedagogical ideas, I am positive that the teachers might be confused. On the other hand, it is not so complicated

that the teachers unable to achieve. This idea is practical and required only the understanding of how critical pedagogy is. Therefore to help teachers fulfill the knowledge of critical pedagogy is very important. And to promote EIL and critical pedagogy, teachers should be proud of their English ability as a Non-Native English Speaker and to reflect this to learners through the learning activity.

Lastly, CP is on the school and community collaboration. To promote open attitude mind as Kubota (2013) noted is also essential for school and parents to realize the borderless community. With this open attitude mind, they enable to reach the variety of World Englishes as a result that they would be more accept the local context is as important as the global one. Moreover, the school and community' perspective on NNEST is also well appreciated for Thai students. It is explicit that nowadays English classes in Thailand are welcome many NNEST from both AEC and others. Many schools employed English teachers from the Philippines, Malaysia, and Vietnam to educate Thai students in all levels. This endures a very great signal for the success critical pedagogy in Thailand particular on the global issues promotion.

EIL and critical pedagogy

Interestingly, to attain this CP goal in the Thai ELT class, English is a vital medium as a result, EIL is remarkably required. Similarly, ELT studies were conducted such as Sifakis (2004) who found the EIL raised both teachers and students' awareness the ELT class requirements. She noted that the mutual of interlocutors' mutual comprehensibility and cultural identity were met via EIL application. Another study conducted by Sifakis and Sougari, A.M. (2012) also mentioned from the teacher's sense and the wider sociocultural linguistic, the awareness of EIL-related concerns was raised.

While a great number of language learning approaches originated, the notion of English is an international language (EIL) has been perceived as an essential tool served for the speaker's diversity (Kubota 2012). Through the process of EIL, the controversial issues are promoted in the English

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classes. For the deeper focus on the English is an international language is the ideal device for the current English pedagogy especially for the learners from Expanding-circle countries. As to access English, the non-native English speakers empower to share the variety of cultures and identities explicitly. Furthermore, the vertical work of EIL noteworthy increases multilingualism which the context is associated with learning beyond English. On this perspective view, the students' L1 is involved in the learning situations not solely focus on English in the class. As a result, learners' abilities are elaborated. As mentioned by Cummings (2002) that the multilingualism enable to encourage different system than the monolingualism does. The students gain more opportunities for to express their comprehension through a number of tasks which also reflects the variety of learners' outcome as the multicompetence (Kubota 2012). By means of EIL, L1 and L2 are served in the learning process which assist the L2 learners even the lower level to accomplish the task with their individually diversity awareness. The learning procedure of EIL allows students to take advantage of their metalinguistic awareness such as "translation" and "code-switching" (Kubota: 2012). Apart of the beneficial learning strategies, EIL completely enhance the contribution of non-native English speaking teachers instead of the ideal teacher with "RP" or "Standard English". Out of the native-like ideology, the multilingual learners of English earn more confidence and better self-perspective of their L2 ability. It should be noted that the positive attribute of NNESTs counts as the effectual factor for the L2 learners.

Moreover, the influence of Lingual Franca English accompanied by World Englishes explicit relate to a form of Hybridity. The narrow focus made by Kubota (2012) for the hybrid forms is involved several strands; the linguistic expressions, the interlocutors' L1's pragmatic and cultural background, and the interactional context. The awareness of hybridity used in the English context empowers learners' crucial creativity. To complete the hybridity task goals successfully, learners' assorted language capacities are required as "a five-potential paradigm" which argued by Kubota (2012). These five-

key elements of hybridity comprised world Englishes, English as a lingua franca, linguistic imperialism, multicompetence and nonnative speakers, and hybridity, are established in regard to the effective critical pedagogy. The figure mentioned below was adapted from the conceptual framework of Kubota (2012). It illustrates the challenging normative assumptions: Pluralist approaches to EIL.
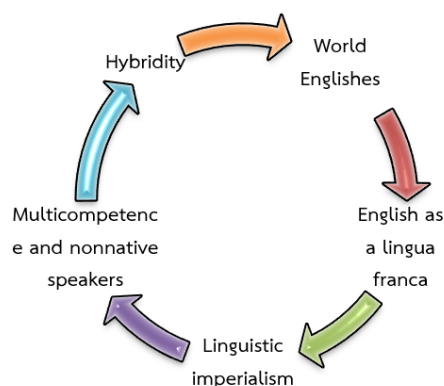

Figure 2 The challenging normative assumptions: Pluralist approaches to EIL

According to the above figure derived from Kubota (2012), EIL and critical pedagogy are integrated and brought to the classroom especially for the speakers of other language set. For the closer focus, the world Englishes and English as lingua franca represented as the platform where linguistic imperialism and multicompletence are emerged. These dimensions of critical skills improvement established through the contribution of non-native English speakers' capability. The critical process is driven by means of English lesson to complete the task of global problematized contexts. This learning activity reveals students' ideas and perspective are endured. The critical reflection on the anti-normative paradigms argued by Kubota (2012) refers to the fundamental assumption of EIL and the critical elements that effectively tied up to extract learners' complex comprehension of the language, culture and global criticism aspects. The EIL class operates English with the respect of diversity rather than the native-like norm as said by Canagarajah (1999) that the power of English is no need to be the same as the native speaker but

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it is to focus on the speakers' meaning. As the same point argued Kubota (2012) that "the hybridity" is the challenge for cultural understanding by means of language and critical provocation. The notion of hybridity should be varied with the open-ended space where a variety of cultural shares and it is ultimately emerges "the third space". It is the complex space where Kubota (2012) noted for the fluid and fixed identities to be coincided. This means that the final goal of the critical pedagogy lesson is to bring learners out of themselves to and to encourage their identity expression creatively and critically through the actual outside world phenomena.

In short, the advantage of critical pedagogy is that the learners can have their critique mind set and use it when facing the surrounded problematized currency creatively and productively. It is easily said that as a result of the language proficiency along with the sufficient knowledge of critical capacity, it will be very benefit for them when interacting with and comprehending a variety of people, and finally making decisions in lives spaciously. At this point, I strongly insist through the critical pedagogy encouragement, the students will turn to a world wise citizen.

Critical Contexts in the Classroom

As above of the article shines up the essence CP in the ELT class, this section involves in the implication of critical contexts. Why is the 'critical context' matter in CP promotion?

To answer this inquiry, Pennycook (2001) proclaims that critical pedagogy deals with the critical task which learners are supported to comprehend the context logically and freely from oppression. It also allows students to express their voice to empower the task through multiplicious understanding of oppression. He also claims critical pedagogy relating to the postmodern, poststructuralist, and postcolonial insights and it enacts students to voice their criticisms. By the same token in Thailand, the research conducted by Tuengkun and Inthajuck (2018) that found the critical thinking barriers in Thai classrooms derived from the limitation of the learners'

knowledge and it has turned their significant learning problem under Thai contexts.

Additionally, several CP scholars and educators similarly mentioned for the contexts as the right key for critical thinking cultivation. For example, Rose (2009) explicitly stated that 'standardized test' is the obstacle of CP as a result that it narrows down the learners' opportunities. Students in the public education need to be encouraged about critical thinking and solving problems. Similarly, the CP scholar, Freire (2000) criticized that the use of traditional system of education responses as a cause of learners' lacks in critical thinking, analyzing and evaluating.

Apart from the critical conceptualization, Kubota (2012) implicates the border-crossing communication as EIL to activate the critical awareness into the contexts. She proposes three essential keys for the critical pedagogy which are the imposition of the dominant sector, linguistic competence in a certain context, and racialization implication in English language. Moreover, with the willing to reach the across racial, ethnic, linguistic and class diversity, the class is important to be open attitudes. At the beginning of the lesson, it is vital to promote learners' open and positive attitudes across the others' differences. The diversity understanding will be beneficial for learners about historical, political, and ideological context which leads them to the problematized inequality comprehension (Kubota 2012).

When the teacher performs the critical approaches in the class, a wary of contexts and tasks designing and arranging is also essential. In this point, a sample was proposed by Kubota (2012) to illustrate of critical lessons and sequences. Her sample about the cultural diversity of greeting habits indicates three main steps which are warming-up students to lead them to the lesson or context, presenting and practicing learners about the context or tasks to bring them to the critical parts, and producing or presenting their work as the final work. For the last activity, learners should be involved in expressing their ideas and perspective to literately.

The essence of critical work procedures is every teaching stage is equally designed for the criticizable tasks. This means that learners have a chance to think critically as well as to critique but not evaluate on the proposed contexts. What type of context is appropriate for the NNES students? I am confident that the suitable context for critical pedagogy in this focus should relate to their real lives such as lifestyle living, family, friends, technology, and also current phenomena.

Moreover, as suggested by Trilling and Fabel (2014) the teachers' role for the 21st century primarily related to the critical thinking and problem solving skill which is the same concept of critical pedagogy promotion. The encouragement of criticism work considerately assists learners to emancipated thinking. The following samples activities were designed for the critical pedagogy classes particularly in non-native English learners' perspective. The samples comprised three major themes; the local and global issues, the global issues about water concerns, and cultural diversity particularly on costumes. Each part of the lesson is divided into several topics which are the achievement, the objectives, the lesson plans and the samples materials.

Sample Activities

1. The theme of the lesson; Local and Global Issues [3 periods]

The achievement of the lesson; to demonstrate the understanding about the pollution issues in both local and global areas.

The objectives of the lesson;

1. To read and conduct the activities based on the pollution topics appropriately.

2. To identify the similarities and differences about the pollution issues in various areas around the world

3. To discuss and give feedback about the relevant topics proposed on the lesson.

4. To create the final task as the classroom exhibition preparation [group work].

The lesson planning

Warm-up	1) Ask students questions about what sea animals. 2) Let students view the VDO [first time] 3) Ask students questions about the VDO 4) Let students view the VDO again to complete the questions.
Presentation and practice	1) Introduce students new words about the reading extract prepared. 2) Start reading the first paragraph with the students and then let them work in group to comprehend the reading text. 3) Use the guideline reading to assist students' reading achievement [KWLH reading technique enclosed].
Productive	1) Ask students to do the activity; Amanda and Robert visiting Thailand. 2) Introduce students the samples of dialogues. 3) Let students work individually. 4) Ask students to present their dialogue as a role play making. 5) Introduce students the sample letter as the assignment
Extended activity	1) Ask students questions about the global issues. 2) Let students discuss in groups about the interesting issues about the global pollutions. 3) Introduce the students' samples activities they can select to promote their work.

The sample lesson materials

1. VDO clip about the dugong in Thailand

2. Reading material; the extract news about dugong and sea pollution situation in Thailand

3. After reading worksheet [activities]

4. Productive Activity; various situations to conduct the situations

5. Students' evaluation form [students]

6. Performance based evaluation [teacher

The critical pedagogy direction in Thailand

In this part, the article focus is to highlight the collaboration of the educational institutions and communities. And the figure below illustrated the whole critical pedagogy trend directions.
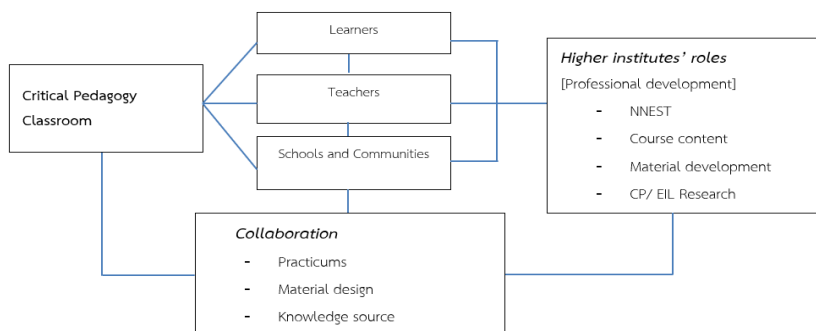
Figure 3: the factors of CP development and direction in Thailand

For the critical pedagogy directions in Thailand, I propose the focus of CP directions relying on three vital factors; 1) learners, 2) teachers, and 3) schools and communities.

The primary strand points to the learners due to the fact that they are as the key factor of the critical applied linguistic awareness. It is considered that all contributions carrying on the CP is to the only genuine reason of "the learners' development". This conceptualized issue is effectively served the 21st century learning formula that finally aims to the sustaining the society development (Reynolds, Tavares, and Notari: 2017). The 21st century paradigm about human development required a great endeavor on educational reforms which it can be seen in many part of the world (Reynolds, Tavares, and Notari: 2017).

At the same time, the teacher development is also the crucial part and it needs a lot of attention from the higher education. For Thailand, Noom-ura (2013) cited that teachers are in a need of higher educational institutes for organizing training courses, seminars and conferences. As the same line with Colbert, Brown and Choi & Thomas (2008) argue that the professional development is the assistant for teachers' quality improving and the course needed to be meaningful to enrich teachers' instructional experiences. And as a result of the English as a lingua franca and world Englishes and English as an instruction language, these influences bring about the non-native English speaking teachers' acceptance and persistence need to be involved. When teachers are confident with their language, they will be also a speaking

inspiration for their learners constantly. The ideal of RP will not anymore be the NNES learners' restriction.

In this point, the meaningful training doesn't only for English pedagogy but also other areas such as course content and material design. This will be very practical for English teachers to gain CP knowledge and the sample of CP courses variously. Nonetheless since critical work implication noted for each learner' voice, the result of the lesson would be various. Therefore there should be the new CP developing stages for the teachers who interested in promoting this particular works sharing their projects and difficulties. All of the previous ideas can be done through seminars and conferences. Moreover, with the attempt of CP encouragement, there should be more CP researches conducted for the more constrictive prove of the CP toward the English instructions in various dimensions. In this part, both qualitative and quantitative research approaches are very well served for the CP and classroom promotion.

The final dimension of CP development is the schools and communities' implication. Due to the fact that schools and communities' decision has an effect on teachers' work, it is vital to gain both of them collaboration on critical work development. Pennycook (2004) argue "critical moment" that it is essential move that should be emerged in the classroom. At this important moment is the time when students express their understanding through the discussing teaching. This seems like the climax of critical awareness and encouragement in the classroom nonetheless it shouldn't only be limit in the classroom wall. Students' critical work should be praise outside classes to attract both schools and communities' attentions on their young citizens. Apart of that, schools should have teacher and students a chance of local and global context development rather than solely applying the RP commercial textbooks. For the deeper focus of communities, they can also be a part of learners' knowledge source especially in Thailand. As the concern the global awareness, there should be a part of local issues implication and promotion to the global society. The examples local issues

that can be encouraged to the world stage are the traditional Thai ethnic group lifestyles in the particular areas such as local languages and lifestyles. As Boriboon (2004) argues that not only learning the target culture of L2 but also L1's is required to be included in the language for learners' more effective communicative mind.

Conclusion and Implication

To summarize, the critical pedagogy is the modern teaching approach for the ELT classrooms in Thailand. The article explicitly expresses three dimensions of CP development to clarify the objectives of the CP guideline, the CP lesson samples, and the CP collaboration among the educational institutions and communities. This will be merit for creating CP in Thai contexts sustainably. According to a great extending of English diversities, the EIL implication is consequently increasing as the same route of Non-Native English Speaking Teachers movement (Selvi: 2014). EIL plays a vital role on the English pedagogy stages as a heuristic device of critical pedagogy for the critical applied linguistic approach. The promotion of EIL and critical tasks empower English learners to use both L1 and L2 creatively via CP sample activities. They are why it is a highlighted pedagogy for English teachers especially in Thailand. The students need to be accessible in language proficiency, critical awareness, open attitudes and positive learning attitudes, multicompetence, and self-motivation and leadership while the teachers' roles are considered as the NNEST, the skill of pedagogical ideas and material designs, and the criticism awareness strategies. However, to cultivate this critical awareness, CP is needed to be promoted in Thai context continuously. And it is required the cooperation of schools and communities with the open attitudes on NNEST and EIL as well as the flexible curriculum and school policy. This will help Thai learners to accomplish critical thinking effectively. The implication points to the further research particularly on the variety of contexts of CP in ELT classes in order to clarify the benefits of critical pedagogy approach in Thailand.

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