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# The Study on Developmental Process of Communicative English Courses in a World-Class Standard School

## การศึกษากระบวนการพัฒนารายวิชาภาษาอังกฤษเพื่อการสื่อสารในโรงเรียนมาตรฐานสากล

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## Abstract

The purpose of this study was to explore how Communicative English courses in a world-class standard school were developed. Graves' (1996) course development framework of components was employed as the conceptual framework to guide the study, which was conducted in one of the largest world-class standard schools in the Secondary Education Service Area Office 9 in Nakhon Pathom province.

This study was conducted by using qualitative case study method through semi-structured interviews and classroom observations. The participants were 4 teachers of English: one Thai and 3 non-Thai.

The findings were as follows: (1) non-Thai teachers of English did not analyze students' needs before the courses were initially taught.; (2) non-Thai teachers of English did not know about the information regarding Thailand's world-class standard school project in order to determine goals and objectives; (3) non-Thai teachers of English conceptualized course content according to the name of the course; (4) non-Thai teachers of English developed learning materials by themselves without using any commercial textbooks; (5) non-Thai teachers of English organized course content and activities from the general to the specific ones; (6) students were mostly evaluated through multiple-choice testing; courses were evaluated when there was a school audit; and non-Thai teachers of English were evaluated by the department head and students using questionnaires; and (7) the challenge for non-Thai teachers of English was students regarding their English background, a large number of them in a classroom and their opportunities to use English in educational context around the school. This study is beneficial for consideration of improved Communicative English course development for other world-class standard schools and the findings of the study will help to inform teachers of English in terms of course development.

**Keywords:** Communicative English, Developmental process, World-class standard school

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**Introduction**

Globalization, changing context of learning in 21st century, and the changing climate of technology, society and economy around the world have pushed several countries including Thailand towards education reform in order to prepare and develop their new generation students to survive among complicated worldwide flow of information, and to be critical thinkers according to Office of the Basic Education Commission (2012), (OBEC, hereafter). The world-class standard school project, therefore, has been established by OBEC since 2010 to enhance Thailand's education quality, and prepare Thai students for international standards, which are conformed to the declaration of UNESCO, which are "learning to know, learning to be, learning to do and learning to live with the others (p.9)" and the Basic Educational Core Curriculum B.E. 2551 (OBEC, 2011). The aim of world-class standard school project not only provides the curriculum aiming students to achieve students' profiles of world-class standard, but also develops students to become world citizens. The characteristics of world citizens are achieving academic excellence, being a bilingual communicator, a critical thinker, an innovator, and possessing global awareness (OBEC, 2010a).

According to the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), English is the only foreign language that is prescribed to be learned by grade 1 to grade 12 students in regular schools. However, additional English courses, such as, Communicative English, English for Guides, English Critical Reading and Vocabulary in Use, are required to help develop students' English competence in world-class standard schools as additional world-class standard subjects (OBEC, 2010b). English for communication or English for communicative purposes is defined by the Ministry of Education (2008) as "the use of English in listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions, interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately" (p.267). English for communication is important for students as it aims to achieve (1) understanding and ability in interpreting what has been heard and read from various types of media, and ability to express opinions with reasons, (2) possessing language communication skills for effective exchange of information, efficient expression of feelings and opinions, and (3) being able to speak and write about information, concepts, and views on various matters (Ministry of Education, 2008). Due to the follow-up supervision from 2010 to 2011, OBEC (2012) finds that teaching and learning process in world-class standard schools can not develop students' English skills including listening, speaking, reading, writing and communicating according to the Basic Educational Core Curriculum B.E. 2551.

In this study, Communicative English courses have become important because these courses aim to enhance Thai students' English communicative competence and prepare them towards English instruction of mathematics and sciences in a world-class standard school (OBEC, 2011). Previous studies, however, are conducted with a particular focus on the implementation of communicative English language teaching exercises to develop students' listening, speaking, reading, and writing abilities in Thai regular schools. Yet, how and the extent to which Communicative English courses are developed in a world-class standard school are under explored. This study, thus, strives for narrowing down this gap by exploring the developmental process of Communicative English courses in a world-class standard school.

**Objectives**

The purpose of this study was to explore how Communicative English courses in a world-class standard school were developed. OBEC (2012) notes that world-class standard schools are able to develop courses, consider contents and provide activities appropriately for students, which depend on the readiness of the school. Therefore, teachers of English who teach additional English courses in world-class standard schools including Communicative English courses are required to develop the courses by themselves. In order to explore how Communicative English courses in a world-class standard school were developed, Graves' (1996) course development framework of components was employed as the conceptual framework to guide the study. According to Graves (1996), planning a course; teaching it; modifying it; and an experience that teachers have during the course is in progress or after the course is finished are included in course development. Seven components including needs analysis, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organizing of content and activities, evaluation, and consideration of resources and constraints are shown in the figure to provide a systematized way of understanding processes.
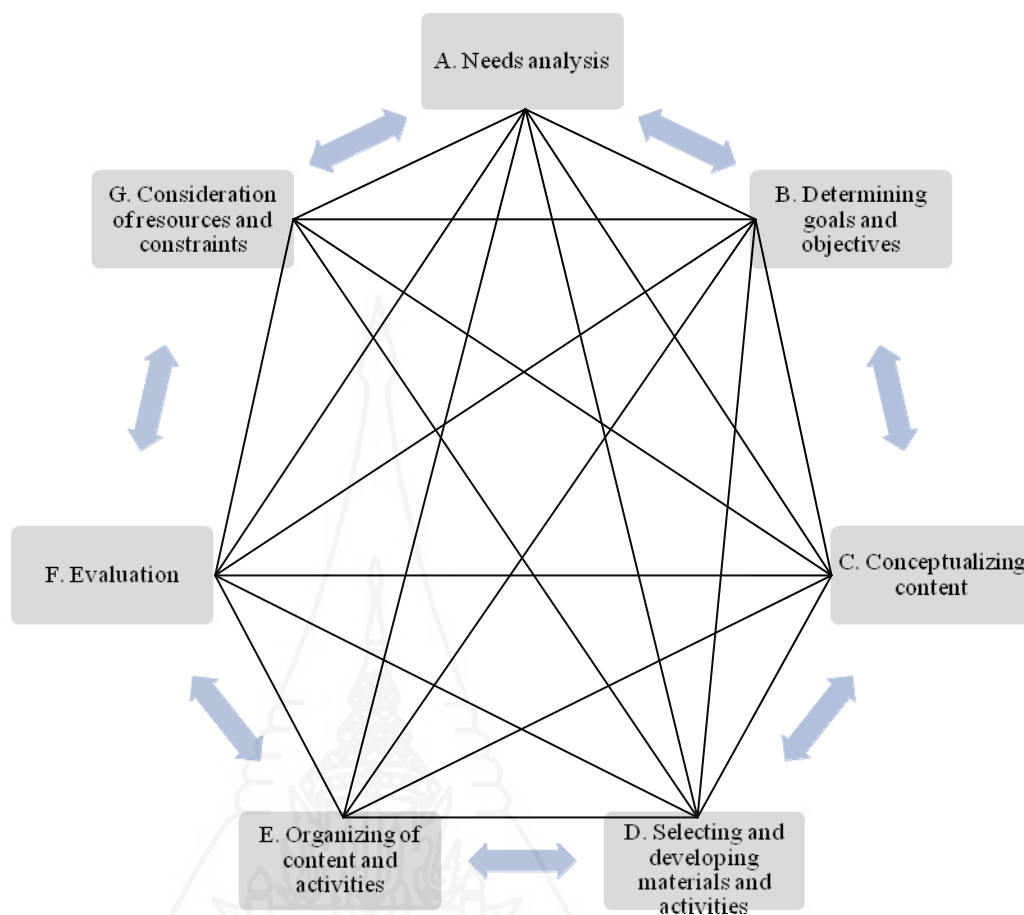
**Figure 1**: Adapted from Graves' (1996, p. 13) course development framework of components

Drawing upon this framework, Graves (1996) suggests that each component is not sequential as it depends on each teacher's context that which component needs more time or attention. This conceptual framework was, therefore, employed to guide this study.

**Research methodology**

Qualitative case study research method was employed in this study because this study aims to explore how Communicative English courses in a world-class standard school were developed. Case study was appropriate for this study as Merriam (1991) views case study research as a research design for interpreting and understanding observation of an educational phenomenon. Merriam (1991) also points out that case study method has various advantages because it presents data of real-life situations and provides better insights into the detailed behaviors. This study took place in a world-class standard school of the Secondary Education Service Area Office 9 in Nakhon Pathom province. This school, which was selected by purposive sampling, was considered to be a case study of this research.

**Research participants**

In the department of foreign languages at this school, there were 30 teachers including 21 teachers who taught English and 9 teachers who taught Chinese. The latter consisted of 3 Thai teachers of Chinese and 6 Mainland Chinese teachers, who were excluded from this study because they were not responsible for developing and designing any English courses. Of those 21 teachers of English were 15 Thai, 2 British, 2 Filipino, 1 Australian and 1 Nigerian. Teachers of English who developed and were responsible for Communicative English courses in this world-class standard school were the participants of this study. Initially, there were 4 non-Thai teachers of English and the department head of foreign languages. Later, after the researcher informed of the research project's origin and purposes, one non-Thai teacher of English who taught Matthayom 4 students did not agree with this research proposal and withdrew oneself. According to the research ethics, the participant had the right to refuse

to participate in the study. At the end, there were 4 teacher participants in the study. Pseudonyms were used for all participants' names to replace their real names to keep the participants' data confidential. Research participants are presented in the Table 1.

Table 1 Teacher participants in this study, including their participation in the data collection

| | Peter | Jack | Chester | Roger |
|---|---|---|---|---|
| **Age** | 58 | 33 | 38 | 58 |
| **Gender** | Male | Male | Male | Male |
| **Highest Education** | B.Ed. (English and Linguistics) | G.C.S.E. (Arts) TEFL Certificate | B.Sc. (Computer Engineering) | Diploma in Teaching |
| **Nationality** | Thai | British | Nigerian | Australian |
| **Position** | Department head | Contract teacher | Contract teacher | Contract teacher |
| **Years of teaching experience** | 34 | 11 | 6 | 23 |
| **Years of teaching at this school** | 34 | 6 | 0.5 | 8 |
| **Courses taught this semester** | Reading& Writing Listening & Speaking | Communicative English Reading & Writing | Communicative English Reading & Writing | Communicative English General English |
| **Communicative English courses for** | - | Matthayom 1 students | Matthayom 2 students | Matthayom 5 students |
| **Interviews** | ✓ | ✓ | ✓ | ✓ |
| **Observations** | - | ✓ | ✓ | ✓ |

       Peter was the department head of foreign languages. He earned a Bachelor Degree in English and Linguistics from a university in Bangkok. He taught listening and speaking skills to Matthayom 4 students, and reading and writing skills to Matthayom 6 students when the study was conducted. As the department head of foreign languages, Peter was the person who worked closely with each teacher of English in developing Communicative English courses. These courses were taught only by native speakers of English because Peter was aware that Thai teachers of English had problems with their pronunciation and they were not confident in speaking English.

       Jack came from England. He was a contract teacher. He finished a G.C.S.E course and a TEFL (Teaching English as a Foreign Language) course from England. He had been teaching at this school for 6 years. He taught Communicative English to Matthayom 1 students and reading and writing skills to Matthayom 3 students. Before teaching at this school, he taught kindergartens and elementary students at other schools in Nakhon Pathom for 5 years. Jack preferred teaching younger students, so he was assigned to teach Communicative English for all Matthayom 1 students; 600 students in total.

       Chester came from Nigeria. He was a contract teacher. He received a Bachelor of Computer Engineering from Nigeria. He had been teaching at this school for 6 months. He taught Communicative English to Matthayom 2 students and reading and writing skills to Matthayom 2 students. He started teaching English in China and worked there for 5.5 years. Chester was a new teacher who started teaching in November 2012 at this school. He was responsible for teaching Communicative English to all Matthayom 2 students; 560 students in total.

       Roger came from Australia. He was a contract teacher. He had a diploma in teaching infants and a certificate in teaching adults. He had been teaching at this school for 8 years. He taught Communicative English to Matthayom 5 students and General English to Matthayom 6 students. Before teaching at this school, he taught English to primary school students for 4 years and to high school students for 10 years in Australia. Roger preferred teaching adults, so he was assigned to teach Communicative English for all Matthayom 5 students; 400 students in total.

**Data collection and analysis**

The concepts of triangulation were used in this study on account of the fact that variety of tools including semi-structured interviews and classroom observations were employed to collect data and to check validity and reliability, improve data quality for reliability of the data interpretation (Fraenkul & Wallen, 2006). Marshall & Rossman (2011) view triangulation as a strategy to bring data from different sources in order to help ensure that the researcher's data interpretations are credible. In this study, data collection tools including semi-structured interviews and classroom observations were employed. According to Fraenkul & Wallen (2006), semi-structured interview is a type of interviews apart from structured, informal and retrospective. They are designed to elicit specific participants' answers by a series of questions and are used to gain information that can be compared and contrasted (Fraenkul & Wallen, 2006). In this study, semi-structured interviews with teachers of English were employed. The main questions for teachers of English were adapted from Graves' (1996, p.13) course development framework of components. Another data collection tool was classroom observations. When the researcher conducted classroom observations, the researcher was a complete observer in the class and took notes of each teacher did in the class regarding his course development. These field notes were then analyzed.

The interview data were transcribed verbatim for all participants. The transcripts were then returned to the participants for verification. Once the interview transcripts had been verified, the verified transcripts were then color coded and categorized based on Graves' (1996) course development framework of components including needs analysis, determining goals and objectives, conceptualizing content, selecting and developing materials and activities, organizing of content and activities, evaluation, and consideration of resources and constraints respectively.

**Background information of Communicative English courses**

Communicative English courses were developed according to the readiness of this world-class standard school. Communicative English courses at this world-class standard school were actually replaced Extended Essay, which was taught to all students in the academic year 2011 in both first and second semesters. Extended Essay was cancelled because it was considered as a failure. Lower secondary school students could not write up to 3,500 words and higher secondary school students could not write up to 5,000 words in academic writing and because of the change of the curriculum. OBEC (2012) finds that world-class standard school contents duplicated international curricula of some countries. Thus, there have been changes of world-class standard school contents. Extended Essay was one among those contents that were replaced. This academic year, however, Communicative English courses were taught by non-Thai teachers of English in order to gear the students towards communicative English competence. Communicative English courses were firstly taught in May 2012 (the first semester of academic year 2012) as elective courses for Matthayom 1, 2, 4 and 5 students. Communicative English courses were taught the following semester of academic year 2012 to the same students, which was the period that the researcher conducted the study.

**Findings**

The presentations of each component will be reported in details based on Graves' (1996) course development framework of components.

**A. Needs analysis**

According to Graves' (1996) course development framework of components on which this study was based, it illustrated that all 3 non-Thai teachers of English did not emphasize this component. These extracts revealed that students' needs could not be carried out as Roger found it hard to analyze his students' needs because he and his students could not communicate with one another in English.

***Extract 1***

*Roger: It's difficult to analyze the students. That's very difficult. It's a bit difficult to do that because they can't speak English. Before, I tried different things.*

Roger revealed that he could not analyze his students' needs before he started the course. He also stated that he had tried different ways to teach his students. Once, he taught the students by speaking English without Thai translation, but they did not pay attention, so he changed and found that it would be better to keep them learn when he taught in English and told them Thai translation of the key words and taught something that the students knew or experienced before; for example, superstition and palm reading. However, it took time until he realized that.

Similarly, Jack expressed difficulties in analyzing his students' needs, and it took him 3 months to analyze his students. He became aware of his students' needs when he taught them for 3 months.

**Extract 2**

*Jack: Well, that's difficult. It's difficult to analyze....That takes time. Over the year, I get to know them. We start in May, may be by about July or August, I have an idea about their level.*

Chester also encountered difficulties in analyzing his student's needs, he expressed that he asked from the former teacher who had taught the class. Moreover, the evidence from classroom observations suggested that Chester did not know his students' needs. For example, when he asked the class to read a dialogue and repeated after him, they repeated after him even his question after the dialogue was over, which implied that basic classroom language was not presented. Additionally, it could also imply that Chester thought that the students did not pay attention to his instructions.

**Extract 3**

*Chester: I did ask from the previous teacher. I also talked to some of the students here and to be honest I have to tell you most of the time, a lot of these kids are not really doing well.*

To sum up, these non-Thai teachers of English did not analyze their students' needs before the courses were initially taught. Determining goals and objectives is the next component of course development to be reported.

**B. Determining goals and objectives**

All 3 teachers of English did not know about the information regarding the world-class standard school project. They openly admitted that they did not know much about the world-class standard school project as Jack said.

**Extract 4**

*Jack: I know about this and it's a certain number of schools. I've never been explained to by what the action means. I know it's an issue to do something. It's going to help the students towards ASEAN that they will have more and more subjects taught in English.*

This extract revealed that Jack did not have enough information of world-class standard school project since he thought that world-class standard school project was set up to enhance students towards ASEAN integration. Moreover, Roger explained.

**Extract 5**

*Roger: I know that they don't tell us much about this as we are foreigners. What's the word, we're just like mushroom, you know, kept in the dark. The great deal of world-class standard, all I know is a lot of money improving the school, a lot of money. They've got a lot of, a lot of more electronic facilities, computers, screens, whiteboards, electronic whiteboards, and projectors. We have to learn all that. To me, it means improve facilities.*

Similarly, Roger did not know the objectives of world-class standard school project, so he could not apply the world-class standard school project philosophy towards the goals and objectives of the course that he was developing. He thought that the world-class standard school project was about improving school facilities. These similar characteristics of being unaware of the information regarding world-class standard school project were shared by Chester as he revealed.

**Extract 6**

*Chester: I don't know anything about it. Like I said, I'm new here. I don't really know much about that.*

This extract also illustrated that Chester did not know anything about world-class standard school project, so he could not add any world-class standard school project philosophy towards the course he taught.

Five characteristics of world citizens that students in world-class standard schools are developed to become are achieving academic excellence, being a bilingual communicator, a critical thinker, an innovator, and possessing global awareness (OBEC, 2010a). One of the characteristics of world citizens is being a bilingual communicator which stresses the communicative use of both Thai and English. However, Peter, who was the department head of foreign languages, commented that the students at this world-class standard school did not have a good background in English, so the objectives of Communicative English courses were to teach them listening and speaking skills, provide them sufficient vocabulary and grammar patterns for them to follow and then they practiced. Towards the end of the semester, students should achieve their English communicative competence, which served as the goals of Communicative English courses.

*Extract 7*

*Peter: Actually, students should be able to listen and speak well enough. But they don't have a good background, so I have to give them enough vocabulary and the grammar pattern for them to follow and they have to practice from that.*

In sum, non-Thai teachers of English did not know about any information regarding Thailand's world-class standard school project in order to determine goals and objectives according to the world-class standard school project.

**C. Conceptualizing content**

Since Chester was a new teacher at this school, he was inherited the lesson plan and the worksheet from the former teacher of English who came from the Philippines, so the content in the worksheet was not his own, as he said.

*Extract 8*

*Chester: I came in right at the middle of the term so I'm still using, whatever I'm using right now actually came from the previous teacher. I haven't done anything on my own. I'm hoping to do that if I stay here next year.*

From classroom observations of Communicative English classes for Matthayom 2 students, the content in the student worksheet was about basic English conversation consisted of 8 lessons. Each lesson started with a conversation, then vocabulary found in each lesson's conversation between interlocutors, next were the useful expressions and usual responses, lastly each lesson ended with some exercises; such as, filling in the gaps and making own dialogues. Chester noted that he did not like the content in the worksheet, but he tried his best to teach the students.

From classroom observations of Communicative English classes for Matthayom 1 students, Jack conceptualized the content by bringing in everyday situation including food ordering in the restaurant and making plans for the weekend. From an interview with Roger, he conceptualized the content by bringing in something that caught students' interest; such as, palm reading, wedding, superstition, traffic rules, table manners, and cultural differences.

Furthermore, it was obvious that all teachers of English conceptualized course contents according to the name of the course, as Peter said.

*Extract 9*

*Peter: For Communicative English, it's obvious, it's clear by its name. Students should be able to communicate after they finish the course, so that means that they need to learn more about listening and speaking.*

To conclude, all teachers of English who were developing Communicative English courses did not have any information regarding world-class standard school project, so they conceptualized the content according to the name of the course, which was Communicative English.

**D. Selecting and developing materials and activities**

There were no any commercial textbooks used in teaching Communicative English courses for Matthayom 1, 2 and 5 students at this world-class standard school. Each teacher developed learning materials by themselves. Jack made his own visual aids to catch interest of the students. For example, when he taught food ordering in the restaurant, he prepared a big restaurant menu made from a paperboard, and then he hung it on the board to have students look at each section of the menu.

Chester was inherited in-house worksheets made on mimeograph paper from the former Filipino teacher of English. When he taught, he followed lesson by lesson. However, he gave different homework to each class as he revealed that students liked to copy one another, as he said.

*Extract 10*

*Chester: Well, because of the things is this they are good at copying, very good at copying, so that's one of the reasons why I decide ok fine this class will have this set of homework, this class will have another set of homework.*

Roger expressed that Communicative English was a new course for him to develop, and he developed it through his experience. Roger usually drew pictures on the board to convey meaning or on the sheets of paper and put them on the projector for his students to see, as he said.

*Extract 11*

*Roger: To develop the teaching materials, it is an on-going thing because I've never done this before. I'm learning through experience. I try different things. If they work, I keep them. If they don't, I modify them and try them again. Every class is different. Something might work with one class and might not work with another class. It depends on their intellectual development, attitude to learning, attitude to foreign teachers.*

This extract implied that Roger realized that selecting and developing learning materials for students was an ongoing process. Once he tried out the learning material with one class, and it worked, he kept it. When the learning material did not gear for students' achievement, he modified and tried it again. However, he mentioned that the learning materials might work with one class but not with another class as it depended on students' attitudes to learn English.

To sum up, non-Thai teachers of English developed learning materials by themselves without using any commercial textbooks. Jack and Roger selected and developed learning materials that they thought would catch students' interest while Chester was inherited in-house materials from the former teacher of English.

**E. Organizing of content and activities**

From classroom observations and an interview with Jack, he employed Total Physical Response (TPR) approach with his students. TPR approach is a language teaching method in which items are presented as instructions requiring a physical response from the students (Richards & Schmidt, 2010). Jack believed that TPR approach would lead his students to comprehension and more effective learning. He usually taught the language for 20 minutes by showing the visual aids, had them practice for 10 minutes, and then they acted in a role play for 20 minutes. He taught the same content to all 15 classes, but he made it simpler for lower levels, i.e., Matthayom 1/10 to 1/15 classes. The activities in the classroom apart from the role play, Jack created a board game using the core language and made it into a team game with boys and girls competing and getting points on the board in order to have students enjoy learning this English course.

*Extract 12*

*Jack: I think with Matthayom 1, I try to have activities in the classroom, Communicative English activities and using materials, visual aids, I just try to have fun giving them a positive experience for their future in Matthayom 2, 3, 4 because if they don't like English in Matthayom 1, it might give them a bad experience and they will not look forward to Matthayom 2. With Matthayom 1 higher levels, I tend to do role plays and sometimes if they're good, the game. With 1/14, 1/15, that's difficult to do it.*

However, Jack found it difficult to organize the same activities with each class because of time constraints and students' intelligibility. The issue of students' intelligibility was interesting because there were levels of students at this world-class standard school. Matthayom 1/1 class was considered as a gifted class which emphasized teaching intensive science and math, so Jack considered that Matthayom 1/1 students were more intelligent than students in other classes. Jack commented about time constraints as he revealed that he could not organize the course properly because there were a lot of official holidays during the second semester and he did not have time to prepare any worksheets for Matthayom 1 students.

Chester usually taught Communicative English according to the in-house worksheet he had. He sometimes showed pictures of the vocabulary that the students did not understand on his own tablet or on the projector from the Internet. He strictly followed the lessons in the worksheet.

Roger pointed that he employed a whole language approach by engaging students to the language. He always involved the students with the language. When the students came to class late, it meant that he has less time to teach them, so he solved the problem by putting what he would teach on that day on the board or on the projector. When most or all students came, he taught and explained. He encouraged his students to take notes because he believed that when students wrote what he instructed in their notebooks, they could remember it.

*Extract 13*

*Roger: The structure of the course, usually I keep it the same. Sometimes they are 20 minutes late, so I usually put the topic on the board, so they know what they're going to do. I'm writing and discussing, I ask them to write this down. I walk up and down and ask students questions. I try to involve students, ask them the questions, get them involve.*

Similarly to Jack and Chester, Roger started the course with an easy topic that students could easily understand, i.e., food ordering in the restaurants, and then he gradually added difficulties, i.e., superstition and maths in English.

*Extract 14*

*Roger: I start with something easy and when I see the response, I add a little bit more and I also lower my expectations for everybody because in Thailand not many people can speak English. If I speak in English at the front, I can see that all eyes can shut. You lost them, so I keep their knowledge going.*

In sum, although non-Thai teachers of English had different teaching methods in teaching students English, they started the course with easy to understand content or general topics to the specific ones, added more difficulties step by step, and organized activities according to the course content and students' intelligibility.

**F. Evaluation**

According to Graves' (1996) course development framework of components, evaluation is divided into 3 sections: students' evaluation, course evaluation and teachers' evaluation. For students' evaluation, all 3 non-Thai teachers of English assessed their students with the mid-term and final examination, and mostly collected marks from the examination. Additionally, from classroom observations, Jack and Chester assessed their students in class by giving some marks. The following extract revealed how Jack evaluated his students. He assessed his students both from speaking in a role play in front of the classroom and from the mid-term and the final examination.

*Extract 15*

*Jack: We have to assess them, we have summative and formative and we have paper tests and we also have to assess them in the classroom on their speaking, their willingness to speak, their behavior. Usually, I can't do everybody. It's not enough time but once I get students out, I will get their numbers and then roughly make an assessment and then by the end of the term, I should have enough marks.*

This extract illustrated that Jack considered evaluation as an ongoing part of course development, and it occurred at any stage of Communicative English course development. Apart from the examination, while Jack and Chester assessed their students in class by giving some marks, Roger also marked students' notebooks.

*Extract 16*

*Roger: The only way I can assess them is my exam. I do collect marks from their notebooks as well. If they show me that they are actively learning, then I give them an extra extra mark. If they don't give me any notebooks, I assume that they're not learning anything, they're not interested. People that give me their notebooks, I inspect them, I give them marks, I give them encouragement.*

Roger usually focused on tests. Although he did not like multiple-choice testing, he could not assess them individually due to a large number of students. He admitted that he could not assess students on their speaking skill, so the only way to assess students was multiple- choice testing,

For course evaluation, Peter, the department head of foreign languages, admitted that although Communicate English courses focused on students' listening and speaking skills, paper test or multiple-choice testing was important because it served as learning evidence when there was a school audit. Moreover, it was practical with a large number of the students in the classroom.

*Extract 17*

*Peter: Teachers evaluate students both ways, they have to do it orally and they have to do the paper work in order to have evidence. If the school wants evidence; for example, how do you evaluate the students, here's the paper work that we have done. They don't do it orally only.*

For teachers' evaluation, Chester commented that the person who evaluated his teaching performance was Peter because Peter sometimes came into his class and observed the class while he was teaching. Additionally, Peter noted that the questionnaires were made to evaluate teachers' teaching performance. The questionnaires were filled in by the students.

*Extract 18*

*Peter: We ask the staff and students because we prepared the questionnaires for students to fill in at the end of the course. We've done that. Some of them were very happy with some of the teachers, some of them still struggled with their English, but for overall, they preferred to study with native speakers of English.*

This extract revealed that teachers' teaching performance of Communicative English courses were evaluated at the end of the first semester. Most students liked to learn with non-Thai teachers of English. Peter noted that this feedback would be brought to the teachers to improve their performance in the following year.

To conclude, students were evaluated based on multiple-choice testing, Communicative English courses were evaluated when there was a school audit, and teachers of English were evaluated by the department head and students using questionnaires.

**G. Consideration of resources and constraints**

All 3 non-Thai teachers of English agreed that the most important challenge for them was the students.

*Extract 19*

*Jack: The students, getting them to speak English. That's the main thing, getting the students to improve their English. The challenge is getting the students in the classroom on time.*

*Extract 20*

*Chester: Most of these kids are starting from the scratch. So, when you try to teach a language to beginners, it's quite challenge.*

*Extract 21*

*Roger: The challenge is the lack of feedback, lack of practice that students get. Challenge is actually getting the meaning across because I can't speak Thai and the majority of them can't speak English, so I have to do lots of drawings and the repetition, but most of them are not interested, so the challenge is getting the interest happening.*

These extracts revealed that all teachers found it difficult for them to teach the students. They realized that the students did not have a good background in English, and most of them did not want to learn. This data was linked to classroom observations as when these teachers were teaching, the students did not pay attention. Some of them talked with their friends, and some played their mobile phones. Extract 19 illustrated that Jack found it hard for him to have students speak English because they did not want to speak English. He noted that if students did not want to speak and practice English, they would never improve their English skills. In addition, the students came to his class late and that made it hard for him to instruct them within limited time.

In addition, two teachers of English, Jack and Roger, agreed on a problem of a large number of students in a classroom, which was 45 for a Matthayom 1 class and 40 for a Matthayom 5 class. According to these teachers of English, there were too many students in the classroom. Jack had overall 650 Matthayom 1 students in 15 classes while Roger had overall 400 Matthayom 5 students in 10 classes. Jack proposed that a number of students in a classroom should not be more than 20 but he knew it was impossible to have that number.

Moreover, all 3 non-Thai teachers of English also stated that the educational context around the school did not provide any opportunities for students to speak English.

*Extract 22*

*Jack: I think here's a little bit countryside. In Bangkok, it's more foreigners, more tourists.*

*Extract 23*

*Roger: Yes, and also the whole mindset of the community. The community doesn't value English, in general. It's no need. This is the problem. It's the use of the language.*

*Extract 24*

*Chester: Most of these kids after having English classes, they don't want to speak English. When they communicate with friends in school, they only speak Thai, which is not a good thing.*

These extracts suggested that the students used English only when they learned English courses in class with non-Thai teachers of English. The students did not have any opportunities to practice their English both outside the classroom and outside the school. Not only did they not speak English with their friends, but also the people around the school did not use English at all.

To conclude, the challenge for non-Thai teachers of English was students regarding their English background, a large number of them in a classroom and their opportunities to use English in educational context around the school.

**Discussion**

The finding suggests that teachers of English developed Communicative English courses according to their experience. While they were developing Communicative English courses, they had their lesson plans and followed them, but when they realized that something was needed to be changed, they revisited that component, and modified it through their experience. However, there were rooms for teachers of English to improve in terms of course development of Communicative English courses at this world-class standard school.

1. Needs analysis

According to Finney (2005) and Hutchinson & Waters (1987), needs analysis is a starting point for any language program development. However, non-Thai teachers of English who developed Communicative English courses at this world-class standard school did not emphasize this component. This finding is consistent with Nilsalai's (2012) study. He examined the needs, problems, and wants of students in a world-class standard school known as Buengkan Secondary School and finds that students needed all four language skills for English communication at the highest level; speaking; writing;

listening; and reading respectively. Then, the information collected on needs analysis can help teachers of English make choices as to what to teach and how to teach.

2. Materials development

In this world-class standard school, there appeared to be a lack of teachers' collaboration in developing learning materials. In the notion of "materials development," Graves (1996) states that teachers should choose, adapt, and develop materials to meet students' needs and achieve the course purposes. Since student's needs were not initially analyzed, teachers of English did not know any background knowledge of the students, namely, linguistic levels and learning purposes in order to select appropriate materials. Among non-Thai teachers of English who developed Communicative English courses, there was no collaboration, that's why some course content; for instance, food ordering were duplicated in all Matthayom 1, 2 and 5 classes.

3. Information regarding world-class standard school project

The findings suggest that non-Thai teachers of English did not know any information regarding world-class standard school project. Although there are a number of documents, handbooks (e.g., world-class standard school instruction guidelines and curriculum and teaching development handbook) regarding world-class standard school project, all of them are published only in Thai. As a result, non-Thai teachers of English can not access this information in order to implement the courses according to world-class standard school philosophy.

4. Students considered as challenge for teachers of English

Non-Thai teachers of English considered that the main challenge in developing Communicative English courses was students. In order to enable non-Thai teachers of English to consider students in a more positive way, it is beneficial for them to take their Thai students' cultures of learning into consideration. The term "culture of learning" is defined according to Cortazzi & Jin (1996, p.169) that much behavior in language classrooms is set within taken-for-granted frameworks of expectations, attitudes, values and beliefs about what constitutes good learning. Moreover, Cortazzi & Jin (1996) claim that it must be recognized that students' behavior is influenced by other social factors and constraints including age, ability, gender, the language syllabus, examination, learning materials, the immediate classroom context (pp.169-170). Consequently, what students bring into the classroom regarding their expectations, classroom behaviors and learning attitudes are things that teachers are unaware. Then, teachers need to employ appropriate teaching methods to teach students.

**Recommendations**

According to this study, the useful suggestions for further development and improvement are demonstrated as follows: it is advisable (1) for non-Thai teachers of English to find out students' needs of what their students know, can do and what they need to learn to achieve the goal of this course, which is communicative English competence. Despite a large number of students in each class of this world-class standard school, teachers of English may design in-class activities on the first days to acquire their listening, speaking, reading, and writing proficiency (Graves, 1996); (2) to provide materials development training to non-Thai teachers of English as their professional development, and encourage them to use the most of classroom facilities available in the classroom; (3) to acknowledge non-Thai teachers of English the aims of world-class standard school project in order that they can develop Communicative English courses according to word-class standard school philosophy; and (4) to acknowledge non-Thai teachers of English Thai students' cultures of learning in order that non-Thai teachers of English employ appropriate teaching methods to teach them. Additionally, for further study, it is advisable to explore how Communicative English courses or any other English courses that are developed towards world-class standard school project in best practice, large, medium, or small sized world-class standard schools in different areas nationwide.

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