

REFORMING UNIVERSITY LEVEL ENGLISH EDUCATION IN THAILAND TO KEEP PACE WITH WORLD CHANGE

การปฏิรูปการศึกษาภาษาอังกฤษระดับมหาวิทยาลัยในประเทศไทย เพื่อให้ก้าวทันการเปลี่ยนแปลงของโลก

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Abstract

The global workforce has faced the COVID-19 pandemic, demographic shift, and technological disruption, all of which are catalysts of tremendous change in people's way of life, labor markets and companies' demands (United Nations, 2020). To keep up with these changes, English education in Thai universities, especially English teaching and learning, must be reformed to equip students with not only English proficiency but also up-to-date knowledge and work skills in accordance with market requirements—the ability to compete with others in a competitive world. This article discusses reforms to English education at the university level in Thailand through crucial aspects of education: curriculum, teachers, instruction, assessment, students, activities for students, academic and administrative committees, research, and student internships. This article argues that English education must be seriously reformed to enable students to have work after graduation, especially during economic crises, and to enable teachers and universities to survive in a world of disruption.

Keywords: Reforming University Level English Education, Crucial Aspects of Education, World Change

บทคัดย่อ

ผู้ใช้แรงงานทั่วโลกเผชิญกับวิกฤติโรคระบาดโควิด 19 การเปลี่ยนแปลงทางโครงสร้างของประชากรศาสตร์ และการเปลี่ยนแปลงอย่างมหาศาลของเทคโนโลยี ทั้งสามปัจจัยนี้เป็นตัวเร่งให้เกิดการเปลี่ยนแปลงอย่างมหาศาลต่อชีวิตประชาชน ตลาดแรงงานและความต้องการของสถานประกอบการ (United Nations, 2020) เพื่อให้สามารถก้าวทันการเปลี่ยนแปลงของโลก ประเทศไทยจำเป็นต้องมีการปฏิรูปการศึกษาภาษาอังกฤษในระดับมหาวิทยาลัย โดยเฉพาะอย่างยิ่งการเรียนการสอนภาษาอังกฤษ เพื่อให้ผู้เรียนมีความสามารถทางภาษาอังกฤษ มีความรู้ที่ทันสมัยและมีทักษะการทำงานที่สอดคล้องกับความต้องการ

ของตลาดแรงงาน ซึ่งถือเป็นความสามารถในการแข่งขันในโลกยุคปัจจุบัน บทความนี้มีวัตถุประสงค์เพื่ออภิปรายแนวทางปฏิรูปการศึกษาภาษาอังกฤษระดับมหาวิทยาลัยในประเทศไทย ผ่านองค์ประกอบสำคัญของการศึกษาซึ่งประกอบด้วย หลักสูตร อาจารย์ผู้สอน การเรียนการสอน การวัดและประเมินผล ผู้เรียน กิจกรรมสำหรับผู้เรียน คณะกรรมการบริหารมหาวิทยาลัย งานวิจัย และการฝึกปฏิบัติงาน บทความนี้นำเสนอมุมมองว่าประเทศไทยจำเป็นต้องมีการปฏิรูปการศึกษาภาษาอังกฤษในระดับอุดมศึกษาอย่างจริงจัง เพื่อให้ผู้เรียนสามารถมีงานทำหลังจากจบการศึกษา โดยเฉพาะอย่างยิ่งในช่วงวิกฤตทางเศรษฐกิจ และเพื่อให้อาจารย์และมหาวิทยาลัยสามารถอยู่รอดได้ในโลกที่เต็มไปด้วยการเปลี่ยนแปลงอย่างพลิกผัน

คำสำคัญ: การปฏิรูปการศึกษาภาษาอังกฤษในระดับมหาวิทยาลัย องค์ประกอบสำคัญของการศึกษา การเปลี่ยนแปลงของโลก

Introduction

Education is the fundamentals of developing the country and the people. Nelson Mandela once said that education is “the most powerful weapon” which people can use to change the world (Ratcliffe, 2017). To enable the education to be the most powerful weapon, all aspects of education must be improved, changed or reformed continuously to match the world’s changes, requirements of labor markets and trends of business as well as to strengthen humans’ morality. With effective reform of education, students will potentially have such a powerful weapon—i.e., practical and updated knowledge, work skills experience, strength, wisdom and morality—for competing with others in finding jobs, improving themselves, solving problems, and developing new, useful innovations or knowledge for their organization, society and country. The word “education” in this article is an umbrella term that covers the whole process of teaching and learning, curriculum, activities, teachers, and students.

Undeniably, nowadays the world changes rapidly in terms of people’s way of life, demographic shifts, and technological advancement (United Nations, 2020), and Thailand is currently encountering many challenges. According to the National Strategy (2018-2037) by the Office of the National Economic and Social Development Board of Thailand, one of the challenges is that productivity in the service sector remains relatively low and the Thai workforce does not meet expected requirements and demands of the labor market. Due to this situation, the field of education must be reformed to enable new graduates to gain jobs after graduation, especially during an economic crisis and the COVID-19 pandemic, and make education up-to-date to be able to respond to the demands of the labor market. To achieve these goals, all parties must reform education collaboratively, including English education at the university levels. Despite the importance of educational reform, previous studies have not discussed a comprehensive

picture of reforming English education at the university level with the purpose of enabling it to keep up with world change and the industry requirements. To fill this gap in knowledge, this article aims to discuss comprehensive and holistic reform of university level English education in Thailand through the following factors: 1) curriculum; 2) teachers; 3) instruction; 4) assessment; 5) students; 6) activities for students; 7) academic and administrative committees; 8) research; and 9) student internships.

First of all, this article briefly discusses the COVID-19 pandemic, demographic shifts, and technological advancement as catalysts of world change, and also addresses Thai people's problems with English communication. This article then discusses the reform of English education at the university level in Thailand through the aforementioned central factors to enable Thai university education to keep pace with world change. This paper argues that reforming education holistically must be done urgently and seriously to enable teachers, students, and universities to survive in a world of disruption.

Factors Affecting Education and People's Lives in Thailand

COVID-19 Pandemic

The COVID-19 crisis has had enormous effects on education and people's lives, in many ways. Education at all levels changed overnight from on-site learning to online. Many students, especially from remote areas, still haven't been made ready for

online learning due to a lack of learning tools. Also, many teachers lack experience and expertise in effectively teaching and assessing students online. Unfortunately, the number of new cases of COVID-19 is at the time of writing increasing not only in Thailand but also around the world. This affects people, especially those in the hotel, airline and tourism businesses. A high number of new graduates have been unable to find jobs during the COVID-19 pandemic. Many factories have closed and many people have been made unemployed. As Charoensuthipan (2020) indicated, the number of people claiming unemployment benefits has almost doubled to 700,000 people from December 2020. According to the Department of Labour Protection and Welfare (DLPW), lots of workers have lost their jobs following factory closures amid the COVID-19 outbreak (Charoensuthipan, 2020).

Demographic Shift

Demographic shift is an alarming factor that should force us to reform education to help Thai universities to survive disruption. Professor Dr. Suchatvee Suwansawat—the president of The Council of University Presidents of Thailand—has explained how Thai education has been disrupted by demographic shifts. 20 years ago, parents didn't want to have children because of the financial burden, and since then, the birth rate in Thailand has been low (Suwansawat, 2020). In 2017, the number of students who applied for admission through the Thai University Central Admission System (TCAS)

dropped to around 400,000, despite the fact that universities in Thailand can accommodate more than twice that number of new students (Suwansawat, 2020). Due to the decreased numbers of students, universities have had empty seats, and the number of students dropped to around 300,000 in 2019, and to around 200,000 in 2020 (Suwansawat, 2020). Suwansawat stressed that as we now have a lower quantity, what we must have is higher quality. This means we need a more knowledgeable labor force, and in reforming the educational system, we must improve English ability, especially communication skills and skills for online education (Suwansawat, 2020). “Without a high quality of education, (especially online teaching and learning), we have no hope”, he said.

Technological Advancement

Technology is another factor that disrupts the world. In the year 2000, people lived in the era of computers that focused on automated production using electronics and IT. In 2020, people now live in the era of the internet, which includes 1) the Internet of things (IoT)—i.e., interconnected networks of machine devices and vehicles embedded with computerized sensing, scanning and monitoring capabilities, 2) cloud computing—i.e., offsite network systems that help computers store, manage, process and communicate information, and 3) cognitive computing—i.e., technological platforms that use artificial intelligence (Sheth, 2021). Just one year later, in 2021, people live with industry 5.0 that focuses

on the co-working between man and robots (Sheth, 2021). Thus, people must reskill and up-skill themselves in order to thrive, so teachers and educators must be aware of such developments and reform the education to equip students with the “powerful weapon” to compete in this rapidly changing world.

In the near future, many job functions will disappear and more new ones will emerge. According to World Economic Forum, The Future of Jobs Report (2020: 5), “by 2025, 85 million jobs may be displaced by a shift in the division of labor between humans and machines. On average, companies estimate that around 40% of workers will require reskilling of six months or less, and 94% of business leaders report that they expect employees to pick up new skills on the job”. And the following are the top 15 skills for 2025 (i.e., the skills that employers are looking for): 1) analytical thinking and innovation; 2) active learning and learning strategies; 3) complex problem-solving; 4) critical thinking and analysis; 5) creativity; originality and initiative; 6) leadership and social influence; 7) technology use, monitoring and control; 8) technology design and programming; 9) resilience, stress tolerance and flexibility; 10) reasoning, problem solving and ideation; 11) emotional intelligence; 12) troubleshooting and user experience; 13) service orientation; 14) systems analysis and evaluation; and 15) persuasion and negotiation (World Economic Forum, Future of Jobs Report, 2020). Undeniably, education is a business. As Sinha stated, “A creative

business must be able to spot these trends early by understanding consumer wants and needs.” (Sinha, 2008). An effective education must be reformed so that it can produce graduates who can respond to the needs of not only the present but also the future.

As stated earlier, we educators must reform education, making it keep pace with world change. Specifically, the question is “how can we reform English educations at the university level in Thailand?” To answer this question, we need to consider the level of English proficiency of Thai people generally. According to the EF English Proficiency Index 2019, Thailand scored 47.62, which is regarded as very low proficiency, and in 2020, Thailand was placed 89th out of 100 countries with a score of 419, which is also regarded as very low proficiency (EF Education First, 2020). Currently, Thailand is ranked 7th in Southeast Asia, ahead of Myanmar and behind Singapore, the Philippines, Malaysia, Vietnam, Indonesia, and Cambodia, respectively, and Thailand ranks 20th out of 24 countries in Asia (EF Education First, 2020). This indicates that although many Thai people have learned English since they were in kindergarten, many of them still cannot use English effectively. For these reasons, and to answer the above question, to equip students with English proficiency, up-to-date knowledge and work skills in accordance with market requirements, English education at the university level in Thailand must be reformed through the following inter-related aspects, so that Thai education, a fundamental of the country, can

survive and prosper in a world of disruption.

1. Curriculum

Based on the author’s observation, English subjects that appear in the curricula of Faculties of Humanities, Social Science or Education of many Thai universities haven’t been geared towards work-based education or business English for communication. To keep up with world change, the curriculum should be reformed by emphasizing English communicative competences and Business English, with a focus on boosting English for careers, international communication, English and business trends, TOEIC, and English for work-and-life skills. Educators must conduct needs analysis to know the requirements of entrepreneurs and others in all fields of business, and design curricula to match the needs of industry. Also, English curriculums have to integrate subjects that match the trends of the business world, such as English for modern trade, English for the entertainment business, English for content writing for digital marketing, English for customer care and engagement, English for international business and industry management, English for health and medical services, English for wellness tourism and spa, English for edutainment, and English for intercultural communication. As Dai & Liu (2016) stated “courses (or curriculums) should be innovated”. We can “introduce new forms, interesting content relevant to the student’s life so as to renew the traditional writing curriculum” (Dai&Liu,2016).Also, “the curriculum arrangements of Business English should

be in line with the needs of the market and students' current language proficiency, which means that Business English curriculum arrangements should include practical business skills courses, such as business negotiations, business letters, business etiquette and other business practice and training courses. It is necessary to satisfy students' study needs and at the same time to promote their vocational abilities" (Dai & Liu, 2016).

2. Teachers

Teachers are the genesis of change and one of the most crucial aspects for reforming English education. As Renandya (2015) stated, "T-teacher" is one of 5 Ts of motivation: Teacher, Teaching techniques, Teaching materials, Task, and Test. Teachers are a change agent who can plan and design online instructions that match students' needs and that fully promote work skills and business English of students. It's a teacher who has to make difference. Teachers who haven't had a degree of experience in business or with Business English can improve themselves by stepping out of their comfort zone and learning new knowledge, reskilling and upskilling themselves. For example, in teaching English for Specific Purposes (ESP) courses, teachers might start by reviewing updated books, articles, research, and resources from the Internet, asking experts in the fields to gain more in-depth knowledge and asking experts to be guest lecturers in class. Teachers can gain exposure to the environment of business and attend

workshops, seminars, conferences or professional training to improve themselves. They need to work harder than others. The key is that teachers must not stop learning and developing themselves continuously. Reskilling and upskilling will enable teachers to have other skills apart from teaching English, such as multi-tasking skills, Business English for communication, being a master of ceremonies (MC), holding events and exhibitions and intercultural communicative competence. Also, teachers need to understand students' learning styles and adjust their teaching appropriately to match and promote student learning. The focus of teachers is creating learners growth mindsets and developing students' "ready-to-work" attitudes, thinking skills, life skills, readiness to use language in real-life work, and the ability to use English as well as develop innovation.

3. Instruction

Teachers have to focus on teaching and content that students can use in their real life and in work, such as English for work or English for job applications, with the focus on interaction, role play, situational exams, workshop-based teaching, brainstorming, collaborative learning, task-based language teaching, problem-based language teaching, and any activities that require students to use critical thinking and creativity. As Dai & Liu (2016) suggested, "business English teachers could use different teaching methods in the teaching process, and those methods should be adequately adapted to

different teaching content to increase teaching efficiency and interaction between teachers and students”. Also, teachers need to use new technology in teaching, especially in online teaching, and conduct research-based courses. That’s because teaching that is carefully designed based on an effective research plan will be more systematic in terms of instructional design, implementation, evaluation and improvement. With this, teachers can come up with new techniques, knowledge and/or activities for students. Also, as students in this generation are perceived as digital natives, teachers need to adapt themselves to match and promote students’ learning styles. Teachers can engage students by using technology in teaching and learning, such as developing teaching materials via YouTube, group discussions via Zoom breakout rooms, Word Cloud as a classroom engagement tool, Padlet as a brainstorming board, and other tools for hybrid learning and research-based instructional innovations. They should develop ELT materials and media for teaching business English online. As Dai & Liu (2016) emphasized, one key for teaching is to focus on practicality because students can apply their knowledge in future work. Also, instruction should focus on boosting students’ intercultural business communication, so students become more aware of intercultural communicative competence and knowledge, e.g., language, context, and communicative styles, which will help them interact, communicate or deal with customers, guests

and business persons more effectively (Phumpho & Nomnian, 2019).

4. Assessment

Teachers should assess students’ abilities with the purpose of promoting learning and work-life skills (Shepard, 2000). That is, teachers should not only assess students’ memorization, but should also assess students’ critical thinking, creativity, work skills, ability to communicate with other people, ability to describe and sell products in English, and ability to use language in handling customers’ complaints or queries. They can use various types of assessments, such as peer-assessment, self-assessment, portfolio assessment, and project-work assessment (Green, 2014; Shepard, 2000), depending on teachers’ strategy and practicability. Also, for an assessment in a work-based education where students need to intern, teachers can ask a supervisor of students to assess work skills. Teachers can then consider supervisor’s comments for improving students and their own instructions and give diagnostic feedback to students, so the students become more aware of their work performance and know how to improve. Assessment should focus on communicative English skills, soft skills and hard skills, and other skills, such as presentation skills, communication skills, problem-solving skills, skills for using technology in working and learning, discipline, work ethic, strategic thinking, life management, and so on. Assessment should also assess students’ attitudes towards learning, the ability to

adjust themselves to others in society, the ability to work with others as a team work, and the ability to take comments to improve oneself continuously with “life-long learning” and growth mindsets.

5. Students

The process of reforming requires extensive hard work from not only teachers but also from students. Students must learn to learn by themselves and experience the world outside a classroom. Grit and responsibility are traits that students should possess. Students should be aware that they don't need to be the one with the highest GPA, but what they need to have is a positive attitude towards learning and the mindset of “never stop learning”. Also, students should have goals in life and see problems or obstacles as a challenge for improving themselves. They might choose to study in a field they see as a challenge and opportunity, such as communicative English for business, coupled with learning IT and digital marketing. Learning only English linguistics or literature might not be enough. They must also gain experience about business and working. “Ready to work” attitudes are another key for success. Having experience from an internship is very important, and reskilling and upskilling is a must. Students have to develop both soft skills and hard skills. They need to be equipped with 21st century skills (Stehle & Peters-Burton, 2019) and also the skills of the future. In addition, students should practice multi-tasking and business knowledge, such as integrated English skills,

and knowledge about trends of the tourism business, trends in modern trade business, trends in service businesses, and marketing during COVID-19 pandemic. No one is a superman, so in learning, one might fail yet have to get up early and move on.

6. Activities for students

Activities both inside and outside university, and both academic and non-academic are a crucial factor in the process of reforming education. More activities related to work skills, attitude development, business knowledge and experience, and English for communication, should be held. Activities should be geared towards work-based learning and edutainment where students have the chance to interact with others, have a stage to show their talent or perseverance and network with others. Activities can include English day, World English (es) Day, Intercultural Communication or Diversity of Culture, Field trips, TOEIC preparation, Speech contests, Singing contests, Business Writing contests, and so on. Activities for improving the careers of students can include, for example, inviting people in a business industry or an alumni who works in the field of business to guide students how to prepare themselves for the labor market during the COVID-19 pandemic, how to maximize their skills to get jobs during the crisis, and sharing tips for job interviews and improving ones personality. Activities can encourage students to participate actively, update their knowledge, and develop their soft skills, social skills, responsibility and

leadership. In addition, students can write their experience from joining activities, and awards (if any) in their resume. Students who do activities can learn to work as a team, build presentation skills and interpersonal communications, and are able to apply these in real-life working and in initiating projects or innovations. Meaningful activities can help students to cross out their fear of using English and experience various moments of life, such as success, failure, tiredness, fun, and disappointments and/or friendship, which cannot be found from only learning in class.

7. Academic and Administration Committee of Thai Universities and Ministry of Higher Education, Science, Research and Innovation

Reform from the bottom up alone is not enough; reform from the top down is also a must. As Pongsudhirak (2020) pinpointed that “for Thailand, education has been as much about learning and knowledge, skills and training, as it has been about power, authority and hierarchy in a traditional political order around nation. Reforming the Thai education as a system necessarily reforms Thailand as a country”. Reform needs support from those who have power in their hands. Authorities from the ministry of Higher Education, Science, Research and Innovation and authorities in Academic and Administration Committees of universities, such as President, Vice President, Assistant to the President, Dean and Directors, must have in-depth knowledge, experience, and ideas that can reform

education, and they need to take actions seriously. Education leaders can have foresight and plan policy, but they need to do this based on conducting research, considering reality, and consulting those from business and industry to be able to design up-to-date courses, curriculum and policy to respond to the requirements of labor markets. Also, administrators need to support professional development for teachers by having teachers join workshops, training, and conferences and learn from those in the field of business. Training teachers is the key that can transform teachers rapidly. Teachers who are well-trained can be effective trainers or coaches for students. In addition, there should be more cooperation among universities so that lecturers can have meetings to share and learn from each other. There should be cooperation between business, academic, and government sectors; local communities, and high schools/ secondary schools. They learn from each other and universities can adjust and reform themselves to be able to respond to the requirements and needs of society and industry.

8. Research

Conducting effective research with the purpose of improving students' work skills is a core element in developing teachers, teaching and students. Research findings shouldn't be put on a shelf but should be conducted with practical purpose with the findings realistic and helpful for students improved language, communication, and work skills. Research

needs to be extended into innovation as well. Research should be based on important criteria, i.e., research quality, innovation, and benefits to society. Research that relate to work skills should be encouraged and conducted to prepare learners for working in the real world. There are many studies related to work skills of students. For example, one study by Keadplang et al. (2020) examined the developing proficiencies of graduates through work-based education purposes in order to 1) study entrepreneurs' satisfaction with graduates with English language programs, 2) investigate entrepreneurs' expectations of graduates, and 3) propose guidelines for developing graduate proficiency in the fields of business English through work-based education that meets the needs of the labor market. The participants in their study were service business entrepreneurs who emphasize the need for English for Specific Purposes (ESP), such as modern trades, health and medical services, airline services, hospitality, and tourism services. In their study were 10 experienced and knowledgeable experts in the service sector and 300 service-business entrepreneurs. The findings of their study suggested that entrepreneurs need institutions to improve graduate English language competencies, such as writing and translation skills. Entrepreneurs also need graduates to have more knowledge in ESP (medical services, selling products, health and wellness, communicative English for service, selling, and increasing sales) (Keadplang et al.,

2020). The research proposes a guideline for developing competencies of graduates according to the labor market; that is, educational institutions should develop business English for graduates, and the curriculum should place emphasis on writing and translation ability, including other skills, such as management and immediate problem-solving (Keadplang et al., 2020). Another piece of research by Jantasin & Pantawee (2020) shows that Business English students in Thailand also encounter problems in using the four English skills: listening, speaking, reading, and writing. Research on work-based education and communicative English for business is useful for teachers to find ways to promote work skills and English proficiency of Thai EFL students.

9. Student Internships

To fully promote the students' work skills, any curriculum should emphasize internships for students, since an internship enables students to learn from real-life experience of failure and success. Students will be able to apply what they have learnt in their working lives. When they work as an intern, they might encounter problems in working and learn from the problems and experience, so they will have a better vision of themselves. Also, they can share problems, solutions and failure or success in life with their friends and fellow students. In these ways they can improve themselves and grow in terms of life experience, strength in life, responsibility, and worldview.

Through internships, students not only have to face the real world of work, but they also must use business English in communicating with people and learn from real life. Through working, students have the chance to develop their soft skills, such as creativity, persuasion, collaboration, adaptability, and time management. One example of successful education is work-based education of Panyapiwat Institute of Management (PIM). PIM is “an educational institute found by CPALL Public Company with a mission to produce graduates based on the motto of its abbreviated name: PIM = **P**racticality, **I**nnovation, and **M**orality” (Paisanworajit, 2014: 174). All PIM students have the chance to go to work as “an intern in arranged work places”. Also, “trial and error is the process they can use in the real world settings” (Paisanworajit, 2014). For PIM students, “studying from text books and in class is not enough, learning to understand how things operate in the world is more important” (Paisanworajit, 2014). In their internship during the COVID-19 pandemic, intern students of PIM have put their guard up against COVID-19, and try to learn and improve themselves continuously. Also, PIM students have to learn new technology. According to Phacharintanakul (2018), PIM students cannot sit and wait for things to happen, but rather they need to imagine how things will happen and lead the trend and the technology. Teaching alone or just telling students what will happen isn’t enough; students have to touch it, smell it, do it, and listen to

those people in the real world themselves (Phacharintanakul, 2018). Other universities might potentially use PIM as an example of work-based education as a guideline, and have students start internships as freshmen or sophomore so that they can gain more work-based and real-life experience. According to Kevin Wheeler (2005 cited in Ruenroengjai & Preededilok, 2017), 40% of “ready to work” knowledge is from working; 30 % is from interaction in working; 20% is from a mentor giving others advice about how to work; and only 10% is from learning in class. Promoting internships is, therefore, an indispensable factor for reforming English education in Thailand.

All the nine aspects above are complementary to each other and all aspects must be seriously reformed and made to happen by all parties. There is a dhamma poem by Buddhadasa—birds will not see the sky even though they try. Fish will not see the cool and clear water. Ordinary people cannot see the world. This poem points out the situation we face; that is, although we live in the world, we still neither know nor understand the truths about it. This can account for Thai education. Those in the field of education haven’t realized the world’s changes nor reformed education. Thus, they are like birds not seeing the sky; fish, not seeing the water-as humans, we may not see the world. Undoubtedly, although “the points discussed in this article are not a new discovery of the phenomenon” (Inkaew, 2020: 9), the reforms of education haven’t

yet happened effectively in Thailand. As Mr. Dhanin Chearavanont, the senior chairman of CP Group, stated in the Nikkei ASIAN REVIEW, if someone were to ask him how to continue and preserve business, he would tell them that there is only one way—they must develop and create new things continuously. This is just like education that must be changed, improved and reformed continuously. As Professor Dr. Suchatvee Suwansawat always said, “The world changes, (but) we don’t change. Other people fight, (but) we don’t fight. We can’t survive”. So it goes with education.

Conclusion

This article discusses reforms of English

education at university level in Thailand through crucial aspects of education: curriculum, teachers, instruction, assessment, students, activities for students, academic and administration committee of universities, research, and internships. This article argues that a comprehensive and holistic reform of English education in Thailand must be done to enable students, teachers and universities to survive in a world of disruption.

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