



## AN EXPLORATORY QUALITATIVE STUDY ON ENGLISH LANGUAGE INSTRUCTION IN A THAI UNIVERSITY

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### Abstract

This qualitative case study investigated how local Thai teachers identified, classified, and corrected mistakes the students made and how the teachers dealt with those mistakes that would reflect and correspond to their teaching situations in the so-called EFL classroom. Specifically, this study explored EFL teaching in a provincial university in Thailand. It focused on 6 Thai EFL teachers, selected through a typical sampling. Data was collected through in-depth interviews. The interview protocol consisted of four general domains: the pedagogy, teaching materials, evaluation, and general points of view toward EFL teaching in Thailand. Salient findings revealed that English education required dedicated efforts from the teachers and learners. Teachers played the roles of input providers, mistake correctors, and coaches simultaneously. Dealing with the participants' challenges in classroom, each teacher employed individualized techniques using his/her knowledge and experiences.

**Keywords:** Thai EFL; teachers' multiple roles; teaching challenges.