

The Role of English in Thailand's Education System and Globalization

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Abstract

English plays a crucial role in Thailand's education system as both a subject of study and a gateway to participation in globalization. In recent decades, English has been increasingly recognized as the lingua franca of international communication, higher education, business, and technology, creating strong demand for Thai students to develop proficiency in the language. The Thai government has implemented multiple educational reforms to integrate English into curricula from the primary level through higher education, aiming to enhance competitiveness in the ASEAN Economic Community (AEC) and the global marketplace. However, despite these efforts, Thailand continues to face challenges such as teacher shortages, traditional grammar-translation teaching methods, and limited opportunities for authentic language use, which contribute to relatively low levels of English proficiency compared to neighboring countries. Research highlights that Thai learners often approach English with instrumental motivation, seeking academic and professional advancement, but they also experience high levels of anxiety and limited confidence in communication. The impact of globalization has amplified the need for Thailand to improve English language education, not only to support individual learners in achieving academic and career success, but also to strengthen the nation's role in international cooperation, tourism, trade, and cross-cultural exchange. This study emphasizes the dual role of English in Thailand: as an essential skill for personal development and as a strategic resource for national progress in an increasingly interconnected world.

Keywords: English education, Thailand, globalization, language policy, English proficiency

Introduction

In the 21st century, English has emerged as the dominant global language, serving as the primary medium for international communication, trade, education, science, and technology (Crystal, 2012; Richards, 2015). As globalization continues to connect countries through economic integration, cross-cultural exchange, and the rapid flow of information, English has become indispensable for nations seeking to participate in the global community. In the context of Thailand, English plays a pivotal role in education and development, functioning both as a subject in the curriculum and as a tool for achieving national and international goals. The increasing importance of English in Thailand's education system reflects not only its role in individual advancement but also its contribution to the nation's competitiveness in an interconnected world.

English in Thailand's Education System

Thailand has long recognized the importance of English education, beginning with the introduction of English into the national curriculum in the early 20th century (Noom-ura, 2013). Today, English is taught as a compulsory subject from the primary level through university, with the goal of equipping students with the necessary skills to communicate effectively in academic, professional, and social contexts. Educational reforms have sought to align English teaching with international standards, especially following Thailand's participation in the Association of Southeast Asian Nations (ASEAN) and the ASEAN Economic Community (AEC), where English functions as the working language (Kirkpatrick, 2010).

Despite these efforts, challenges remain. Traditional teaching methods in Thailand have often emphasized rote learning, grammar translation, and exam-oriented instruction, rather than communicative competence and critical

thinking (Khamkhien, 2010). Many Thai students, although able to pass written examinations, lack confidence in speaking and using English in real-life situations. Teacher shortages, limited exposure to authentic English, and insufficient training in communicative approaches further hinder progress (Noom-ura, 2013; Wongsothorn et al., 2018). As a result, Thailand's English proficiency ranking has remained relatively low compared to neighboring ASEAN countries, raising concerns about the effectiveness of current educational practices (Education First, 2023).

English and Globalization

The spread of globalization has intensified the demand for English proficiency in Thailand. English is now seen as a key to accessing opportunities in higher education, international business, tourism, technology, and diplomacy (Baker, 2015). For Thai students, learning English is not merely an academic requirement but also an essential skill for social mobility and career advancement in an increasingly globalized labor market. Proficiency in English enables access to international scholarship programs, academic publications, and global professional networks, providing Thai learners with competitive advantages (Dörnyei & Ushioda, 2021).

From a national perspective, English serves as a strategic resource for Thailand's economic and cultural development. Tourism, one of the country's largest industries, relies heavily on English as a medium of communication between Thai service providers and international visitors (Kaewmala, 2012). In business and trade, English facilitates negotiations, partnerships, and market expansion beyond national borders. In diplomacy and regional cooperation, English proficiency allows Thailand to actively participate in ASEAN initiatives and international collaborations. Thus, English is central to Thailand's integration into globalization, enabling both individual success and collective national progress.

Motivation and Attitudes toward English Learning

Research on Thai students' attitudes toward English highlights the complex interplay between motivation, anxiety, and learning outcomes. Many Thai learners are instrumentally motivated, viewing English as a tool for academic and professional success rather than for cultural integration (Lamb, 2012; Wongsothorn et al., 2018). While this pragmatic motivation supports persistence in learning, it often coexists with negative emotions such as language anxiety, fear of making mistakes, and lack of confidence in communication (Trang et al., 2013). Such affective barriers limit learners' willingness to use English in authentic contexts, despite years of formal instruction.

To address these challenges, scholars recommend shifting from teacher-centered approaches to student-centered pedagogies that emphasize communicative competence, interactive activities, and real-world applications (Richards, 2015; Dörnyei, 2009). Creating supportive learning environments that build confidence and reduce anxiety is also crucial for fostering positive attitudes toward English. When students perceive English not only as a requirement but as a meaningful and empowering skill, their engagement and proficiency are likely to improve.

The Dual Role of English in Thailand

The role of English in Thailand is therefore twofold. On one hand, it represents an essential skill for individuals to access global opportunities in education, work, and communication. On the other hand, it is a strategic tool for Thailand's broader engagement with globalization, supporting economic growth, international competitiveness, and cultural exchange. While the Thai government has implemented numerous reforms and policies to enhance English education, sustained improvement requires addressing systemic challenges, such as teacher preparation, curriculum design, and students' affective factors.

The integration of English into Thailand's education system is not simply about mastering a foreign language but about equipping citizens with the skills needed to thrive in an interconnected world. As globalization continues to reshape economies and societies, English proficiency will remain central to Thailand's aspirations for development, modernization, and global participation.

Objectives of the Study

The main objectives of this study are:

1. To examine the role of English in Thailand's education system by exploring its status as a compulsory subject, instructional practices, curriculum reforms, and challenges in teaching and learning.
2. To analyze the influence of globalization on English language education in Thailand, focusing on how international integration, ASEAN cooperation, tourism, and global economic demands have shaped language policies and learning priorities.
3. To investigate the attitudes and motivations of Thai learners toward English, particularly their instrumental and integrative orientations, and how these factors impact language achievement.
4. To identify challenges and opportunities in promoting English proficiency in Thailand, including issues related to teacher training, teaching methodologies, and student engagement.
5. To propose recommendations for improving English education in Thailand in order to enhance individual learner success and strengthen the country's competitiveness in the global community.

Problems of the Study

Although English has been recognized as an essential tool for Thailand's educational and national development, several problems hinder its effective role in the education system and in the context of globalization. These challenges can be categorized into educational, pedagogical, and socio-cultural dimensions.

1. Low English Proficiency among Thai Students

Despite years of compulsory English education, Thailand consistently ranks low in global and regional English proficiency indices (Education First, 2023). Many students complete secondary and even tertiary education with limited ability to communicate in English, particularly in speaking and writing. This proficiency gap restricts their access to international academic resources, employment opportunities, and participation in the global community.

2. Traditional Teaching Methods

English instruction in Thailand has historically emphasized rote memorization, grammar translation, and exam preparation rather than communicative competence (Khamkhien, 2010). As a result, students may acquire theoretical knowledge of grammar and vocabulary but lack confidence and fluency in real-life communication. The dominance of teacher-centered instruction further limits opportunities for interactive and experiential learning.

3. Insufficient Teacher Training and Resources

Many English teachers in Thailand face challenges in applying modern teaching methodologies, such as Communicative Language Teaching (CLT) or task-based learning (Noom-ura, 2013). Limited access to professional development, inadequate language proficiency among some teachers, and a lack of updated teaching materials contribute to ineffective classroom practices. Rural schools, in particular, often suffer from shortages of qualified English teachers and technological resources.

4. Student Attitudes and Motivation

While Thai students often recognize the importance of English for academic and professional advancement, they frequently display low confidence, high language anxiety, and fear of making mistakes (Trang et al., 2013). These affective barriers reduce their willingness to use English actively, hindering their progress. Moreover, many students exhibit instrumental rather than integrative motivation, seeing English primarily as a tool for passing exams or securing jobs rather than as a means of meaningful communication (Wongsothorn et al., 2018).

5. Educational Policy and Implementation Gaps

Although the Thai government has introduced reforms to strengthen English education, such as aligning with ASEAN standards and promoting bilingual education, the implementation has often been inconsistent (Kirkpatrick, 2010). Policies may be ambitious on paper but encounter obstacles in execution due to limited budgets, lack of monitoring, and disparities between urban and rural schools.

6. Impact of Globalization and Unequal Access

Globalization has intensified the demand for English skills, but not all Thai students benefit equally. Learners in urban areas with access to international schools, private tutoring, and modern technology tend to achieve higher proficiency, while those in rural or under-resourced schools remain disadvantaged (Baker, 2015). This inequality creates a widening gap in educational and professional opportunities across social and economic groups.

Summary

The main problems facing the role of English in Thailand's education system and globalization include low English proficiency, traditional teaching practices, inadequate teacher training, negative learner attitudes, policy-practice gaps, and inequalities in access. Addressing these issues is critical if Thailand is to strengthen its human capital, improve its global competitiveness, and empower students to thrive in an interconnected world.

Theoretical Framework

The role of English in Thailand's education system and its connection to globalization can be understood through several interrelated theoretical perspectives. These theories explain why English has become central to national education policies, how it shapes learner identity, and the challenges faced in integrating it into Thai society.

1. World Englishes and English as a Lingua Franca (ELF) Theory

The concept of *World Englishes* (Kachru, 1992) and *English as a Lingua Franca* (Seidlhofer, 2011) highlights English as a global language that transcends national boundaries. In the context of globalization, English functions as the medium of international communication in business, diplomacy, education, and technology. For Thailand, this theoretical lens underscores why English has been institutionalized in the national curriculum and why proficiency is considered vital for participation in ASEAN and global networks.

2. Globalization and Linguistic Capital Theory

Drawing from Bourdieu's (1991) notion of *linguistic capital*, English can be viewed as a valuable resource that provides individuals and nations with social, cultural, and economic advantages. In Thailand, students who acquire strong English skills gain access to higher education, international mobility, and better employment opportunities. At the national level, English proficiency enhances Thailand's competitiveness in the global economy, tourism industry, and regional cooperation. This theory explains the link between English education and Thailand's broader development agenda.

3. Language Policy and Planning Theory

Kaplan and Baldauf's (1997) framework of *language-in-education policy and planning* is essential for understanding how Thailand formulates and implements English language education policies. Reforms such as compulsory English instruction, bilingual programs, and ASEAN-focused curricula illustrate Thailand's efforts to respond to global pressures. However, gaps between policy intentions and classroom realities highlight the challenges of resource allocation, teacher training, and systemic implementation.

4. Sociocultural Theory of Language Learning

Vygotsky's (1978) *sociocultural theory* emphasizes the role of interaction, culture, and context in language learning. In Thailand, English learning is not only a cognitive process but also a socially mediated activity shaped by cultural norms, classroom practices, and opportunities for authentic communication. The limited use of English outside the classroom and cultural tendencies to avoid error-making contribute to persistent difficulties in achieving communicative competence.

5. Motivation and Attitudes in Second Language Acquisition (SLA)

Gardner's (1985) *Socio-Educational Model* and Dörnyei's (2009) *L2 Motivational Self System* provide insights into Thai learners' motivations for studying English. Thai students often display instrumental motivation, seeking academic

advancement or career opportunities, but they also face affective barriers such as anxiety and lack of confidence. Understanding motivation and attitudes is crucial to addressing why learners may struggle despite long years of English instruction.

Summary

The role of English in Thailand's education system and globalization can be explained through five key theoretical perspectives:

1. English as a global lingua franca,
2. English as linguistic capital in globalization,
3. Language policy and planning,
4. Sociocultural theory of language learning, and
5. Motivation and attitudes in SLA.

Together, these frameworks reveal that English is not merely a subject in Thai schools but a powerful tool for individual empowerment and national development. However, they also highlight the complexities of aligning educational policy, teaching practices, and learner experiences in a rapidly globalizing world.

Characteristics of the Role of English in Thailand's Education System and Globalization

The role of English in Thailand can be described through several defining characteristics that reflect its educational, socio-cultural, and global functions. These characteristics help explain why English is prioritized in the curriculum, how it influences learners, and how it shapes Thailand's participation in globalization.

1. Instrumental Orientation

English in Thailand is primarily viewed as an instrumental language, meaning it is valued for its practical benefits in education, employment, and social mobility (Khamkhien, 2010; Noom-ura, 2013). Students are often motivated to learn English to pass examinations, gain admission to higher education, secure jobs, or compete in the global labor market. This utilitarian perspective shapes curriculum design, assessment methods, and classroom practices.

2. Medium for Global Integration

English functions as a bridge for Thailand's integration into international networks, particularly within ASEAN and the broader global community (Kirkpatrick, 2010). It serves as the common language for trade, diplomacy, tourism, and academic collaboration. The globalization of English emphasizes its role not only as a subject of study but also as a tool for national development and international competitiveness.

3. Curriculum Centrality

English is a core component of the Thai national curriculum, introduced from primary education through tertiary levels. The government has implemented various reforms to enhance English teaching quality, including bilingual programs, alignment with international standards, and teacher professional development initiatives (Noom-ura, 2013). Its curriculum centrality reflects the recognition of English as a strategic skill essential for Thailand's socio-economic progress.

4. Cultural and Linguistic Mediation

While English is a foreign language in Thailand, it acts as a mediator for cross-cultural understanding. Students are exposed to English-speaking cultures through textbooks, media, and digital communication, which broadens their cultural awareness and global perspective (Baker, 2015). This characteristic emphasizes the role of English in fostering intercultural competence alongside language proficiency.

5. Instrument of Social and Educational Inequality

Access to English education is uneven across urban and rural areas, socioeconomic groups, and types of schools. Students in urban centers or international schools often have more exposure to native-like English, technology, and qualified teachers, while learners in rural areas face limited resources (Education First, 2023). This disparity illustrates how English can simultaneously empower learners and reinforce social inequalities.

6. Dynamic and Evolving Role

The role of English in Thailand is not static; it evolves in response to global, regional, and domestic changes. Economic globalization, technological advances, and ASEAN integration continue to increase the demand for English proficiency, prompting ongoing curricular reforms, pedagogical innovations, and policy adjustments (Crystal, 2012; Richards, 2015).

7. Linked to Motivation and Learner Attitudes

The effectiveness of English education in Thailand is closely tied to learners' motivation and attitudes. Positive attitudes toward English as a global language and the desire to participate in international communities enhance engagement and proficiency (Wongsothorn et al., 2018). Conversely, low confidence, anxiety, and exam-focused learning may limit communicative competence and long-term retention.

Summary

The characteristics of English in Thailand's education system and globalization can be summarized as:

1. Instrumental orientation toward practical benefits,
2. Medium for global integration and international communication,
3. Central component of the national curriculum,
4. Cultural and linguistic mediation,
5. Reflective of social and educational inequality,
6. Dynamic and evolving role in response to global trends, and
7. Closely linked to learner motivation and attitudes.

These characteristics highlight the multifaceted role of English, encompassing educational, socio-economic, and cultural dimensions, while also revealing the challenges that must be addressed to maximize its benefits for learners and the nation.

Significance of the Study

The study of the role of English in Thailand's education system and globalization holds both theoretical and practical significance, offering insights for educators, policymakers, and researchers.

1. Theoretical Significance

Understanding English in the context of Thailand contributes to the broader field of applied linguistics and second language acquisition. The study provides empirical evidence on how globalization, language policy, and educational practices interact to shape English language learning outcomes. It also extends theoretical frameworks such as **World Englishes**, **English as a Lingua Franca (ELF)**, and **Sociocultural Theory**, demonstrating how these models apply in a non-native, foreign language context. Additionally, the study contributes to knowledge about the interplay between **instrumental and integrative motivation**, learner attitudes, and language proficiency within a globalized educational environment (Gardner, 2010; Dörnyei & Ushioda, 2021).

2. Practical Significance for Education

From a practical perspective, the study offers guidance for improving English education in Thailand. By identifying challenges such as traditional teaching methods, low learner confidence, and uneven access to resources, educators can design curricula and instructional strategies that promote communicative competence and motivation. Insights into students' attitudes and motivation can help teachers create supportive, engaging, and culturally relevant learning environments. Furthermore, understanding the connection between English education and globalization can inform the development of bilingual programs, project-based learning, and exposure to authentic English use in digital and international contexts.

3. Policy and National Significance

The study provides evidence-based recommendations for policymakers in the Ministry of Education and other governing bodies. Enhancing English proficiency is crucial for Thailand's participation in the ASEAN Economic Community (AEC), international trade, tourism, and diplomacy. By addressing educational inequalities, improving teacher training, and aligning curricula with global standards, policymakers can strengthen Thailand's human capital and global competitiveness.

4. Socio-Economic and Cultural Significance

English serves as a bridge to global opportunities, allowing Thai students to access higher education abroad, international employment, and cross-cultural experiences. By fostering English proficiency, Thailand can better integrate into the global economy, enhance tourism, and promote intercultural understanding. At the societal level, improved English education can reduce skill gaps, empower learners, and support social mobility, thereby contributing to long-term national development.

Summary

In summary, the significance of this study is multifaceted: it expands theoretical understanding of English in a foreign language context, provides practical guidance for educators to enhance teaching and learning, informs policy decisions to strengthen national competitiveness, and highlights the socio-economic and cultural benefits of English proficiency. By examining the role of English in both education and globalization, the study underscores the importance of developing comprehensive strategies to equip Thai learners for success in an interconnected world.

Knowledge from Research

Research on the role of English in Thailand's education system and globalization provides valuable insights into the educational, social, and global dimensions of language learning. The knowledge gained from previous studies highlights patterns, challenges, and strategies that inform both theory and practice.

1. English as a Global Language

English is widely recognized as a lingua franca and a tool for international communication, economic participation, and cultural exchange (Crystal, 2012; Seidlhofer, 2011). In Thailand, its status as a global language motivates policymakers to prioritize English education and integrate it into the national curriculum. Studies show that proficiency in English allows Thai students to access higher education abroad, international research, and global employment opportunities (Baker, 2015).

2. Instrumental and Integrative Motivations

Thai learners tend to exhibit **instrumental motivation**, using English primarily to achieve academic, professional, or economic goals, such as passing exams or securing employment (Khamkhien, 2010; Noom-ura, 2013). While instrumental motivation drives short-term achievement, **integrative motivation**, which reflects interest in English-speaking cultures and cross-cultural communication, has been found to enhance long-term engagement and higher-level proficiency (Gardner, 2010; Wongsothorn et al., 2018).

3. Challenges in Teaching and Learning

Research consistently highlights persistent challenges in English education in Thailand. These include:

1. Traditional teacher-centered methods emphasizing grammar translation and rote memorization (Khamkhien, 2010).
2. Limited opportunities for authentic English use outside the classroom (Noom-ura, 2013).
3. Unequal access to quality teachers, resources, and technology, particularly between urban and rural schools (Education First, 2023).
4. Learner affective barriers such as anxiety, low confidence, and fear of making mistakes, which reduce active participation (Trang et al., 2013).

4. Impact of Globalization

Globalization has intensified the demand for English proficiency in Thailand. Studies indicate that international integration, participation in ASEAN, tourism, and exposure to global media have increased the perceived necessity of English (Kirkpatrick, 2010). Students recognize English as a tool to access global knowledge, cross-cultural experiences, and economic opportunities, linking language learning with personal and national development.

5. Educational Policy and Reform

Thailand has implemented multiple educational reforms to improve English proficiency, such as bilingual programs, teacher professional development, and alignment with international standards (Noom-ura, 2013; Kirkpatrick, 2010). However, research suggests a gap between policy and practice, with challenges in implementation due to teacher preparedness, resource allocation, and monitoring mechanisms.

6. Knowledge for Practice and Future Development

Key insights from research can inform educational practice and policy:

- English teaching should balance instrumental and integrative goals, connecting language learning to meaningful real-life applications.
- Student-centered and communicative approaches should replace rote memorization to improve speaking, listening, and interactive skills.
- Teachers' professional development should focus on modern pedagogies, classroom management, and strategies for reducing learner anxiety.
- Opportunities for authentic English use, including international exchange programs, multimedia exposure, and project-based learning, can enhance motivation and proficiency.

Summary

The accumulated knowledge emphasizes that English is both a practical tool and a strategic resource for Thailand, essential for individual advancement and national competitiveness in a globalized world. Thai learners are motivated instrumentally but require integrative experiences and supportive learning environments to achieve sustainable proficiency. Addressing educational, social, and affective challenges is crucial for maximizing the benefits of English education in Thailand.

Conclusion

The role of English in Thailand's education system and in the context of globalization is both significant and multifaceted. English serves as a critical tool for communication, education, and economic participation, linking Thai learners to international opportunities and facilitating the country's integration into the global community. Research indicates that while English is central to the curriculum, challenges such as traditional teaching methods, limited authentic use, unequal access to resources, and learner affective barriers continue to hinder effective language acquisition.

Instrumental motivation, including the pursuit of academic achievement and career advancement, remains the primary driver of English learning among Thai students. However, integrative motivation and the development of positive attitudes toward English-speaking cultures and cross-cultural communication are essential for long-term engagement and proficiency. The interplay between learner motivation, attitudes, and the quality of teaching practices determines the effectiveness of English education in Thailand.

Globalization has intensified the need for English, emphasizing its role in economic development, international collaboration, and cultural exchange. Yet, policy and curriculum reforms must address gaps between national goals and classroom realities. Enhancing teacher training, promoting communicative and student-centered approaches, and providing authentic opportunities for English use are crucial strategies to improve learning outcomes.

In conclusion, English in Thailand functions as both a national educational priority and a strategic global asset. Its effective integration into the education system requires a balanced approach that addresses motivational, pedagogical, and socio-cultural factors. By fostering supportive learning environments and aligning educational policies with global

demands, Thailand can empower learners to achieve English proficiency, thereby strengthening individual potential and national competitiveness in an interconnected world.

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