



รูปแบบการสอนชั้นเรียนแบบสองภาษา: กรณีศึกษาโรงเรียนในเครือโรงเรียนสารสาสน์

Models of Dual Language Classroom Instruction a Case of Sarasas Affilitaed Schools

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การวิจัยนี้มีจุดประสงค์เพื่อ 1) สำรวจรูปแบบรูปแบบการสอนชั้นเรียนแบบสองภาษาที่ใช้ในประเทศไทย 2) บอกความแตกต่างของรูปแบบการสอนโดยครูเจ้าของภาษา และครูที่ไม่ใช่เจ้าของภาษา ในการการสอนชั้นเรียนแบบสองภาษา และ 3) ศึกษาความคิดเห็นของนักเรียนและครูต่อการสอนชั้นเรียนแบบสองภาษาของโรงเรียนในเครือโรงเรียนสารสาสน์ กลุ่มตัวอย่างในการวิจัยนี้ประกอบด้วย ผู้บริหารโรงเรียน 4 ท่าน ครูผู้สอนระดับประถมศึกษา 106 ท่าน และนักเรียนชั้นประถมศึกษา 6 จำนวน 712 คน เครื่องมือในการวิจัยได้แก่ 1) แบบสัมภาษณ์กึ่งโครงสร้าง 3 แบบเพื่อสัมภาษณ์ผู้บริหาร ครู และนักเรียน 2) แบบสำรวจ 2 แบบสำหรับครู และนักเรียน และ 3) แบบสังเกตชั้นเรียน วิเคราะห์ข้อมูลเชิงปริมาณโดยใช้สถิติเชิงบรรยาย แปรผลข้อมูลเชิงคุณภาพด้วยการวิเคราะห์เชิงเนื้อหา ผลการวิจัยพบว่าโรงเรียนในประเทศไทยทำการสอนชั้นเรียนแบบสองภาษา 3 รูปแบบ ในขณะที่โรงเรียนในเครือสารสาสน์ดำเนินการสอนตามรูปแบบ foreign language immersion program โดยการสอนครูเจ้าของภาษาและครูที่ไม่ใช่เจ้าของภาษาค่อนข้างแตกต่างกัน นักเรียนและครูโรงเรียนในเครือสารสาสน์มีความเห็นว่ารูปแบบการสอนแบบสองภาษาได้ผลดี

คำสำคัญ : ชั้นเรียนแบบสองภาษา, พื้นเมืองพูดภาษาอังกฤษครู

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Abstract

The study aimed to 1) explore the models of dual language classroom instruction implemented in Thailand, 2) differentiate the instructional principles used by native English-speaking teachers and non-native English-speaking teachers in dual language classroom instruction, and 3) investigate the opinions of students and teachers toward the dual language instruction in Sarasas Affiliated Schools. There are 4 school administrators, 106 elementary level foreign teachers, and 712 students in grade six in the study. The instruments for this study were three different semi-structures interview forms for school administrators, teachers and students; two questionnaires for teachers and students; and one classroom observation form. The quantitative data was analyzed using descriptive statistics; the qualitative data was analyzed using content analysis. The finding of the study revealed that Thailand have three models of dual language education, while Sarasas Affiliated Schools belong to Foreign Language Immersion Program. The instructional principles used by native English-speaking teachers and non-native English-speaking teachers are quite different. The dual language instructional programmes are effective according to the opinions from students and teachers in Sarasas Affiliated Schools.

Keywords: dual language instruction, native English-speaking teachers

Introduction

In our modern society, languages are very important tool to understand each other and to express ourselves. Different languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding themselves and build good relationship with others. The fact of linguistic diversity and the need of multi-language capability call for multi-language instruction in the educational area.

Nowadays, English as an International Language is used worldwide. According to Crystal (2003), approximately 360 to 400 million people speak English as their first language, while, English as a second language speakers are vary greatly, from 470 million to more than 1 billion. When combining native and non-native speakers, English is the most widely spoken language worldwide. From Kachru's Three-circle Model of World English (1985), Thailand is in the expanding circle which means, averagely, the English level is lower than the inner and outer cycle. Considering the worldwide use of English and the low level of English in Thailand, increasing the intensity of English education is imperative.

According to Ministry of Education, Thailand Education (2008), the foreign language constituting basic learning content that is prescribed for English. The importance of English

has been stressed in the four strands for the foreign language subject area in the currently national curriculum, the Basic Education core curriculum B.E. 2551 (A.D. 2008). According to the curriculum, English is a tool for communication, for exchange ideas, for understanding the cultures, for seeking further education and for career development. The curriculum emphasize English studying is increasingly essential, Thai students need be able to use English in the authentic situation.

The current English proficiency levels in Thailand are worryingly low. According to the EF English Proficiency Index (EPI) (2015), Thailand ranked 62nd out of 70 countries in English skill, near the bottom of English proficiency index. However, the government has been investing very heavily in education in recent years. The Ministry of Education has allocated over 500 million baht to improve the English of students (Chongkittavorn, 2014). The low English proficiency and high governmental investment in today's English education situation call for educational revolution and innovation. There is a clear need for bilingualism or even multiculturalism. Thailand is one of the members of the Association of Southeast Asian Nations (ASEAN), so the government has identified the need to reform the curriculum in order to development a workforce that is both bilingual and keenly aware of the outside world.

A recent study conducted at the Experimental School of Rangsit University shows that children who went to Thai government schools received a good education in Thai subjects but hardly anything in English. At international schools, Thai children received an excellent international education, including superb instruction in English, but many graduated high school students cannot be fully conversant in their national language, Thai. While in the bilingual schools, Thai children receive an education based on the Thai curriculum but with the majority of classes in English, they acquire both languages. In addition to the separate language they get from each type of school, the tuition fees in the International school is quite expensive, it reported that the cost of studying at international schools in Thailand ranges from 200,000 to 700,000 baht per year, while the Bilingual schools' fees ranges from 40,000 to 400,000 baht per year (2007). Despite public educational institutions in Thailand is free for children up to grade 12, however, many parents choose to send their children to bilingual school or International school.

Sarasas Affiliated Schools is a group of private, Catholic, co-educational bilingual schools. Nowadays, there were 37 branch schools, with 85,545 students, 5,543 Thai teachers and 1,392 foreign teachers by the middle of 2015 (Sarasas Today). There are three

programmes, and one technological college offered in Sarasas Affiliated Schools. The three programmes are bilingual programme, mini bilingual programme, and international Education programme. There are 27 Schools with bilingual programme, 26 schools with mini bilingual programme, 10 schools with international programme, and 6 schools offer all the three programmes together. There are 46,727 students in the bilingual programme, 35,078 students in the mini bilingual programme, 2,234 students studying in the international education programme, and 1,506 students in the technological college.

There is barely such a school in Thailand with all the three dual language programmes and also has such a large population, so it's a perfect case for the researcher who want to know the types of dual language programmes practice in the authentic situation, and what are the opinions of students and teachers toward the dual language instruction in Thailand.

Dual language instruction is a form of education in which students are taught literacy and content in two languages. Dual language classroom instruction refers to the dual language instructional process happens inside the classroom. Dual language learners (DLLs) refer to children who acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. Dual language education or bilingual education, involves teaching academic content in two languages (Since the term bilingual education has negative associations, it is now more commonly called dual language education. The researcher prefers to use dual language education represent bilingual education in this study).

There are many models of dual language instruction, some of them have the same name but use different ways to practice in the real setting, and some of them share the same instructional principles but have the different name. The researcher in this study follow the models from (Cloud et al., 2000), focus on three models:

- 1) Second/ Foreign/Heritage language immersion programmes for language majority students, which are Thai speakers in Thailand.
- 2) Developmental bilingual programmes for language minority students, which are Non-Thai speakers (e.g. English or Chinese speakers) in Thailand.
- 3) Two-way immersion programmes for language majority and language minority students.

The researcher made a figure above according Cloud and Hamayan's book: Models of Dual language Instruction, to specific each type of dual language instruction programmes.

They are different from the serving students, the grade level during which the second language is offered, and the instructional time used to teach academic contents.

Second, heritage or foreign language immersion programs serve language majority students (e.g., Thai language) and they use a second or foreign language (e.g., English) to teach at least 50% of the curriculum during the elementary or secondary grades. *Immersion Education: International Perspectives* by Keith Johnson and Merrill Swain is a useful collection of examples of immersion programs from around the world. Immersion programs vary with the amount of the second language that is used for instruction and the grade level during which immersion in the second language is offered (Johnson & Swain, 1997). In early immersion programs, the second/foreign language is used for academic instruction beginning in kindergarten or grade 1, whereas in late immersion programs use of the second language as a medium of instruction begins at the end of elementary school or the beginning of secondary school. In middle immersion, use of the second language for academic instruction begins in the middle elementary grades, usually grade 4. Some immersion programs present all curriculum instruction through the second language except the language arts. These are called total immersion programs. In other immersion programs, first language and second language are each used 50% of the time to teach academic content. These are called partial immersion programs.

The objectives among these immersion programs are as follows.

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

Developmental bilingual programs serve for the language minority students who speak Thai dialects (e.g. Isan, Northern Thai, Southern Thai, Northern Khmer, Yawi), English, and Chinese etc. There are two general models of bilingual education: early-exit or transitional bilingual programs and late-exit or developmental bilingual programs. In early-exit or transitional bilingual programs, the students' first language is used only during the first two or three grades, until such time as the students can make full transition into all-English instruction. The aim of this type of programs is to monolingual language. In late-exit or developmental bilingual programs, language minority students received at least 50% of curriculum instruction through the medium of their first language, and around 50% use the

medium of their second language. This kind of instruction will throughout the elementary grades and in rare cases high school, so as to ensure full proficiency in their first language.

The primary goals of developmental bilingual programs are:

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

Two-way immersion programs serve for both language minority and language majority students in the same classroom. Generally, half of the students come from each language group. The active uses of instructional strategies are different from other two programs. There are two forms of two-way immersion programs: 90/10 programs and 50/50 programs. In 90/10 programs, 90% of the curriculum in the early elementary grades is taught to both groups of students using the second language and 10% is taught using first language. In 50/50 programs, first language and second language are each used 50% of the times to teach the curriculum, different language are used to teach different subjects.

Different two-way immersion programs have somewhat different objectives, while they share the following important goals:

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

Non-native English-speaking teachers (NNEST) refer to the English language teachers who speak English as a foreign or second language. Native English-speaking teachers (NEST) refer to the teachers whose English is his or her first language. Kachru (1985) developed the Three-circle Model of World English (see the following figure) which remains one of the most influential models for grouping the varieties of English in the world.

Teachers are essential to the successful implementation of first language-based dual-language instruction. Being a teacher in a bilingual context is complex, and the demands on bilingual teachers are even greater in developing countries. Benson (2004) suggests that bilingual teachers fulfill the expert roles of pedagogue, linguist, intercultural communicator, community member and advocate for dual-language instruction. To be English linguist means the teachers should have high proficiency in English, so the best teacher should

come from inner circle, but in the real situation many schools use the English teacher from the outer circle concerning of the budget, that will have the different effects, both on instructional principles and on the students' language and culture acquisition.

Objectives

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

Method

Population

The population of this study was 35 Sarasas Affiliated Schools with 84,039 students and 1,388 foreign teachers in the three dual language programmes. There are 46,727 students in the Bilingual Programme, 35,078 students in the Mini Bilingual Programme, and 2,234 students in the International Education Programme.

Samples

The samples were 4 schools from the 35 Sarasas Affiliated. The researcher used multi-stage random sampling techniques to divide the schools into super lager schools, large schools, medium schools, and small schools, and then randomly selected one school from each school size. The teachers in primary level and the grade six students from four schools were participated in the questionnaires, and one school administrator from each school was answered the interview questions. Sarasas Witaed Bangbon School was selected for the classroom observation, because it is the only school in 35 Sarasas Affiliated Schools have three programmes together until grade 6 level. There were three different subjects' classes in three different programmes in grade 6 level were observed. These three classes also different from the subject teacher who uses English teach the contents were native or non-native. After observation, 3 subject teachers and 6 students from the 3 observed classes will be interviewed.

The 4 schools were Sarasas Witaed Bangbon School, located in the southeast corner of Bangkok. Sarasas Witaed Rangsit School, located in Pathumthani. Sarasas Witaed Pittaya

School, located in the central Bangkok. Sarasas Witaed Samutsongkram School, located in Samutsongkram.

Instruments

There were 6 instruments in this study, 3 different semi-structures interview forms for school administrators, teachers and students, 2 questionnaires for teachers and students, and 1 classroom observation form.

The semi-structured interview form for school administrators was conducted in order to support the literature review about the models of dual language instruction in Thailand and in Sarasas Affiliated Schools. It consisted of three parts: the first part has two questions including interviewee's school and position, the second part have 3 questions asking about the models of dual language classroom instruction in Thailand, and the third part have 3 questions asking about the models of dual language classroom instruction in Sarasas Affiliated Schools.

The semi-structured interview form for teachers was designed to explore the practice of dual language instructional principles in the real situation, and teacher's opinions toward the dual language classroom instruction. It has three parts: 5 questions for demographic information, 16 questions for the instructional principles, and 10 questions for teacher's opinions toward dual language classroom instruction.

The questionnaire for teachers was designed to explore the different instructional principles between NEST and NNEST. It consisted of 4 parts: 10 questions for demographic information, 22 questions for the instructional principles on NEST and NNEST, 12 questions for teachers' opinions toward dual language classroom instruction (part 2 and 3 needs the respondents chose five alternative ideas from a five-point Likert scale), and the last part has 2 open-ended questions to add up more information on dual language education.

The questionnaires, both Thai and English versions were designed to explore the opinion of students toward the dual language instruction. They consisted of three parts: 9 questions for demographic information, 15 questions for the opinions of students, each of these questions, respondents should choose five alternatives ideas from a five-point Likert scale, and the last part is 2 open-ended questions to add up more information on dual language education.

Data collection

Data collection was carried out using questionnaires, semi-structured interview forms, and classroom observation form. The questionnaires were distributed to 106 foreign

teachers, who use English to teach the subjects in the elementary level in the four sampling schools, 712 students who are in the grade 6 level in three different programmes. The classroom observation and interview for teachers and students were conducted in grade 6, three different programmes of Sarasas Witaed Bangbon School. After classroom observation, 3 participants, one subject teacher and two students, from each class were randomly and voluntarily selected to take part in the interview. The interviews were conducted in English and tape recorded in order to transcribe for further content analysis. The interview for school administrators was conducted in the sampling school, and the tape recording also conducted for the further analysis.

Data analysis

The data analysis process can be divided into two phrases. In the first phrase, the quantitative data obtained from the questionnaire was analysed using descriptive statistics with SPSS Program Version 22 for calculating frequency, percentage and standard deviation. Moreover, to compare the mean scores of the instructional principles between Native and Non-native English-Speaking teachers, t-test was used to analyse the relation. Later, the qualitative data obtained from semi-structured interview and classroom observation was analysed using content analysis.

Findings

The findings of the study were summarised into four main areas: the demographic information from the respondents, the models of dual language classroom instruction in Thailand, and the instructional principles used by NESTs and NNESTs, lastly is the opinions of students and teachers toward the dual language classroom instruction in Sarasas Affiliated Schools.

Demographic information from the respondents

The interview data from the four schools' administrators showed that 2 of them were the school directors and 2 of them were the school deputy directors. The interview data from 3 subject teachers from three different programmes in Sarasas Witaed Bangbon School. Two of them are Filipinos, and 1 is English. They have all quite long experience teaching in every programme. The interview data from 12 students also from three different programmes in this school, and 5 of them are Thai and 1 is Chinese, they all can speak Chinese in different levels. They all agree the percent of English used as an instructional language in bilingual, mini bilingual and international programmes are 50%, 20%, and 90%.

The classroom observation data from different programmes different subjects showed that there are 33 students in bilingual programme, 43 students in mini bilingual programme. Two programme' subject teacher are Filipinos, and all of their first language is Thai. They use the textbook translated by the academic foreign staff of Sarasas Affiliated Schools, the textbook covering 90% of the similar contents with same subject's Thai textbook. While there are only 17 students in IEP, the subject teacher is English, 88.2% students' first language is Thai and 11.8% students' first language is Chinese, the textbook they using is the national standard book wrote by Thai educator. They learn the content only in English.

Models of dual language classroom instruction in Thailand

The data from literature review and school administrators' interview showed that there are three models of dual language instruction in Thailand: most of them are Foreign Language Immersion Programmes, some of them are Developmental Bilingual Programmes, and some of them are Two-way Immersion Programmes.

Sarasas Affiliated Schools belong to Foreign Language Immersion Programmes, which means the Thai language majority students in the programme use English and Thai as an instructional medium to learn the subjects. They start from kindergarten or grade 1 level in every programme, so it's early immersion Programme. Bilingual programmes has 50% of curriculum use English to teach, belongs to early partial immersion Programme. IEP has 90% of curriculum use English to teach, belongs to early total immersion Programme, and Mini bilingual programme has 20% of curriculum use English to teach, is a new type of FLIP compare with the Western style.

Instructional principles used by NESTs and NNESTs in DLCI

There are 106 teachers in this study, the percent of Native and Non-native English Speaking Teachers are as follows,

Table 1

Percent of NESTs and NNESTs of the sampling teachers

Percent of NESTs and NNESTs of the Sampling Teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
	NESTs	36	34.0	34.0	34.0
Valid	NNESTs	70	66.0	66.0	100.0
	Total	106	100.0	100.0	

The descriptive data of the valid respondents from the Teachers' questionnaire showed that there are 34 percent of NESTs, and 66 percent of NNESTs.

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

Table2

The practice of 10 Instructional Principles of Sarasas' Foreign Teachers

The practice of 10 Instructional Principles of Sarasas' Foreign Teachers	<i>M</i>	<i>SD</i>
1) begin a lesson with a short review to wake up student's background knowledge of languages and contents	4.46	0.783
2) present new materials in small steps with students to practice using languages	4.35	0.769
3) ask a large number of questions and check the responses by encouraging to students use English	4.20	0.888
4) provide models and examples before students use the language as a tool to solve the problem by themselves	4.40	0.657
5) spend time to guide students to practice their English using new materials	4.36	0.693
6) check for students understanding both in language and content at each knowledge point	4.45	0.678
7) obtain a high success rate by classroom assessment, both in English and academic abilities during the classroom instruction	4.24	0.670
8) provide language scaffolding for difficult tasks	4.09	0.811
9) require and monitor independent practice in using English	4.19	0.829
10) Students in the class do the self-assessment on their language and academic acquisition frequently.	3.58	0.924

Table 2 revealed that, the mean scores of each item regarding the 10 principles quite high, it means the teachers follow the principles very strictly.

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

Table3

The practice of 10 Instructional Principles of Sarasas' Foreign Teachers

The practice of 10 Instructional Principles of Sarasas' Foreign Teachers	<i>M</i>	<i>SD</i>
1) write difficult words on the board every lesson	3.57	1.155
2) read each sentence aloud before allowing students to read, 3) explain by asking questions individually or in small group	4.47	0.746
3) explain by asking questions individually or in small group	4.26	0.854
4) make sure students can read and understand every difficult vocabulary before doing exercises	4.42	0.791
5) make sure the students can read fluently before assigning students to read their books for homework	4.01	0.971
6) teach students how to solve a problem before letting them come out to solve a problem by themselves on the board	4.30	0.864

Table3 showed that, the mean scores of each item regarding the 6 principles inside Sarasas schools quite high, it means the teachers follow the school principles strictly.

Table4.

Opinions of students and teachers toward the dual language classroom instruction in Sarasas Affiliated Schools

The Opinions of teachers toward the DLCI in Sarasas Affiliated Schools	<i>M</i>	<i>SD</i>
1. My instructional materials and activities are relevant to students' English language usage in their daily lives.	4.42	0.715
2. My English is taught in an interesting way to improve their content knowledge.	4.48	0.720
3. I often reflect on my own language usage in the classroom.	3.97	0.971

Table4 (cont.)

Opinions of students and teachers toward the dual language classroom instruction in Sarasas Affiliated Schools

The Opinions of teachers toward the DLCI in Sarasas Affiliated Schools	<i>M</i>	<i>SD</i>
4. My classroom environment is convenient for students to learn both in English and Thai.	3.83	1.100
5. My students are actively engaged in my class in English.	4.23	0.784
6. I regularly monitor the effectiveness of my teaching on students' English level and academic improvement.	4.21	0.727
7. I often link content learning to students' lives outside of the classroom.	4.08	0.880
8. I make sure that my literacy instruction is systematically developed across the curriculum.	4.23	0.831
9. I try to make certain teachers understand my topics on both language and content aspects.	4.16	0.863
10. My assessment methods taken into account the different language levels among students.	4.06	0.766
11. My assessment activities are appropriate for the students' language level.	4.25	0.829
12. I often reflect my classroom Instruction by using the result of students' self-assessment or peer-assessments of their English and academic improvement.	4.11	0.929

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

Discussion

The results of the study indicated, generally, the models of dual language instruction are Foreign Language Immersion Programmes. Bilingual programme is early partial immersion Programme, IEP is total immersion Programme, and Mini bilingual programme is a new type of FLIP compare with the Western style. This supports the models of Cloud et al. (2000) but have a new development according to the change of the language uses of contexts.

Generally, the instructional principles were practiced well by foreign teachers in Sarasas schools. The ten instruction principles from Barak (2012) be followed strictly by the foreign teachers, and the six teaching policy also practice well by the teachers. But there are quite different between NESTs and NNESTs to follow the instruction principles.

The opinions of teachers and students toward to DLCI are positive. This research supported the theory from Nancy Cloud (2010), which means the programmes in Sarasas schools are effective from the aspects of parents caring, school standard, administrators' leadership, programme's development, student- centered, connecting with other school etc.

The suggestions from students focused on the language difficult to understand the content, the adequate of teaching equipment, the quality of the teachers, the amount of homework, the need of outer class activities etc. The recommendations from Native English Speaking teachers addressed on the teaching equipment, the class number, the multiple language level in one class, the special students etc. While the Non-native English Speaking teachers talked about the quality of native speakers, the relationship with other teacher assistants, the teaching equipment, the respect to teachers and the classroom discipline.

Recommendations

According to the result discussed above, it is significant to note that this research was conducted only in 4 schools of Sarasas 35 affiliated schools near Bangkok area, so the result may not be generalised to every dual language instruction in Thailand. There are some suggestions are proposed for further study. First, for the other two models of dual language classroom instruction, we need more research to get the detail information. In addition, for more effective result on the instructional principles between NESTs and NNESTs, the sample size of schools should be larger and the geographical distribution should be wider. Last, for the opinions toward the dual language instruction in Sarasas Affiliated Schools, we can conduct a further on parents' ideals to make the research more convincing.

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