



A Survey of Research into English Teaching Approaches and Instructional Media in Thailand

Pornpimol Sukavatee^{a*}, Jintavee Khlaisang^b

^a pornpimol.s@chula.ac.th, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand

^b jintavee.m@chula.ac.th, Center of Excellence in Educational Invention and Innovation, Department of Educational Technology and Communications, Faculty of Education, Chulalongkorn University, Thailand

* Corresponding author, pornpimol.s@chula.ac.th

APA Citation:

Sukavatee, P., & Khlaisang, J. (2023). A survey of research into English teaching approaches and instructional media in Thailand. *LEARN Journal: Language Education and Acquisition Research Network*, 16(2), 752-769.

Received 08/03/2023	ABSTRACT
Received in revised form 15/06/2023	This study reviews articles on English language teaching in Thailand between 2007 and 2018. The sampled articles relate to teaching principles, approaches, methods, and instructional media, and represent a period of transitional movement to a new basic education curriculum. The systematic literature review method was employed. A total of 140 empirical articles were selected from both national and international databases, specifically TCI, ISI, and Scopus. The findings revealed that for all four English language skills of listening, speaking, reading and writing, the most preferred teaching approach referenced in the articles was Communicative Language Teaching (CLT). In terms of instructional media, the findings suggest a trend toward an increased use of technology and authentic materials in later studies. Other teaching approaches and instructional media found in the review are discussed and suggestions for future research are offered.
Accepted 11/07/2023	Keywords: systematic literature review, English teaching approaches, English instructional media

Introduction

English language teaching (ELT) has been around for centuries and continual changes have been witnessed throughout its history. One noticeable change is the development of ELT approaches and methods in response to demands in different periods (Harmer, 2015; Richards & Rodgers, 2014). In East Asia, especially, significant shifts in the distribution of power and wealth, in addition to the rise of globalisation, established the need for a more explicit focus on ELT. Moreover, the global spread of English meant that each country, for its own unique reasons, adopted English as a second or foreign language into their education systems (Kam, 2002).

In Thailand, school curriculums have included English as a foreign language (EFL) in the first year of primary school since 1996; however, this policy was not evenly implemented throughout the country at first, especially in rural areas (Kaur et al., 2016). Today, the latest curriculum presents English as a compulsory foreign language subject for students from their first to last years of primary school, and the stated goals of this curriculum are the acquisition of knowledge and skills, and a positive attitude towards English (Ministry of Education, 2017).

Over time, a number of different teaching approaches, methodologies, and instructional media have been developed—many of which have disappeared over time (Chinokul, 2021). Consequently, any information about ELT trends concerning approaches and media in a specific time and context is useful for English language instructors seeking to adopt existing and new pedagogical practices and techniques. However, little effort has been made to systematically review studies related to ELT in Thailand. Therefore, this paper surveys peer reviewed articles on ELT approaches and instructional media that have been carried out in Thailand.

Between 2007 and 2018, Thailand introduced a new Basic Education Curriculum. It was aimed at enhancing students' critical thinking, creativity, and practical skills (Thein, 2016). The new curriculum sought to move students and educators away from rote memorization and exam-oriented learning and toward more holistic and learner-centered approaches. It emphasized active learning, project-based activities, and the integration of technology in education. The new curriculum also focused on promoting moral and ethical values, citizenship education, and the appreciation of Thai culture and heritage. Additionally, English language proficiency became a significant priority in response to the country's global and economic aspirations (Thomas et al., 2023).

As a result of this shifting landscape, ELT in Thailand (and other countries) has become a complex endeavor, encompassing heterogeneous student needs, evolving policy documents, hybrid English departments, and the peripatetic nature of many English language teachers in Thailand (Bowen & Nanni, 2021; Bowen et al., 2021). The present study's significance lies in creating a comprehensive survey on teaching principles, approaches, methods, and instructional media employed in Thai EFL education from 2007 to 2018. Moreover, the findings further highlight the transformative landscape of ELT in Thailand (Thomas et al., 2023), affording valuable insights for educational policymakers and administrators. The results can also be used to equip Thai-based educators with much needed pedagogical guidelines and innovative strategies to design language instruction (Bowen et al., in press). Overall, this study offers a crucial resource for those wishing to further understand the complex nature of English education across various educational levels in Thailand.

Relevant Literature

We investigated explicit mentions of teaching approaches employing English-based media in 140 published articles in the Thai context. Our investigation is important because English is the predominant foreign language in Thailand, and its popularity has risen for content acquisition too (Brown & Bradford, 2017). However, at present, there is a lack of review studies into ELT research

in the Thai context. In the following sub-sections, we present discussion of teaching approaches and instructional media, as well as outline our research questions.

Teaching Approaches

Language teaching approaches typically represent a theoretical perspective on the nature of language and the process of language acquisition. They can thus be used to explore phenomena that occurs in language teaching and learning environments. Specifically, on the basis of any given approach, relevant methods of teaching are created and used in language lessons to ensure learning (Harmer, 2015; Larsen-Freeman & Anderson, 2016). For instance, Alghamdi et al. (2019) present three phases of instructional approaches and methods. These are the traditional methods phase, the modern approach phase, and the post-method phase. In regard to the first phase, multiple instructional approaches and methods were used, wherein new approaches emerged from the failure of previous ones—the aim being to enhance language teaching and learning (Celce-Murcia, 2014). In the second phase, the modern approach (also known as the communicative approach), emerged to help learners communicate both inside and outside the classroom. The third phase arose because many scholars and educators came to realise that there is no best method in language teaching and learning, since different requirements are needed in different contexts (Prabhu, 1990; Samaranayake, 2015). In this phase, one valid argument is that classroom instruction should be founded on well-established principles to “maximize learning opportunity, facilitate negotiated interaction, minimize perceptual mismatches, activate intuitive heuristics, foster language awareness, contextualize linguistic input, integrate language skills, promote learner autonomy, raise cultural consciousness, and ensure social relevance” (Celce-Murcia, 2014; Kumaravadivelu, 1994).

In ELT, an approach represents an underlying theoretical orientation or philosophy that guides the overall principles and beliefs of pedagogy. It serves as a framework, outlining fundamental ideas and goals to be achieved; on the other hand, a method refers to a specific set of instructional techniques, strategies, and activities employed by teachers to put the approach into practice within the classroom (Brown, 2007; Kumaravadivelu, 2006; Richards & Rodgers, 2014). A method embodies a more concrete and practical application of the theoretical principles found in the chosen approach. Instruction, meanwhile, encompasses the actual teaching and learning process within the classroom, where teachers deliver lessons, facilitate activities, and guide students in acquiring knowledge and skills that are aligned with the selected approach and method.

Our focus on the following teaching methods is grounded in their significance and widespread implementation in language education (Richards & Rodgers, 2014). These teaching methods are influenced by Communicative Language Teaching (CLT), which prioritizes meaningful communication in language learning and emphasizes learners' active engagement. It does this by encouraging interactive activities, such as role-plays, debates, and problem-solving tasks, to simulate real-life language use. The teacher acts as a facilitator, fostering a learner-centered environment where learners practice collaboratively. Error correction focuses on communicative effectiveness rather than merely pointing out mistakes. Ultimately, CLT aims to foster fluency, communicative confidence, and practical language skills (Brown, 2007; Canale & Swain, 1980; Lightbown & Spada 2013; Richards & Rodgers, 2014).

Grammar-Translation Method

The grammar-translation method is one of the traditional teaching methods. It initially aimed to help learners' understanding of foreign language literature (Larsen-Freeman, 2000), and was considered an effective way to improve vocabulary and reading comprehension while creating knowledge of the language system. It achieves these goals by illustrating the similarities and differences between the learners' first language and the target language. Indeed, some have argued that translation plays an important role in foreign language learning (Cook, 2001; Howatt, 1984; Krashen, 2011; Lado, 1957); however, the use of translation is not linked to all four English skills

nor to the development of fluency and communication (Cook, 2010; Guerrero, 2015; Liao, 2018). However, many learners have been shown to understand information more clearly through translation, which leads to a more meaningful language learning experience (Chellapan, 1982; Cook, 2007; Danchev, 1983; Duff, 1996; Ellis, 2017; Harmer, 1991; Stern, 1992).

Overall, as argued by Brown (1994) and Newson (1998), the grammar-translation method does not promote language fluency or communicative language use. Consequently, the grammar-translation method has been avoided by many and new approaches have been proposed and implemented.

Content-Based Instruction

Due to the lack of development of communicative competence in traditional language teaching approaches, such as the grammar-translation method, the communicative approach emerged in the 1970's (Savignon, 1997). Content-based instruction (CBI) is one type of communicative approach; it emphasizes the contents of a subject and uses the target language as a medium of instruction. According to Richards and Rodgers (2014), CBI focuses on the contents rather than the language used for instruction when compared to foreign language classes. Teachers may intentionally draw students' attention to vocabulary, idioms, grammar points, sentence structures, or cultural issues found in the subject matter. This means that the target language becomes a tool to transmit knowledge and create understandings between teachers and learners.

For CBI classes, it is important that the activities are suitable for improving language proficiency so that learners can understand the contents of each subject well enough to discuss topics. In other words, learners are meant to take charge of their learning processes. They are also expected to work collaboratively and support one another (Horn, 2011; Sqi, 2017).

In addition, authentic materials are recommended for CBI lessons (Littlewood, 1999; Tomlinson, 2012). Specifically, the materials used for instruction in the target language should be similar to real instances of language use found in the first language. Moreover, media materials, including newspapers and magazines not intentionally created for language teaching, are appropriate for CBI activities (Brinton et al., 1989).

Communicative Language Teaching

Communicative Language Teaching (CLT), also known as the Communicative Approach, is an instructional approach for second and foreign language teaching that centers on interaction as both the means and the ultimate goal of language learning. According to Harmer (2007), CLT is an approach that emphasizes communication as the main goal of language learning. It is based on the idea that language is a tool for communication and that learners should be given opportunities to use language in meaningful ways. It emerged in response to the perceived shortcomings of the Audio-Lingual Method (ALM) and evolved from the Notional-Functional Syllabus. In recent years, task-based language learning, a refined version of CLT, has gained popularity as well.

Building on these ideas, Canale and Swain (1980) proposed a model of communicative competence, encompassing four dimensions: Grammatical, sociolinguistic, discourse, and strategic competence. By incorporating these dimensions, CLT aims to equip language learners with the necessary skills and knowledge to engage in authentic and meaningful communication in real-life contexts.

Task-Based Instruction

CLT was founded on the belief that the natural acquisition of a target language occurs when learners have enough exposure to it (Harmer, 2007). Task-based instruction (TBI), another offshoot of the communicative approach, is based on the completion of a central task in the target

language. As a result, learners pay attention not only to the task but also the language needed to complete it (Ellis, 2003).

According to Willis (1996), TBI is a reverse version of PPP (presentation, practice, production). The framework for TBI lessons consists of three stages: First, in the pre-task stage, learners are introduced to the topic, the task, and its expectations. While giving clear instructions is essential, it is also important to generate excitement and engagement among learners during this stage. Second, in the task cycle stage, learners work on the assigned task in pairs or small groups using the target language to communicate under the teacher's supervision and guidance. As learners encounter problems and prepare their presentations, comments or hints from teachers are given only when they are required for task completion. Finally, in the language focus stage, the completed tasks are presented in class and reviewed by their peers. Having supposedly learned the meanings or functions of the target language in the previous stage, learners now pay attention to the language structures or forms, with accuracy as the main goal.

According to Richards and Rodgers (2014), in TBI lessons, tasks are related to communicative language use in which learners focus on meaningful communication rather than form. Learners have the freedom to choose their preferred grammatical form to communicate with one another to complete the assigned task.

CLIL

Content and language integrated learning (CLIL) is another approach for learning content and an additional language. In other words, the student's goal is to learn both the subject matter and a foreign/second language. However, according to Bentley (2012), three types of CLIL typically unfold in a classroom setting:

Soft/Weak CLIL refers to teaching and learning with a primary focus on the foreign language used as a medium of instruction. In such classes, diverse contents, such as communication, cognition, culture, and citizenship, can be integrated.

Modular/Mid CLIL refers to teaching and learning that focuses equally on content and a foreign language. In these types of classes, other than the student's first language, the target language is sometimes used as a medium of instruction in units related to communication, cognition, culture, citizenship, etc.

Hard/Strong CLIL refers to teaching and learning where the main focus is on the subject's contents. The additional language is used as a medium of instruction in all subjects, such as communication, cognition, culture and citizenship, with the only exception being first and other foreign language classes.

As these three types of CLIL highlight, CLIL is also known for its flexibility and adaptability, which allows the teacher to address the diverse needs and interests of learners. As a result, it can help to promote learners' enthusiasm for learning content and an additional language at the same time (Coyle et al., 2010; Federmann et al., 2021; Genesee & Hamayan, 2016; Hemmi & Banegas, 2021).

The main difference between CLIL and CBI lies in their respective orientations to language and subject matter (Cenoz, 2015; Coyle et al., 2010; Dalton-Puffer, 2011). CBI primarily emphasizes subject content with incidental language learning, whereas CLIL integrates language and subject content intentionally, aiming to achieve explicit language and subject learning objectives simultaneously.

Situated Learning

In response to the concern that ELT often emphasizes the memorization of vocabulary, and grammatical rules and structures rather than meaning and skills applicable to real-life situations, new teaching approaches have been developed. For example, Lave & Wenger (1991)

first proposed the term “situated learning” in 1991 with the belief that learning revolves around the whole person as a result of the interaction of three influences, namely agent, activity, and world.

In this approach, knowledge and skills are learned in an environment that mirrors a specific context so that new knowledge and skills can then be applied to everyday situations (Stein, 1998). McLellan (1996) concludes that context can refer to an actual work setting, a highly realistic or “virtual” surrogate of the actual work environment, or an anchoring context such as a video or multimedia program with eight key components: (1) stories, (2) reflection, (3) cognitive apprenticeship, (4) collaboration, (5) coaching, (6) multiple practice, (7) articulation of learning skills, and (8) technology.

This approach often occurs when authentic materials come into play in ELT, as they represent real-life situations and address current local and global issues. Teachers are responsible for creating a variety of unrehearsed communicative tasks accompanied by the use of authentic materials. The logic is, that by doing these tasks, learners will be able to foster autonomy, develop critical and creative thinking skills, expand language capacities, improve ability to communicate globally, and ultimately survive in real world situations where the additional language is used (Alghamdi et al., 2019; Larsen-Freeman & Anderson, 2016).

In this approach, to plan English language lessons, instructors have to choose teaching methods, procedures, and techniques appropriate for the context of their learners.

Instructors have preferred different approaches, methods, procedures, and techniques for their English language instruction in different time periods. A decline in the popularity of any teaching approach is most likely due to changes in the learning context over time. The world is ever changing, and there is not a single approach that can adapt to all of the changes.

Instructional Media

Instructional media play a significant role in ELT. For example, they improve the language learning experience for students by signaling and encouraging them to learn through material and symbolic artefacts (Briggs, 1970). According to Puspitarini and Hanif (2019), instructional media refer to tools, whether physical or non-physical, used by teachers to facilitate learning in a more effective and efficient manner. Instructional media are used in the learning process with the goal of stimulating students' feelings, thoughts, willingness, and attention, thereby encouraging the learning process. The purpose of instructional media is to enhance the learning experience, making it more effective and efficient for students.

According to Kasbolah (1995), instructional media are media whose function is integrated in the stated course objectives. The use of instructional media is aimed at increasing learning outcomes and accomplishing the objectives set forth in the course syllabus. Moreover, as Sukartiwi (1996, as cited in Senjaya et al., 2017) states, the use of media in the teaching and learning process increases learners' motivation, counters boredom, makes learning easier to understand, and promotes systematic class management. When appropriate instructional media are presented to learners at the right place and at the right time, they can also create healthy relationships between teachers and students.

Çakir (2015) categorizes instructional media into three groups: (1) traditional materials (e.g., boards, coursebooks, worksheets, charts, realia, flashcards, and materials made by teachers); (2) audio and visual materials (e.g., video players, audio materials, video cameras, computers, and projection equipment); and (3) information communication technologies (ICT, e.g. interactive white boards (IWB), materials providing mobile assisted language learning (MALL), tablet computers, the internet, podcasts, and smartphones).

The influence of technological advancements is clearly evident in current EFL classrooms (Kukulska-Hulme, 2009). New technology is dominating ELT with its ability to facilitate learning through auditory and visual messages (Clark, 2013; Ezeh et al., 2021). Since such integration of technology is unavoidable, English language teachers are advised to embrace and integrate it in their teaching to improve their students' competency by completing meaningful tasks (Ahmadi,

2018). Instructional media such as songs, audio books, podcasts, movies, and videos are available on the internet, and must be considered authentic materials that reflect language use in real-life situations—with such input-rich exposure to authentic and natural language use, learners will be able to generate and refine their language output (Littlewood, 1999).

In conclusion, ELT approaches involve various methods and techniques used to help people learn languages effectively. The Grammar-Translation Method is a traditional way of teaching, where learners memorize grammar rules and translate words. CBI connects language learning with academic subjects, so students learn the language while studying other topics. TBI focuses on practical tasks, encouraging learners to use the language in real-life and for problem-solving situations. CLIL combines language learning with specific subjects, so students improve language ability and subject knowledge together. Situated Learning emphasizes learning in real-life contexts, making language learning more authentic and meaningful. Ultimately, most language teaching approaches strive to create dynamic and comprehensive learning experiences that foster linguistic competence and fluency in learners. Instructional Media, on the other hand, include audiovisual aids and the use of technology to enhance language instruction, making learning more interactive and enjoyable.

Research questions

RQ1. What English language teaching approaches were most widely cited in Thai-based research articles between 2007 and 2018?

RQ2. What kinds of instructional media were most commonly cited in Thai-based research articles between 2007 and 2018?

Method

The Systematic Literature Review (SLR) method critically examines past research to address specific research questions, ensuring data validity and reliability by reducing bias as much as possible. It enables an in-depth synthesis of data, providing valuable insights and enabling scholars to obtain a comprehensive understanding of existing knowledge and identify gaps in a specific field of study (Bronson & Davis, 2012; Cook et al., 1997; Davidoff, 1995; Jesson et al., 2011; Littell et al., 2008; Mulrow et al., 1997; Petticrew & Roberts, 2006). The study employed this method to ensure a thorough and unbiased analysis of relevant scholarly publications including articles from ISI, Scopus, and TCI databases.

By using a systematic approach, researchers were able to minimize bias, increase transparency, and provide a reliable foundation for evidence-based decision making. The outcomes comprise a research database and a manual for educators, offering guidelines and findings to inform and elevate the quality of English education in the country. The systematic literature review process in the study was as follows.

Jesson et al. (2011) outlines several key steps involved in conducting a systematic review:

Scope and Map: Clearly define the scope of the review and map out the research area to be addressed.

Plan and Protocol: Develop a comprehensive plan for the review, including setting research questions, determining the search methodology, and establishing criteria for data screening.

Document: Prepare the necessary tools and equipment required for conducting the review.

Inclusion and Exclusion Criteria: Define specific criteria for selecting relevant research papers and excluding irrelevant studies.

Search and Screen: Conduct a systematic and thorough search for relevant research papers based on the predefined criteria and screen them for potential inclusion.

Quality Appraisal: Assess and verify the quality of the selected studies to ensure the inclusion of high-quality research in the review.

Data Extraction: Extract relevant data from the selected studies in a structured manner.

Synthesis: Analyze and synthesize the extracted data to draw meaningful conclusions and summarize the findings of the review.

Manuscript retrieval

We sampled articles from two international databases (International Scientific Indexing [or ISI] and Scopus) and one national database (Thai Citation Index [or TCI]). Eighteen keywords, presented in Thai and English, were used to gather relevant studies related to English teaching principles, approaches, methods, and instructional media in Thailand from 2007 to 2018.

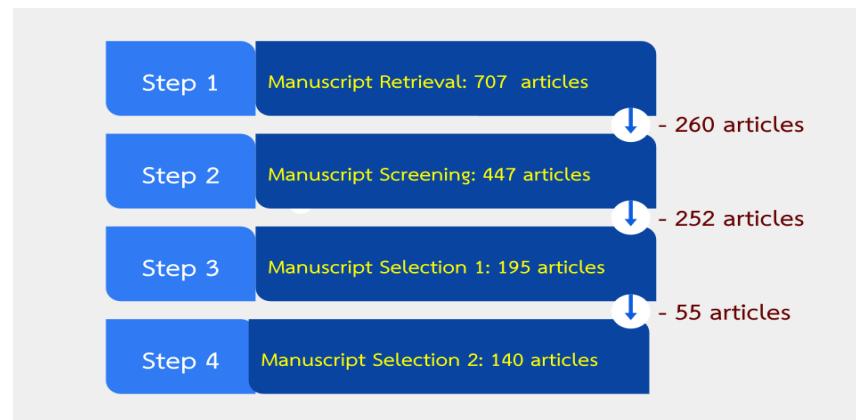
Table 1

Keywords/Database search

No.	Keywords	ISI	Scopus	TCI
1	English Teaching			✓
2	English Language Teaching			✓
3	English Instruction			✓
4	English Language Instruction			✓
5	[Thailand AND] English Teaching OR English Language Teaching OR English Instruction OR English Language Instruction	✓	✓	
6	ภาษาอังกฤษ และ หลักการสอน			✓
7	English AND Teaching Approach OR Instructional Approach			✓
8	English Language Teaching Approach OR English Language Instructional Approach			✓
9	[Thailand AND] English AND Teaching Approach OR Instructional Approach OR English Language Teaching Approach OR English Language Instructional Approach	✓	✓	
10	ภาษาอังกฤษ และ รูปแบบการสอน หรือ รูปแบบการสอนภาษาอังกฤษ			✓
11	ภาษาอังกฤษ และ รูปแบบการเรียนการสอน หรือ รูปแบบการเรียนการสอนภาษาอังกฤษ			✓
12	[Thailand AND] English AND Teaching Method OR Instructional Method	✓	✓	✓
13	ภาษาอังกฤษ และ วิธีการสอน หรือ วิธีการสอนภาษาอังกฤษ			✓
14	ภาษาอังกฤษ และ วิธีการเรียนการสอน			✓
15	[Thailand AND] English AND Instructional Media			✓
16	[Thailand AND] English AND teaching materials OR teaching tools OR teaching artifacts OR teaching realia OR instructional materials OR instructional tools OR instructional artifacts OR instructional realia	✓	✓	
17	ภาษาอังกฤษ และ สื่อการสอน หรือ สื่อการสอนภาษาอังกฤษ			✓
18	ภาษาอังกฤษ และ สื่อการเรียนการสอน			✓

Manuscript Screening and Selection

Figure 1 illustrates the manuscript retrieval process. The manuscript retrieval process began with keyword searches, then moved on to screening and removing duplicates. Final article selection was based on an article's relevance to the research objectives. In total, 146 accessible articles underwent full text review: 140 articles were included in the analysis for addressing the research questions.

Figure 1*Database search protocol***Step 1: Manuscript Retrieval**

As Figure 1 shows, manuscript retrieval commenced with keyword searches, which resulted in 707 relevant articles from all databases.

Step 2: Manuscript Screening

After screening the first set of manuscripts, we removed duplicate articles, resulting in 447 remaining articles.

Step 3: Manuscript Selection 1

Next, we scanned the 447 abstracts from our selected articles and removed any that were not pertinent to our research objectives. In total, after scanning the abstracts, we selected 195 articles for full text review.

Step 4: Manuscript Selection 2

We could not access 49 of the remaining 195 articles; therefore we were only able to download 146 articles for the full text review process. When it was found that six articles did not provide answers to the research questions, we further reduced the sample size to 140 articles, which were subsequently read in full.

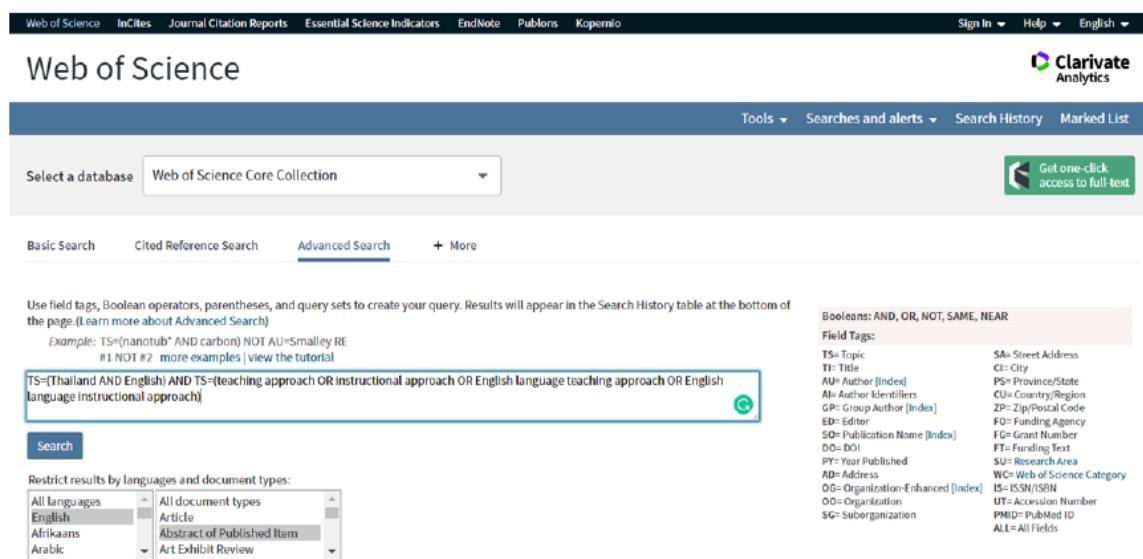
Data Coding

For the coding system, which was designed by the researchers, three coders were trained to independently extract and synthesize data from the selected 140 articles. This data was then entered into a synthesis matrix using Microsoft Excel. The results collected from the first 20 articles were tested for intercoder agreement level using Krippendorff's Alpha coefficient. The Krippendorff's Alpha values ranged from 0.845 to 1.0 with an overall mean of 0.97, which is considered highly reliable (Krippendorff, 2004). This confirmed that the remaining data could be coded separately. The complete synthesis matrix, compiled of all 140 selected articles, was checked before analysis.

The following figure shows a sample keyword search that was used in the study: Keyword 9; TS=(Thailand AND English) AND TS=(teaching approach OR instructional approach OR English language teaching approach OR English language instructional approach).

Figure 2

Sample keywords input into a search engine in ISI



The screenshot shows the Web of Science search interface. At the top, there are links for 'Web of Science', 'InCites', 'Journal Citation Reports', 'Essential Science Indicators', 'EndNote', 'Publons', and 'Kopernico'. On the right, there are 'Sign In', 'Help', and language selection ('English'). The 'Clarivate Analytics' logo is in the top right corner. Below the header, the 'Web of Science' logo is displayed. The main search area has a dropdown 'Select a database' set to 'Web of Science Core Collection'. To the right is a green button with a circular arrow icon and the text 'Get one-click access to full-text'. Below the search bar are buttons for 'Basic Search', 'Cited Reference Search', 'Advanced Search' (which is underlined), and '+ More'. A note below the search bar says 'Use field tags, Boolean operators, parentheses, and query sets to create your query. Results will appear in the Search History table at the bottom of the page. (Learn more about Advanced Search)'. An example query 'TS=(nanotub* AND carbon) NOT AU=Smalley RE #1 NOT #2 more examples | view the tutorial' is shown in a box. The search results table is partially visible, with the first row showing 'TS=(Thailand AND English) AND TS=(teaching approach OR instructional approach OR English language teaching approach OR English language instructional approach)'. The right side of the interface includes a 'Booleans: AND, OR, NOT, SAME, NEAR' section and a 'Field Tags' section with a list of abbreviations and their meanings.

Data Analysis

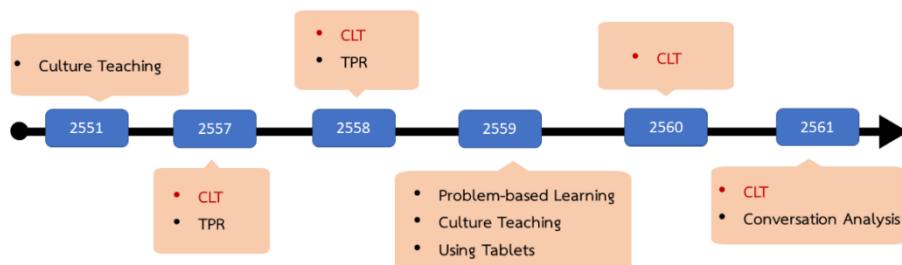
Descriptive statistics, including frequency and percentage, were used to present quantitative data obtained from the synthesis matrix. In the matrix, data concerning the 140 empirical articles related to teaching principles, approaches, methods, and instructional media in Thailand published between 2007 and 2018 were entered.

Results and Discussion

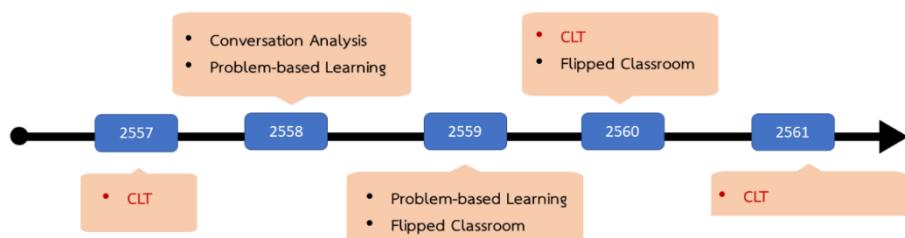
The first research question (RQ1) investigates mentions of English language teaching approaches in the sampled articles between 2007 and 2018. The data is presented through the four main language skills; listening, speaking, reading, and writing. The second research question (RQ2) explores the instructional media adopted in the sampled articles.

Most Widely Cited Teaching Approaches in Thai-based Research Articles between 2007 and 2018

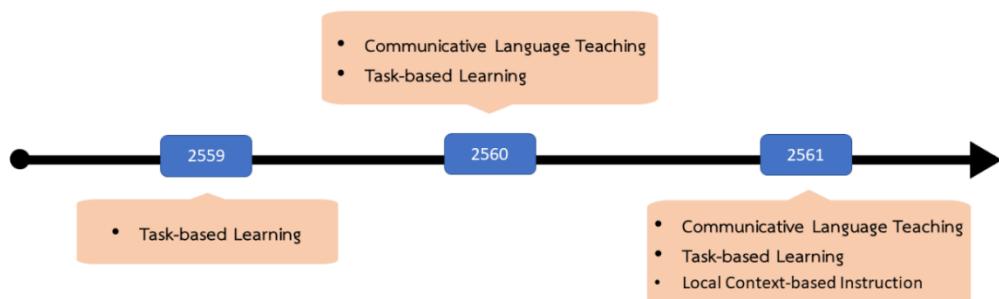
Our investigation of ELT approaches found in studies conducted in Thailand revealed the use of varied approaches between 2007 and 2018. This is no doubt because each skill encompasses its own unique form of instruction, portraying a diversity of teaching approaches and methods employed in the instruction. Here, we present a summary of the various teaching approaches and methods.

Figure 3*Listening skills*

Among 39 articles related to listening skills, the most preferred approach was CLT, at 15.38% (6 articles). It was found that the implementation of CLT in teaching listening in Thailand was pervasive from 2014 onward. We speculate that use of CLT in teaching listening in Thailand will continue into the future.

Figure 4*Speaking skills*

CLT was the most frequent approach for teaching speaking with 8 out of 61 articles mention in its use. The first mention of CLT found in the articles on teaching speaking was in 2014, and it was continuously found in articles until 2018. The other approaches were conversation analysis, the flipped classroom, and problem-based learning (PBL).

Figure 5*Reading skills*

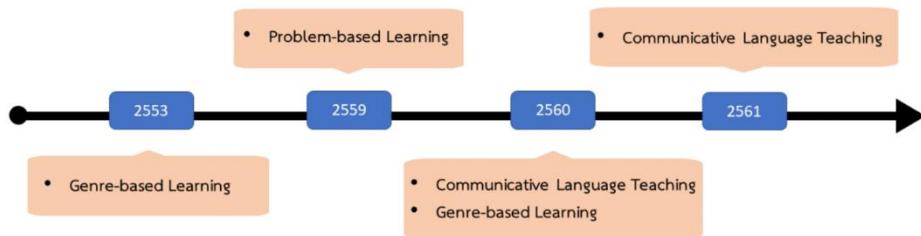
We found 52 articles related to teaching reading. There was an equal number of preferred approaches encompassing CLT, localised CBI, and TBL.

In the articles, these approaches were mentioned from 2016 until the present day. Such an even distribution of approaches indicates that each approach should be studied to explore their

respective effectiveness. Conducting a comparative study of these approaches is one such way to accomplish this.

Figure 6

Writing skills



There were 41 articles pertaining to varied approaches to teaching writing. Our review suggested that three particular approaches were found in equal measure: CLT, the genre-based approach, and problem-based learning. The first use of the genre-based approach was in 2010, and it was further studied in 2017.

Most Commonly Cited Instructional Material in Thai-based Research Articles between 2007 and 2018

The use of instructional media in teaching language has always been popular. The majority of teachers use it to encourage students to hone all four communication skills. Scripted dialogues, for instance, provide a chance for students to practice conversations and interact with interlocutors in various situations, and they can be taught through media that stimulates asking for and giving directions as well as the pronunciation of keywords. Indeed, many learners practice listening and pronunciation through English-based media, such as movies and songs. Following the use of realia in classrooms, the academic results were not as promising in terms of their production skills, namely speaking and writing. That is because learners need to be embedded in input-rich exposure to master them (Ellis, 2008; Krashen, 1982; Swain, 1985). Thus, some speculate that offering more learning time using realia in class for the production skills will eventually improve learners' speaking and writing skills (Hubbard, 1983; Thornbury, 2005).

Communication skills were seen to be enhanced in some of the sampled articles by the integration of a wide variety of instructional media: online games, video games, animated movies, and online media such as Facebook and Webex (Srichanyachon, 2013, Tananuraksakul, 2014). Moreover, despite some studies citing poor internet connectivity and the—students' incomprehension of instructional media (Keengwe et al., 2012), consolidating online instructional media with textbooks can favorably enrich the learning environment and cultivate positive attitudes toward English learning (Srichanyachon, 2013; Wichadee, 2014).

The adoption of instructional media offers learners an opportunity to watch and listen to native English speakers, which can create a relaxed environment in classrooms. Overall, selecting appropriate and meaningful content for learners' is crucial because it maximizes the instructional effectiveness of media use.

Discussion

English instruction from 2007 to 2018 in Thailand corresponded with the Basic Education Core Curriculum B.E. 2551, which focuses on the importance of the English language as a tool for communication, education, knowledge acquisition, and occupation, as well as awareness and

an understanding of cultural diversity. In accordance with the Thai Ministry of Education's policy to prepare students and transform education for the 21st century (Ministry of Education, 2010), this may help promote the understanding of self and others amongst students.

It can be seen that CLT, amongst others, has been used to develop Thai students' English language competency. Its effectiveness may be explained by the fact that this approach is currently popular amongst Thai and international educators. Tran and Seepho (2016) stated that EFL learners' attitudes toward intercultural CLT and their intercultural communicative competence has been significantly developed.

In the Thai context, English serves as a foreign language, and the majority of teachers in Thailand are native Thai speakers. Therefore, using Thai as a medium of instruction can be found countrywide, whereas using English as a medium of instruction remains somewhat elusive. This significantly impedes the progress of language competency (Sahan et al., 2022; Tang, 2021). To help address this problem, student-centered learning is highly recommended as it allows learning through tasks, gaining hands-on learning experience, and the expression of thoughts and opinions. To magnify the effectiveness of instruction, the use of technology for instructional media is being introduced to traditional classrooms. Accordingly, instructional media play a critical role in ELT, as evidenced in the literature review from 2007 to 2018.

Over the past 10 years, technology-relevant instructional media have been widely used. English teachers have applied and exploited various authentic materials in their classrooms, namely pamphlets, songs, movies, and newspapers that reflect everyday life and real-life issues (Ahmadi, 2018; Ezech et al., 2021; Puspitarini & Hanif, 2019). Moreover, using authentic materials exposes English learners to different contexts. Not only do they practice listening and pronunciation, but they also learn cultural elements through movies. Indeed, such meaningful instructional media used for learning considerably improves the effectiveness of instruction (Smaldino et al., 2014).

One much cited criticism of the literature regarding authentic materials enriched with the originality of language use is that they can be difficult for learners because they were not intentionally designed for foreign language learners. Thus, language teachers should adjust and simplify their language instruction or scaffold it for learners (Chandran et al., 2022; Liu et al., 2022; Yildiz & Celik, 2020).

Apart from authentic materials, social networking sites have also been utilized as a tool/platform in ELT to promote communication skills. When integrating social networking content into lessons, teachers should consider multiple factors, especially internet accessibility and student engagement (Chairat, 2018). Although it requires a large amount of time to hone communication skills, they can be mastered as long as teachers continue to apply instructional media.

Conclusion

The current study's survey of teaching approaches found in Thai-based research articles between 2007 and 2018 found that CLT was the most popular approach. Owing to educators' interest, it can be inferred that the trend of research studies in ELT in Thailand over the next decade will continue, at least in part, to focus on CLT. Such a trajectory would correspond with the use of CLT as encouraged by the Thai basic education core curriculum in B.E. 2551, whereby the English language is being promoted as a medium of communication. Additionally, it tends to stimulate comparative research between CLT approaches and various others to investigate the effectiveness of each approach.

In our review, which spans a decade, one unexpected finding was that most studies shed little light on culture. This is in contrast with the Thai basic education's core curriculum B.E. 2551, which aims to focus on intercultural knowledge combined with awareness and to creatively promote Thai culture among other countries (Ministry of Education, 2010). In concurrent ELT, culture has been integrated with learning a language. Therefore, it is likely that educators, teachers,

and researchers will also emphasize the cultural aspect more as it plays an essential role in language learning and increases awareness of cultural diversity in various contexts.

Limitations of the study

Only published journal articles indexed in Scopus, ISI, and TCI were analyzed in this study. The more articles that were included in the review, the broader the generalizations became. Also, the results were obtained from studies published between 2007 and 2018. Therefore, it would be especially interesting to examine the transformation of practices during the COVID-19 pandemic, when online learning became more widespread. In addition, editorials, conference papers, reviews, theses, and dissertations may reveal further pertinent information.

About the Authors

Pornpimol Sukavatee: An assistant professor in the Division of Foreign Language Teaching, Department of Curriculum and Instruction, the Faculty of Education, Chulalongkorn University. Her research interests are in curriculum and materials development, and technology-supported language learning.

Jintavee Khlaisang: A professor at the Center of Excellence in Educational Invention and Innovation, Department of Educational Technology and Communications, the Faculty of Education, Chulalongkorn University. Her research interest is in educational technology.

References

Ahmadi, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115–125. <https://doi.org/10.29252/ijree.3.2.115>

Alghamdi, Y. A., Alghamdi, A. M., & Alsolami, T. G. (2019). English language teaching: Historical overview, current issues and suggestions for enhancing speaking proficiency in EFL contexts. *Arab World English Journal (AWEJ)*, 10(2), 270–283. <https://dx.doi.org/10.24093/awej/vol10no2.21>

Bentley, K. (2012). *The TKT course: CLIL module 1,2 and 3*. Cambridge University Press.

Bowen, N. E. J. A., Insuwan, C., Satienchayakorn, N., Teedaaksornsakul, M. (in press). The challenge of teaching English writing in Thailand: A tri-ethnography of Thai university lecturers. *LEARN*, 16(1).

Bowen, N. E. J. A., & Nanni, A. (2021). Piracy, playing the system, or poor policies? Perspectives on plagiarism in Thailand. *Journal of English for Academic Purposes*, 51, 100992, 1–13. <https://doi.org/10.1016/j.jeap.2021.100992>

Bowen, N. E. J. A., Satienchayakorn, N., Teedaaksornsakul, M., & Thomas, N. (2021). Legitimising teacher identity: Investment and agency from an ecological perspective. *Teaching and Teacher Education*, 108, 103519. <https://doi.org/10.1016/j.tate.2021.103519>

Briggs, J. L. (1970). *Never in anger: Portrait of an Eskimo family* (Vol. 12). Harvard University Press.

Brinton, D. M., Snow, M. A., & Wesche, M. B. (1989). *Content-based second language instruction*. Newbury House.

Bronson, D. E. & Davis, T. S. (2012). *Finding and evaluating evidence: Systematic reviews and evidence-based practice*. Oxford University Press.

Brown, D. (1994). *Principles of language learning and teaching*. Prentice Hall Regents.

Brown, H., & Bradford, A. (2017). EMI, CLIL, & CBI: Differing approaches and goals. In P. Clements, A. Krause, & H. Brown (Eds.), *Transformation in language education* (pp. 328-334). JALT.

Brown, H. D. (2007). *Teaching by principle: An interactive approach to language pedagogy* (3rd ed.). Pearson Longman.

Çakır, İ. (2015). Instructional materials commonly employed by foreign language teachers at elementary schools. *International Electronic Journal of Elementary Education*, 8(1), 69–82.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
<https://doi.org/10.1093/applin/1.1.1>

Celce-Murcia, M. (2014). An overview of language teaching methods and approaches. In D. M. Brinton, M. Celce-Murcia, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 2–14). Heinle and Heinle.

Cenoz, J. (2015). Content-based instruction and content and language integrated learning: The same or different? *Language, Culture and Curriculum*, 30(1), 8–24.

Chairat, P. (2018). The potential benefits of internet-based learning in Thai EFL context. *Asian ESP Journal*, 14(4), 62–66.

Chandran, G. A., Rengasamy, Y. G., Hashim, H., Yunus, M. M., & Rafiq, K. R. (2022). Reviewing ESL roles in STEM education: Scaffolding stem learners' English language competency. *International Journal of Academic Research in Business and Social Sciences*, 12(6), 86–101. <https://doi.org/10.6007/ijarbss/v12-i6/13953>

Chellapan, K. (1982). Translanguage, translation and second language acquisition. In F. Eppert (Ed.), *Papers on translation: Aspects, concepts, implications* (pp. 57–63). SEMEO Regional Language Center.

Chinokul, S. (2021). Exploring the role of identity construction, teaching skills, and professional discourse & awareness: A study from a language methodology course for EFL preservice teachers. *LEARN Journal: Language Education and Acquisition Research Network*, 14(2), 427–450.

Cook, G. (2001). *The uses of translation*. Routledge.

Cook, G. (2007). A thing of the future: Translation in language learning. *International journal of applied linguistics*, 17(3), 396–401. <https://doi.org/10.1111/j.1473-4192.2007.00160.x>

Cook, D. J., Mulrow, C. D., Haynes, R. B. (1997). Systematic reviews: synthesis of the best evidence for clinical decisions. *Ann Intern Med*, 126(5), 376–80. <https://doi.org/10.7326/0003-4819-126-5-199703010-00006>

Cook, G. (2010). *Translation and second language learning: Research and practice*. Routledge.

Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL*. Cambridge University Press.

Clark, M. (2013). *The use of technology to support vocabulary development of English language learners* [Master's thesis, St. John Fisher College]. Fisher Digital Publications. https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1239&context=education_ETD_masters

Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182–204. <https://doi.org/10.1017/S0267190511000092>

Danchev, A. (1983). *The controversy over translation in foreign language teaching*. Translation in Foreign Language Teaching, Paris, Round Table FIT-UNESCO.

Davidoff, F. (1995). Evidence-based medicine: Why all the fuss?. *Ann Intern Med*, 112, 727. <https://doi.org/10.1046/j.1365-2753.1997.00103.x>

Duff, A. (1996). *Translation* (5th ed.). Oxford University Press.

Ellis, N. C. (2017). Cognition, corpora, and computing: Triangulating research in usage-based language learning. *Language learning*, 67(51), 40–65. <https://doi.org/10.1111/lang.12215>

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.

Ezeh, N. G., Anidi, O. C., & Nwokolo, B. O. (2021). Media-support teaching and learning of English language as a second language: Eliminating stereotypes. *English Language Teaching*, 14(4), 94–104. <https://doi.org/10.5539/elt.v14n4p94>

Feddermann, M., Baumert, J., & Möller, J. (2021). Just selection and preparation? CLIL effects on second language learning. *Learning and Instruction*, 80(2022), 1–13. <https://doi.org/10.1016/j.learninstruc.2021.101578>

Genesee, F., & Hamayan, E. (2016). *CLIL in context: Practical guidance for educators*. Cambridge University Press.

Guerrero, M. (2015). The use of translation in language teaching and learning: A critical analysis. *Language Teaching Research*, 19(1), 1-22.

Harmer, J. (1991). *The practice of English language teaching*. Longman.

Harmer, J. (2007). *How to teach English*. Pearson Education Limited

Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Longman.

Hemmi, C., & Banegas, D. L. (2021). CLIL: An overview. In C. Hemmi & D. L. Banegas (Eds.), *International perspectives on CLIL. International perspectives on English language teaching* (pp. 1–20). Palgrave Macmillan.

Horn, B. (2011). The future is now: Preparing a new generation of CBI teachers. *English teaching forum*, 49(3), 2–9.

Howatt, A. P. R. (1984). *A history of English language teaching*. Oxford University Press.

Hubbard, J. (1983). Realia in the classroom. *ELT Journal*, 37(3), 180-185.

Jesson, J. K., Matheson, L., & Lacey, F. M. (2011). *Doing your literature review traditional and systematic techniques*. SAGE.

Kam, H. W. (2002). English language teaching in East Asia today: An overview. *Asia Pacific Journal of Education*, 22(2), 1–22. <https://doi.org/10.1080/0218879020220203>

Kasbolah, K. (1995). Instructional media for young learners of EFL. *English Language Education (ELE)*, 1(1), 68–73.

Kaur, A., Young, D., & Kirkpatrick, R. (2016). English education policy in Thailand: Why the poor results? In R. Kirkpatrick (Ed.), *English language education policy in Asia* (pp. 345–361). Springer. https://doi.org/10.1007/978-3-319-22464-0_16

Keengwe, J., Traore, M., & Schnellert, G. (2012). Using instructional technology tools to teach informational texts in Thailand. *International Journal of Information and Communication Technology Education*, 8(1), 35-43. <https://doi.org/10.4018/jicte.2012010104>

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

Krashen, S. D. (2011). *The input hypothesis: Issues and implications*. Longman.

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed.). SAGE.

Kukulska-Hulme, A. (2009). Will mobile learning change language learning?. *ReCALL*, 21(2), 157-165. <https://doi.org/10.1017/S0958344009000202>

Kumaravadivelu, B. (1994). The post method condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), 27–48. <https://doi.org/10.2307/3587197>

Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Lawrence Erlbaum Associates.

Lado, R. (1957). *Linguistics across cultures*. University of Michigan Press.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University Press.

Larsen-Freeman, D., & Anderson, M. (2016). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Liao, Y. C. (2018). The effects of translation on L2 reading comprehension: A meta-analysis with a focus on learner proficiency level. *Language Learning*, 68(1), 1-30.

Lightbown, P., & Spada, N. (2013). *How languages are learned*. Oxford University Press.

Littlewood, W. (1999). Authentic materials in language learning. *Language Teaching*, 32(4), 337-346.

Littell, J., Corcoran, J., & Pillai, V. (2008). *Systematic reviews and meta-analysis*. Oxford University Press.

Liu, Z., Hua, J., & Zhang, Z. (2022). Scaffolding instruction in virtual language learning. *Journal of Language Teaching and Research*, 13(2), 386–391. <https://doi.org/10.17507/jltr.1302.20>

Ministry of Education. (2010). *Basic education core curriculum B.E. 2551 (A.D.2008)* (3rd ed.). The Agricultural Cooperative Federation of Thailand.

Ministry of Education. (2017). *Basic education curriculum B.E. 2551 (A.D.2008) (Revised A.D. 2017)*. Kurusapa Ladprao.

McLellan, H. (1996). *Situated learning perspectives*. Educational Technology Publications.

Mulrow, C. D., Cook, D. J., & Davidoff, F. (1997). Systematic reviews: Critical links in the great chain of evidence. *Ann Intern Med*, 126(5): 389-91. <https://doi.org/10.7326/0003-4819-126-5-199703010-00008>

Newson, D. (1998). Translation and foreign language learning. In K. Malmkjær (Ed.), *Translation & language teaching: Language teaching & translation* (pp. 63–68). St. Jerome Publishing.

Petticrew, M., & Roberts, H. (2006). *Systematic reviews in the social sciences: A practical guide*. Blackwell.

Prabhu, N. S. (1990). There is no best method—why?. *TESOL Quarterly*, 24(2), 161–176. <https://doi.org/10.2307/3586897>

Puspitarini, Y. D., & Hanif, M. (2019). Using learning media to increase learning motivation in elementary school. *Anatolian Journal of Education*, 4(2), 53–60. . <https://doi.org/10.29333/aje.2019.426a>

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.

Sahan, K., Galloway, N., & McKinley, J. (2022). 'English-only' English medium instruction: Mixed views in Thai and Vietnamese higher education. *Language Teaching Research*, 0(0), 1–20. <https://doi.org/10.1177/13621688211072632>

Samaranayake, S. (2015). The best method in EFL/ESL teaching. *International Journal of English and Literature (IJEL)*, 5(5), 73–80.

Savignon, S. J. (1997). *Communicative language teaching: Linguistic theory and classroom practice*. McGraw-Hill.

Senjaya, I. B. M. A. D., Batan, G., & Myartawan, I. P. N. W. (2017). An analysis of instructional media used by the English teacher in relation to students' learning interest and motivation in SMP Laboratorium Undiksha. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 5(2). <https://doi.org/10.23887/jpbi.v5i2.15069>

Siqi, C. (2017). Integration of three CBI models and WeChat mobile learning in business English teaching. *English Language Teaching*, 10(9), 218–226. <https://doi.org/10.5539/elt.v10n9p218>

Smaldino, S. E., Lowther, D. L., & Russel, J. D. (2014). *Instructional technology and media for learning*. Pearson Education.

Srichanyachon, A. (2013). Attitudes of undergraduate students towards an online English class. *Turkish Online Journal of Distance Education*, 14(2), 225-232.

Stein, D. (1998). *Situated learning in adult education*. ERIC Digest No. 195.

Stern, H. H. (1992). *Issues and options in language teaching* (edited posthumously by P. Allen & B. Harley). Oxford University Press.

Sukartiwi, D. (2013). *Teaching writing narrative text using pictures to the first semester students of Faculty of Social and Politics University of Tulungagung*. State University Tulungagung.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Newbury House.

Tang, K. N. (2021). Implementing English-medium instruction (EMI) in Thailand: University Students' Perspectives. *KKU Research Journal (Graduate Studies) Humanities and Social Sciences*, 9(2), 95–108. <https://so04.tci-thaijo.org/index.php/gskkuhs/article/view/200751>

Tananuraksakul, N. (2014). Use of Facebook group as blended learning and learning management system in writing. *Teaching English with Technology*, 14(3), 3-15.

Thein, M. (2016). The implementation of the 2007 curriculum in Thailand: A case study of a primary school. *International Journal of Educational Development*, 48, 13-22. <https://doi.org/10.1016/j.ijedudev.2016.02.002>

Thomas, N., Bowen, N. E. J. A., Louwe, S., & Nanni, A. (2023). Performing a balancing act: A trioethnography of “foreign” EMI lecturers in Bangkok. In F. Fang, & K. P. Pramod. (Eds.), *English-medium instruction pedagogies in multilingual universities in Asia* (pp. 138–254). Routledge.

Thornbury, S. (2005). *How to teach speaking*. Pearson.

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143-179. <https://doi.org/10.1017/S0261444811000528>

Tran, T. Q., & Seepho, S. (2016). EFL learners' attitudes toward intercultural communicative language teaching and their intercultural communicative competence development. *Journal of Studies in the English Language*, 11, 1–40. <https://so04.tci-thaijo.org/index.php/jsel/article/view/73301>

Wichadee, S. (2014). Factors related to students' Performance of hybrid learning in an English language course. *International Journal of Distance Education Technologies*, 12(1), 74-90. <https://doi.org/10.4018/ijdet.2014010105>

Willis, J. (1996). *A framework for task-based learning*. Harlow Longman.

Yildiz, Y., & Celik, B. (2020). The use of scaffolding techniques in language learning: Extending the level of understanding. *International Journal of Social Sciences & Educational Studies*, 7(3), 148–153. <https://doi.org/10.23918/ijsses.v7i3p148>