

THE SYSTEM AND PROMOTION OF TEACHING AND LEARNING GERMAN IN THAILAND  
AND MALAYSIA

Miss Yap Lian Chee



จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปี ๒๕๕๑-๒๕๕๔ ที่ขึ้นชื่อในคลังข้อมูลภาษา (CUIR)

เป็นวิทยานิพนธ์ที่ส่งมาเพื่อใช้ในการขอรับปริญญาโท สาขาวิชาศึกษาศาสตร์ (Interdisciplinary Program)

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository (CUIR) are the thesis authors' files submitted through the University Graduate School.

Chulalongkorn University

Academic Year 2014

Copyright of Chulalongkorn University

ระบบและการส่งเสริมการเรียนรู้การสอนภาษาเยอรมันในประเทศไทยและประเทศมาเลเซีย

นางสาวแยม เลียน ซี



วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาเอเชียตะวันออกเฉียงใต้ศึกษา (สหสาขาวิชา)

บัณฑิตวิทยาลัย จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2557

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title THE SYSTEM AND PROMOTION OF TEACHING AND  
LEARNING GERMAN IN THAILAND AND MALAYSIA  
By Miss Yap Lian Chee  
Field of Study Southeast Asian Studies  
Thesis Advisor Professor Amara Prasithrathsint, Ph.D.

---

Accepted by the Graduate School, Chulalongkorn University in Partial  
Fulfillment of the Requirements for the Master's Degree

.....Dean of the Graduate School  
(Associate Professor Sunait Chutintaranond, Ph.D.)

THESIS COMMITTEE

.....Chairman  
(Klairung Amratisha, Ph.D.)

.....Thesis Advisor  
(Professor Amara Prasithrathsint, Ph.D.)

.....External Examiner  
(Associate Professor Korakoch Attaviriyanyupap, Ph.D.)

แบบ เลียน ซี : ระบบและการส่งเสริมการเรียนการสอนภาษาเยอรมันในประเทศไทยและ  
ประเทศมาเลเซีย (THE SYSTEM AND PROMOTION OF TEACHING AND LEARNING  
GERMAN IN THAILAND AND MALAYSIA) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ศ. ดร. อมรา  
ประสิทธิ์รัฐสินธุ์, 135 หน้า.

นักศึกษาที่เลือกภาษาเยอรมันเป็นวิชาเอกในภูมิภาคเอเชียตะวันออกเฉียงใต้มีจำนวนลดลง  
อย่างต่อเนื่อง และปัญหานี้ยังไม่มีผู้ใดศึกษาวิจัยเลยในอดีต งานวิจัยนี้มุ่งวิเคราะห์ระบบและการ  
ส่งเสริมการเรียนการสอนภาษาเยอรมันในมหาวิทยาลัยมาลายา ประเทศมาเลเซีย และจุฬาลงกรณ์  
มหาวิทยาลัย ประเทศไทย ข้อมูลได้มาด้วยวิธีการเชิงคุณภาพและเชิงปริมาณโดยการใช้เอกสารและ  
การสัมภาษณ์อาจารย์ นักศึกษา ศิษย์เก่า ตัวแทนสถาบันเกอเธ่ และตัวแทนหอการค้า ผลการ  
วิเคราะห์ภาพรวมแสดงให้เห็นว่าคุณภาพและปริมาณอาจารย์ผู้สอนภาษาเยอรมันอยู่ในภาวะขาด  
แคลนอย่างสูงสำหรับวิชาทักษะ โดยทั่วไป นักศึกษามีแรงจูงใจจากข้างในที่จะเรียนรู้ทั้งภาษาและ  
วัฒนธรรมเยอรมัน แต่แรงจูงใจนี้ไม่ได้ถูกขยายไปสู่ความคิดริเริ่มในการจัดกิจกรรมนอกมหาวิทยาลัย  
เพื่อส่งเสริมการเรียนภาษาเยอรมัน นอกจากนี้ ศิษย์เก่าที่เรียนภาษาเยอรมันก็ได้มีการติดต่อกับ  
นักศึกษาปัจจุบัน และคนที่เลือกเยอรมันเป็นวิชาเอกก็ขาดความรู้เกี่ยวกับเส้นทางอาชีพ การเชื่อมโยง  
ระหว่างมหาวิทยาลัยกับโลกภายนอกเป็นสิ่งที่ต้องเพิ่มในหลักสูตร และคุณค่าของภาษาเยอรมันก็ควร  
ทำให้เป็นที่ตระหนักรู้ในภูมิภาคเอเชียตะวันออกเฉียงใต้ ทั้งนี้เพราะการเพิ่มขึ้นของอุตสาหกรรมใน  
ท้องถิ่น มีความต้องการผู้เชี่ยวชาญที่รู้ภาษาต่างประเทศ รวมทั้งภาษาเยอรมันจำนวนมากขึ้น

จุฬาลงกรณ์มหาวิทยาลัย  
CHULALONGKORN UNIVERSITY

สาขาวิชา เอเชียตะวันออกเฉียงใต้ศึกษา

ลายมือชื่อนิสิต .....

ปีการศึกษา 2557

ลายมือชื่อ อ.ที่ปรึกษาหลัก .....

# # 5687639420 : MAJOR SOUTHEAST ASIAN STUDIES

KEYWORDS:

YAP LIAN CHEE: THE SYSTEM AND PROMOTION OF TEACHING AND LEARNING GERMAN IN THAILAND AND MALAYSIA. ADVISOR: PROF. AMARA PRASITHRATHSINT, Ph.D., 135 pp.

The number of German majors has been decreasing in Southeast Asian region. This problem has not been dealt with in any previous research. This study aims to examine the system and promotion of teaching and learning German at University of Malaya, Malaysia, and Chulalongkorn University, Thailand. Data were collected through quantitative and qualitative methods by using documents and interviewing teachers, students, alumni members, representatives of the Goethe Institute and representatives of the Chamber of Commerce. The results from holistic analysis show that the quality and quantity of teachers are highly demanded to fulfill students' requirement for more skill-based courses. In overall, students are intrinsically motivated for German language and culture but this does not extend to taking initiative to organize activities out of the campus for promotion purposes. Additionally, alumni members are not closely connected with current students and German majors had limited knowledge of their possible career path. The connectivity between the university and the corporate world should be enhanced, and the value of German language should be more appreciated in Southeast Asian region due to the rise of localized industry, which demands more local experts who know foreign languages, including German.

Field of Study: Southeast Asian Studies      Student's Signature .....

Academic Year: 2014      Advisor's Signature .....

## ACKNOWLEDGEMENTS

Coming to Thailand is a turning point of my life, it is a journey of spiritual searching and learning more about Southeast Asia out of the frame.

I would like to express my deepest gratitude to my thesis advisor, Professor Emeritus Amara Prasithratsint for being patient and inspiring along the way of working out this master piece together. Also, special thanks to my thesis committee members, Dr. Korakoch Attaviryanupap and Dr.Klairung Amratisha for ideas and comments. The occasional "unhappiness" feeling of dealing with system errors was always lessened by our friendly and helpful Southeast Asian Studies department's staffs, Pira, Kai, Dream and Kate.

I am blessed and consider myself to be a lucky person to have many passionate people assisting me throughout this thesis journey. Data collection process was a precious experience with professors and students at Chulalongkorn University, and many thanks to Professor Ampha Ortakul, Dr.Wanna Saengaramruang, Dr.Aratee Kaewsumrit, Dr.Thanakon Kaewwipat and Dr.Antje Streit. From University of Malaya, many thanks to wonderful students and lecturers, Dr.Hans Volker Wolf, Dr.Guido Schnieders, Ms.Koh Yi Chern, Ms.Janice Lee Jin Zhuo and Ms.Seval Birlık, the former lecturer in the German program. This process has extended to external parties' involvement that I could not say more than a sincere thank you to all the alumni members, Thai-German Chamber of Commerce Dual Excellence's consultant, Mr.Maik Fuellmann, Malaysian-German Chamber of Commerce executive director, Mr.Alexander Stedtfeld, Head of Department in Goethe Institute Bangkok, Dr. Hans-Dieter Dräxle and Director of Goethe Institute Kuala Lumpur, Dr.Rolf Stehle.

Most importantly, completing this thesis has much to do with my family's unconditional love and support. There is nothing more than a hug with them that I long for after this two years' "long distance relationship". Lastly, special thanks to all my friends and amazing people who I have met here, ขอขอบคุณมากค่ะ

## CONTENTS

	Page
THAI ABSTRACT .....	iv
ENGLISH ABSTRACT .....	v
ACKNOWLEDGEMENTS .....	vi
CONTENTS .....	vii
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xiii
LIST OF ABBREVIATIONS.....	xiv
Chapter 1 Introduction .....	1
1.1 Rationale .....	1
1.2 Objectives .....	4
1.3 Research questions .....	4
1.4 Major arguments and hypotheses .....	5
1.5 .Contribution of this research .....	5
Chapter 2 Background and literature review .....	6
2.1 Social-political background on bilateral relationship .....	6
2.1.1 Bilateral relationship and cooperation between Thailand and Germany .....	7
2.1.2 Bilateral relationship and cooperation between Malaysia and Germany .....	9
2.1.3 Connectivity of Malaysia, Thailand and Germany.....	11
2.2 Social-cultural background.....	11
2.2.1 Malaysia .....	11
2.2.2 Thailand.....	12

	Page
2.3 German publicity, visibility, and image in Malaysia and Thailand.....	12
2.4 German language in local tertiary education .....	13
2.4.1 The German section at the Faculty of Arts, Chulalongkorn University .....	14
2.4.2 The German Section at Faculty of Languages and Linguistics, University of Malaya.....	16
2.5 German section at Chulalongkorn University and University of Malaya.....	17
2.5.1 Curriculum and intakes.....	17
(cont.) Table 2-3.....	20
2.5.2 Teaching and learning system.....	20
2.5.3 Teaching and learning methods .....	22
2.5.4 Motivation and promotion.....	28
2.5.5 Promotion.....	30
Chapter 3 Research methodology .....	32
3.1 Research methods .....	33
3.1.1 Data collection from informants .....	33
3.1.2 Data collection by observation.....	43
3.1.3 Data collection from documents .....	44
3.2 Tools and mechanisms to analyze data .....	45
3.2.1 Questions to analyze teaching and learning methods .....	45
3.2.2 Analyzing motivation, involvement and participation .....	47
3.2.3 Analyzing the involvement of alumni members and future projection of German major.....	49
Chapter 4 The system of teaching and learning German at Chulalongkorn University and University of Malaya .....	51



	Page
4.1 The system of intake and grading, and teaching materials.....	51
4.1.1 Intake system.....	51
4.1.2 Teaching material .....	53
4.1.3 Grading system .....	55
4.2 Teaching and learning methods .....	57
4.2.1 Teaching methods.....	57
4.2.2 Teaching challenges.....	62
4.2.3 Learning methods.....	67
4.3 German language section in universities' libraries .....	71
Chapter 5 Students' and alumni members' involvement in activities.....	74
5.1 Students' involvement in activities.....	74
5.1.1 Motivation of learning.....	76
5.1.2 Students' involvement and participation in activities .....	77
5.2 Challenges and involvement.....	80
5.3 Alumni members' involvement.....	84
5.3.1 Continuity of practising German .....	84
5.3.2 Advantages and benefits to career path.....	85
Chapter 6 The future projection .....	88
6.1 Main concern of promoting German language .....	88
6.1.1 Chulalongkorn University, Thailand .....	88
6.1.2 University of Malaya, Malaysia .....	89
6.1.3 Challenges on Job market demand.....	89
6.2 The career path and challenges .....	92

	Page
6.2.1 Future career choice .....	92
6.2.2 Curricula and courses.....	93
6.2.3 Employability and competitiveness.....	97
Chapter 7 Conclusion .....	104
7.1 Summary .....	104
7.2 Discussion.....	105
7.3 Suggestions .....	111
REFERENCES .....	119
APPENDIX 1 .....	129
APPENDIX 2 .....	133
VITA.....	135



## LIST OF TABLES

	Page
Table 2-1 2003 & 2014 BA Faculty of Arts credit hours in CU.....	18
Table 2-2 List of Key 2009/2010 & 2013/2014 BA Faculty of Languages and Linguistics credit hours at UM .....	19
Table 2-3 University entrance examination and enrolment requirements between UM and CU.....	19
Table 2-4 Multiple Intelligence.....	26
Table 2-5 Kolb's learning style inventory.....	27
Table 2-6 PAT 7-Foreign language 2009.....	31
Table 3-1 Information of group 1 informants.....	35
Table 3-2 Questions for group 1 informants.....	36
Table 3-3 Questionnaire and open discussion for group 2 informants.....	37
Table 3-4 Open discussion for group 3 informants.....	40
Table 3-5 Questions for key informants 4.....	41
Table 3-6 Open discussion for group 5 informants.....	42
Table 3-7 Teaching and learning methods.....	46
Table 3-8 Motivation, Involvement and Participation.....	48
Table 3-9 Involvement of alumni members and future projection of German major.....	49
Table 4-1 Student intake of BA in German Major at CU and UM from 2010-2014.....	52
Table 4-2 English translation of Lehrbuch contents in Fig 4-1.....	55
Table 4-3 Self-evaluation on German language skills among UM and CU students.....	69
Table 5-1 L1 and L2 of UM and CU German section student.....	75
Table 5-2 UM and CU students' first time learning German.....	75

Table 5-3	Reasons for choosing German as major for bachelor degree in UM and CU.....	77
Table 5-4	Percentage of students involved in German language related activities in UM and CU.....	78
Table 5-5	Activities participated by students in CU and UM.....	78
Table 6-1	Comments from MGCC and GTCC.....	98
Table 6-2	Question: How well did the local applicants prepare their CV?.....	101
Table 6-3	Question: What is the average highest education of employees in your company?.....	102



## LIST OF FIGURES

	Page
Figure 1-1 Microeconomic Demand-Supply theory in educational concept.....	4
Figure 2-1 150 year Thai-German diplomatic relationship (1862-2012).....	7
Figure 2-2 Treaty of amity, commerce and navigation signed on 7 <sup>th</sup> February 1862.....	7
Figure 2-3 “The entry of the King of Siam” into Vienna. Ertrablatt, 24 <sup>th</sup> June 1897, Thursday.....	8
Figure 2-4 Memorandum from the government of the Federal Republic of Germany in 1957.....	10
Figure 2-5 Young Professor Ampha Otrakul.....	16
Figure 2-6 Latest picture with Professor Ampha Otrakul on October 2014.....	16
Figure 2-7 Constructive alignment in teaching and learning (BIGGS 2003).....	21
Figure 2-8 The motivation continuum (Deci and Ryan 1985).....	29
Figure 3-1 Consent form .....	34
Figure 3-2 Skype interview image: Ms.Seval Birlık and I.....	36
Figure 3-3 German for beginner at CU, year 1.....	44
Figure 4-1 Viel Spaß mit Deutsch – Lehrbuch 1, p.88 .....	54
Figure 4-2 German language course by Ms.Koh Yi Chern, UM.....	60
Figure 4-3 FBL library in UM.....	72
Figure 4-4 Library of Faculty of Arts at CU.....	72
Figure 5-1 German traces in Malaysia .....	80
Figure 5-2 German day in Triam Udom Suksa 2014 .....	83
Figure 6-1 Picture with Chamber of Commerce.....	92
Figure 7-1 Picture with Mr.Maik Fuellmann (GTCC).....	114
Figure 7-2 The transition flow of job market and education upon AEC 2015.....	115
Figure 7-3 UM 3 <sup>rd</sup> year students with Author and Dr.Volker Wolf.....	117

## LIST OF ABBREVIATIONS

- 3P – Presage, Process, Product
- AC – Abstract Conceptualization
- AE – Active Experimentation
- AEC – ASEAN Economic Community
- AGS – Austrian-German-Swiss
- AIT – Asian Institute of Technology
- AM- Amotivation
- ASEAN – Association of Southeast Asian Nations
- AUN – ASEAN University Network
- BA – Bachelor of Arts
- \*CEFR / CEF - Common European Framework of Reference for Languages
- CE – Concentrate experience
- CGPA - Cumulative Grade Point Average
- CIA – Central Intelligence Agency
- CU – Chulalongkorn University
- DAAD – German Academic Exchange Service
- ELT – Experiential Learning Theory
- ER – External Regulation
- FBL – Fakulti Bahasa dan Linguistik / Faculty of Languages and Linguistics
- G.I – Goethe Institute
- GAT - General Aptitude Test
- GTCC – German-Thai Chamber of Commerce
- GTDEE – German-Thai Dual Excellence Education
- GSSKL – German Speaking Society Kuala Lumpur
- HWTG - Hochschule Konstanz University of Applied Science
- ID – Identified Regulation
- IKI-SEA – The Institute for Knowledge and Innovation in Southeast Asia
- IM – Intrinsic Motivation

IR – Interjected Regulation  
 IR2- Integrated Regulation  
 KAS - Konrad-Adenauer-Stiftung  
 KL – Kuala Lumpur  
 L1 – First Language  
 L2 – Second Language  
 L3 – Third Language  
 L4 – Fourth Language  
 LSI – Learning Style Inventory  
 MA – Master of Arts  
 MGCC – Malaysian-German Chamber of Commerce  
 MUET - Malaysian University English Test  
 NGO – Non-Governmental Organization  
 O-Net - Ordinary National Education Test  
 PASCH - Schools: Partners for the Future" initiative  
 PAT - Professional and Academic Aptitude Test  
 RO – Reflective Observation  
 SDT – Self Determination Theory  
 SME – Small Medium Enterprise  
 STPM - Malaysian Higher School Certificate  
 UM – University of Malaysia  
 UNESCO-IBE – United Nations Educational Scientific and Cultural Organization –  
 International Bureau of Education  
 UPM – University of Putra Malaysia  
 VAK – Visual Auditory Kinesthetic  
 VARK – Visual Auditory Read and write Kinesthetic  
 \*Level: A1 – A2 (Basic user), B1 – B2 (Independent user), C1 – C2 (Proficient user)

# Chapter 1 Introduction

## 1.1 Rationale

German is an influential European language, and German words have been widely loaned to English. Without realization, words that are surrounding our daily life in various aspects such as *kindergarten*, *Alzheimer's disease*, *diesel*, *blitz*, *aspirin*, *hamster*, and *zincare* all originated from German. The influence of German was boosted up in the field of science and technology in 19<sup>th</sup> century. Today, according to Bratislava, Ž. (2009), German is spoken by 125 million people as first and second language and it is a working language after English and French in European Union institution. Apart from that, potential high market value of German language in ASEAN (Association of Southeast Asia Nations) countries could possibly be measured through strong interest of investment from Germany in Southeast Asia such as ASEAN-Germany joint cooperation review 2014 that took place in Jakarta has revealed that Germany contributed more than 70 million Euro in ASEAN activities and development.

Despite the important role Germany plays in Europe and Asia as stated above, the number of people studying German is decreasing in the world. In the United States, for example, according to American Federal Department of Education's study, "attracting diverse students is difficult, because of the general impression that German is a difficult language compared with other European languages." (Dillon, Sam 13 April.2012). In Southeast Asia, the similar condition of facing challenges and obstacles in promoting German has been found due to the rise of East Asian languages and culture, particularly Korean, as can be seen in strong influence in fashion, music, entertainment and language (S.S.Chung, D.C.Young, H.K.Seung 2011). According to Professor Wanna Saengaramruang (2006), Associate Professor of western languages at Chulalongkorn University, the approach of "German as a third language after English" has not been adopted in Thailand. She also mentioned that:



Thai people are more used to foreign languages, in particular Japanese and Chinese due to various foreign language lessons on television, radio, newspapers and films... Japanese and Chinese are more popular than European languages.

Beside media influences and visibility, learners' attitude is also considered as a key turning point in current situation. For instance, Professor Wanna Saengaramruang further concluded that students' attitude to foreign languages has changed from knowledge for knowledge's sake to knowledge for practical usage. This is supported by a survey<sup>1</sup> that shows more than 62.5% university students in the German department prefer communicative and skills subjects to literature courses. Thus, the phenomenon of the decreasing number of German department students might relate to the system of teaching and learning in the university.

Additionally, the problem of decreasing number of German students may also be due to learning environment and interaction in the German language class. According to Dr. William Wagaba (2010) from a case study of Makerere University in Uganda, most of the lecturers do not have a proper guideline and skill to teach foreign languages in order to meet the expectation. For instance, Language teachers tend to use English to teach German instead of using German as the medium of instruction to ensure the students are able to understand and communicate efficiently in the class. Therefore, it may be also one of the reasons that explain why most of the students could not express themselves in German. This result is compatible with the study by Ms. Lee Jin Zhuo, a German language tutor at the University of Malaya that shows 28.5% of the German learners there have no self-esteem and self-confidence, cannot communicate well and gradually lose their courage to give opinions (Lee 2012). The outcome of learning is reasonably disappointing with the ineffective teaching system.

As can be seen from the above, German language is facing a critical situation and is declining in terms of popularity around the world including Southeast Asia. In concern

---

<sup>1</sup> This survey was conducted as a term paper by master's program students, course 2232 657, German as a foreign language, 2<sup>nd</sup> semester 2004, faculty of arts, Chulalongkorn University.

of this, there are number of previous studies on various topics of German as a foreign language. However, there is a significant gap of study about promotion and system in education specifically on foreign languages in Malaysia and Thailand. Thus, Malaysia and Thailand were taken as representatives of Southeast Asian countries where German language is taught. University of Malaya and Chulalongkorn University were selected as samples of the Southeast Asian universities where problems concerning German were investigated. They are both oldest and prestigious universities in Malaysia and Thailand.

Additionally, the idea that brought about the proposal of this study is based on the Demand-Supply theory (Petroff, John 1986, 1991, 2002) derived from a microeconomic theory in Fig 1-1. In this demand and supply model, the relationship has changed from buyers and sellers to students (Supply) and job market (Demand). As can be seen in figure 1-1, the gap between demand and supply is a process, which refers to the in-campus condition that involves of two major key stakeholders – Teachers and Students. Instead of focusing on the direct relationship between demand and supply, the flow of this study starts from the in-campus investigation to find out the current system and curriculum and to the extent of teaching and learning methods, teachers and students involvement in strategy promotion and challenges from the in-campus environment. The second part of this study focuses on the reverse direction from supply to demand determined by the role of students and alumni's members and a question to the demand for possible local platform of German-majored students in their future undertaking. This study is finalized by looking at the responses of external parties, further development and direction of German language learning in higher education.

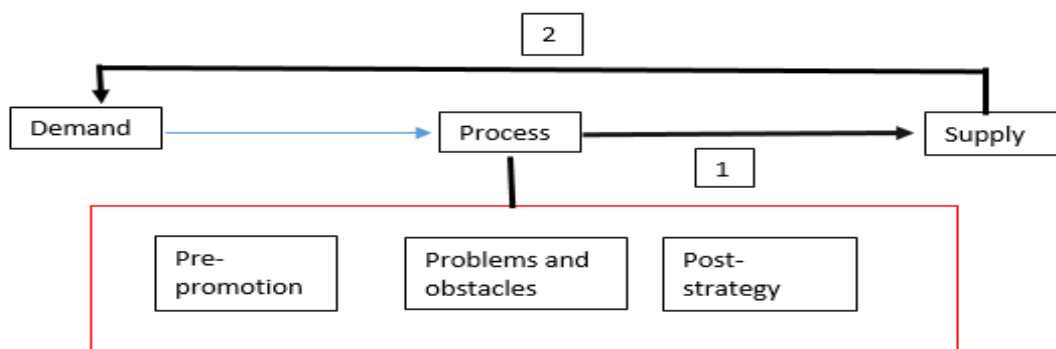


Figure 1-1: Microeconomic Demand-Supply theory in educational concept

## 1.2 Objectives

1.2.1 To analyze the system of teaching and learning German at Chulalongkorn University and University of Malaya.

1.2.2 To study the strategies used by two universities in promoting and attracting new students to study German as major in the Bachelor's Degree Program.

1.2.3 To examine Chulalongkorn University and University of Malaya students' and alumni's involvement in activities related to German in their daily life and their career.

## 1.3 Research questions

1.3.1 What are the similarities and differences of methods and challenges in learning and teaching German as a foreign language in Thailand and Malaysia?

1.3.2 What are the major factors that attract students to take German as major for Bachelor's degree?

1.3.3 How did the German departments promote the language and what has been the significant improvement in the past five years?

1.3.4 What are the measures of present students' involvement, and the alumni members' continuous use of German in their career?

## 1.4 Major arguments and hypotheses

1.4.1 The systems of teaching and learning German at University of Malaya and a Chulalongkorn University are different in the materials and the methods used in teaching and learning German. However, the two universities have certain similarities due to the geopolitical condition; i.e., they share the similar approach of allowing lecturers to use their national language or English as the medium of instruction rather than trying to use German to communicate with students.

1.4.2 The German section at Chulalongkorn University and the German department at University of Malaya are mostly explicitly motivated that leads to the outcome of students do not actively organize or promote German.

1.4.3 Current students of German section or department at Chulalongkorn University and University of Malaya actively participate in competition, exchange programs and activities organized by external parties, such as Goethe Institute, DAAD (Deutscher Akademischer Austausch Dienst / German academic exchange services) or PASCH (Schülen: Partner der Zukunft / Schools: Partners of the future).

1.4.4 As for the alumni who majored in German from both universities, they mostly work in customer services, have little opportunity to improve or maintain their German, and hardly participate *in* German related activities. Most of the teaching and learning methods do not lie on the parallel line of fulfilling the market demand.

## 1.5 .Contribution of this research

1.5.1 This study will provide knowledge of problems related to teaching foreign languages in Southeast Asian countries.

1.5.2 This study will provide ideas of strategies in promoting and attracting more people to study German language and its culture.

1.5.3 This study will help create a closer relationship between Germany and Southeast Asian countries.

## Chapter 2 Background and literature review

In general, German language is not considered to be a new foreign language in Thailand and Malaysia according to the historical account. To this, the first question falls on when was the first official bilateral relationship between Germany-Thailand and Malaysia-Thailand.

**Dr. Volker Wolf, the former Goethe Institute director of Kuala Lumpur, Malaysia said:**

Since Germany did not have any colony in today's ASEAN region, German-Malaysia (as well as German-Thailand) cultural relations did not follow colonial paths. It was the development of trade in the second half of the 19<sup>th</sup> century, which paved the way for the first cultural contacts.

Thus, the first part of this chapter will take a quick glance on two aspects in socio-political and socio-cultural platform in Malaysia and Thailand that reflect environmental influential factors affecting local German language learning.

### 2.1 Social-political background on bilateral relationship

Prior to further discussion on bilateral relationship, the term “bilateral” needs to be clarified. According to Commonwealth's definition, “bilateral” refers to ties between two states and “multilateral” refers to relationships of more than two states, often within an intergovernmental organization such as the United Nations. Whereas the United States further defines that bilateral discussion, negotiations, or treaties are between a sovereign state and one independent entity, either another sovereign state or an international organization. The relationship between two nations is referred to as a bilateral relationship. To this, we can see a slight different parameter of definition on the term “bilateral” from different perspectives. Nevertheless, the following discussion will solely focus on (a) Thailand and Germany bilateral relationship, and (b)

Malaysia and Germany bilateral relationship from historical accounts to present day in order to identify German language development in both countries.

### 2.1.1 Bilateral relationship and cooperation between Thailand and Germany



In 2012, the 150 years Thai-German diplomatic relationship was celebrated in Thailand with the slogan shown in the logo in Figure 2-1 “150 Jahre Thai-Deutsche Diplomatische Beziehungen (1862-2012)”. The diplomatic relationship or bilateral relationship was built since the signing of treaty of amity, commerce and navigation on 7<sup>th</sup> February 1862 as shown in Figure 2-2 for official document.

Figure 2-1: 150 year Thai-German diplomatic relationship (1862-2012)

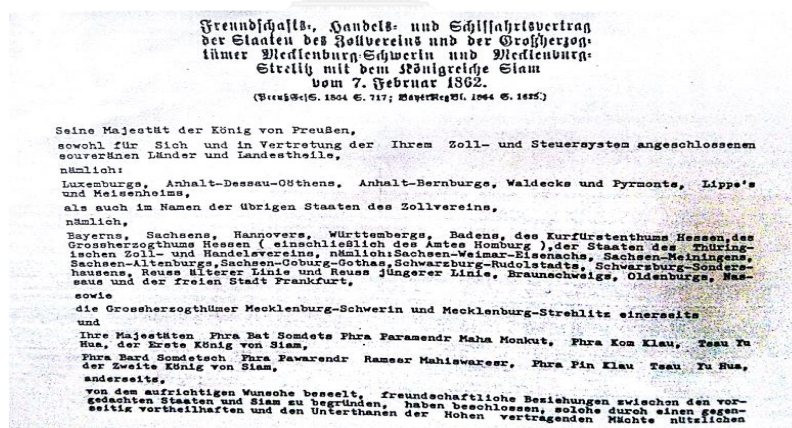


Figure 2-2: Treaty of amity, commerce and navigation signed on 7<sup>th</sup> February 1862

However, the trade relations between Thai merchants and German states could be traced back even earlier to 25<sup>th</sup> October 1858, when the treaty between the Hansaetic cities of Hamburg, Luebeck and Bremen was institutionalized for the first time. (Phetcharatana, H.E.Nongnuth, 2012)

The bilateral relationship was strengthened when King Chulalongkorn (King Rama V) visited Germany in 1897. He received a warm welcome by Kaiser Wilhelm II (King of Prussia, 1859-1941) and inspired by Germany's development, as well as products. Figure 2-3 below shows the newspaper on 24<sup>th</sup> June 1897 about the news of arrival of King Chulalongkorn entitled "the entrance of King of Siam".



Figure 2-3: "The entry of the King of Siam" into Vienna. Erntablatt, 24<sup>th</sup> June 1897, Thursday

The idea to this visit in 1897 for the first European "grand tour" to 14 countries in Europe is not just modernization but rapid change in social and political organization. (Kasetsiri, Charvit 16 January 2008). The importance of German language extended among the royal family members that mentioned in Klai Ban, letter dated on 24<sup>th</sup> June 1907:

Members of the royal family speak German fluently, more fluently than English perhaps. This may be because they always keep contact with their royal country in Germany. Their German blood is not yet quite diluted.

In the mid-20<sup>th</sup> century on 9<sup>th</sup> October 1956, Germany and Thailand began the development cooperation by signing agreement on development and economic cooperation. With the major shift from labor-intensive production to a knowledge and technology based economy from early 21<sup>st</sup> century onward (NESDB Thailand 2008), Thailand needs to build and reinforce skills of its population. At the beginning of 2011, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, which is implemented by the German Federal Government concentrated in 6 areas with development projects; namely sustainable economic development, environmental and climate protection, energy efficiency and renewable energy, agriculture and food security, sustainable urban development and transport, and regional integration and south-south cooperation. (GIZ, 2014)

In terms of educational cooperation, an agreement was signed on 28<sup>th</sup> January 2015 with the joined statement regarding cooperation in vocational education and training between Ministry of Education of Thailand and the Ministry of Education and Research of Germany, which aimed at producing quality and competitive vocational students for the demanding market and rapid economic development. (Thailand Ministry of Education, 29 Jan 2015)

As a brief conclusion, German and Thailand bilateral relationship has been built and strengthened throughout the process of economic and technical development collaboration.

### **2.1.2 Bilateral relationship and cooperation between Malaysia and Germany**

In view of Malaysia, the official diplomatic relationship between Malaysia and Germany started in 1957 and Germany was the first country to support independence of Malaya from British colonialism. Figure 2-4 below is the memorandum from Germany on 31<sup>st</sup> August, 1957.

However, the existence of German community in Malaysia had already existed during pre-independence period. As stated by Dr.Volker Wolf



Before the First World War, the German speaking community formed the second largest European treaty community in the Straits Settlements after the British. Like other foreign nationals, the German tended to form clubs and associations with musical evenings, sport events and newspaper. The Deutsche Vereinigung (German association) was formed in Penang in 1898.

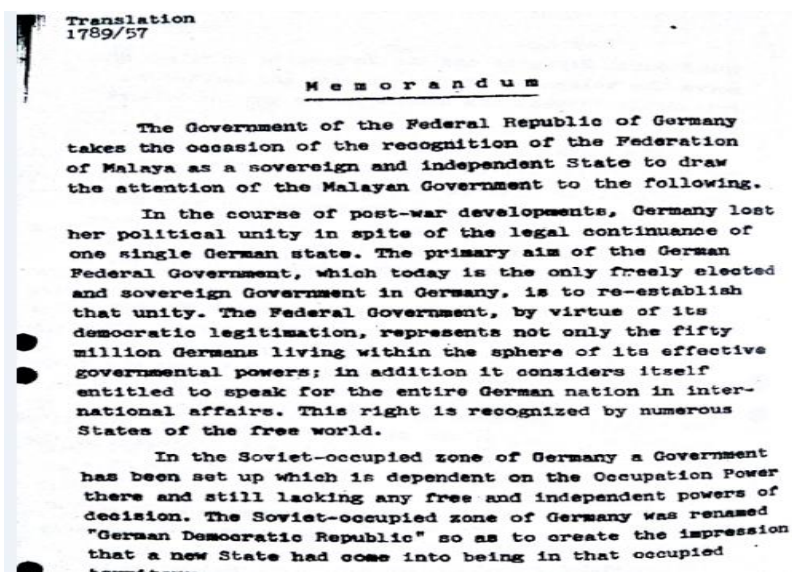


Figure 2-4: Memorandum from the government of the Federal Republic of Germany in 1957

In 1992, the German-Malaysia Institute (GMI) was established with assistance from the German International Cooperation (GIZ) for vocational training project. Five years later, the major technical cooperation project in dual vocational training was established in 1999.

The diplomatic bilateral relationship was further strengthened in May 2006 when Federal Chancellor Schröder paid his first visit to Malaysia by the invitation from Prime Minister Mahathir Mohammad. This relationship opened a wider option for bilateral cooperation between Malaysia and Germany. Similar to Thailand, the rapid growth of economic development has led to mass demand of skilled workers in the country.

In June 2014, the Malaysian-German Chamber of Commerce and Industry (MGCC) cooperated with the Department of Skills Development of the Ministry of Human Resources (MOHR), the German-Malaysian Institute (GMI) and foreign companies to implement the German Dual Vocational Training (DVT) system with a combination of 25% theoretical and 75% practical training. This aims to produce the first batch of vocational education graduates with high level Dual Vocational Training Program (Advanced Skill Diploma/DLKM/Level 5) in Malaysia under the National Occupational Skills Standards (NOSS). (MGCC, 2014)

### **2.1.3 Connectivity of Malaysia, Thailand and Germany**

In short, both Thailand and Malaysia have had close bilateral relationship with Germany since the second half of 19<sup>th</sup> century. This marks the first wave of German language and culture influence that approached towards merchants and elites in the late 19<sup>th</sup> century. Later, along with the rise of science and technology innovation, German language gained its reputation as scientific language. As Ammon (1998) mentioned, no one in the developed world could at that time study or do research in medicine, biology or chemistry without reading German and publishing in German scientific findings. With the technology advancement in Germany, it has led to the cooperation with Malaysia and Thailand and further assistance in development.

## **2.2 Social-cultural background**

### **2.2.1 Malaysia**

In terms of demographic and social background, Malaysia has 30,073,353 population with the ethnic portion of 50.1% Malay, 22.6% Chinese, 11.8% Indigenous, 6.7% Indian, 0.7% others and 8.2% non-citizen (CIA Factbook, July 2014). It is a multicultural and multiethnic society, where Malaysians have adopted at least L1 and L2 for Malay and English or to the extent of L3 for Chinese. Thus, German language is possibly at least a L3 or L4. To this, Selke (2013) questioned whether there is a need of another additional western language in Malaysia. Meanwhile, Lee (2012) explained that the

culture and lifestyle are heterogeneous between Malaysia and Germany, so it is challenging to understand the different culture for the learners in beginner's lesson.

### 2.2.2 Thailand

In view of Thailand, it has 67,741,401 population with a single dominating ethnic group that shows a positive effect of assimilation that consists of Thai 95.9%, Burmese 2%, others 1.3% and 0.9% unspecified (CIA Factbook, July 2014).

In contrast to Malaysia, Thailand is closely tied with traditional value of *Pi Nong* (elder sibling and younger sibling) relationship and *kreng-jai* culture to create a harmonious society. These practices have been addressed in a case study by Solgosoom (2001) on intercultural communication between German and Thai colleagues from the perspective of different cultural backgrounds such as collective community in Thailand and individualistic culture in Germany. To this, the intercultural communication difficulties might have disadvantage to attract German majors if compared to eastern languages, e.g. Japanese and Chinese that share the relatively similar form of society and culture. This can be further supported by a survey done by me on young adults in Thailand between 14-22 years old in February 2014 that shows more than 50% of participants chose Japanese and Chinese as their first choice.<sup>2</sup>

## 2.3 German publicity, visibility, and image in Malaysia and Thailand

Besides cultural diversities, there are much to be blamed that local media, in fact, are not interested in publicizing the German related activities. In Thailand, we could easily find German online magazines in the internet established by Germans, who are mainly

---

<sup>2</sup> A survey was conducted with 40 students from Triam Udom Suksa School and Chulalongkorn University in Thailand to find out Thai young adults in German language and culture on February 2014. Paper is presented and scheduled for publication on Makerere University, Uganda 1<sup>st</sup> Foreign Language Conference proceeding in 2015.

living in Thailand. For instance, *Pattaya Blatt*, *der Farang*, *Thailand Tip*, *Wochenblitz Thailand*, *Thaizeit*, *Hallo-Das Magazin*, *Aktuell Thailand* and *Südostasien Zeitung*.

In Malaysia, KL-Post is one of the main German magazines with collaboration of German speaking communities through GSSKL (German speaking society Kuala Lumpur) and AGS (Austrian-German-Swiss) charity bazaar. The rich information and publicity successfully attracted and reach the German reader but not the local. Thus, the impact of promotion learning language does not work effectively among the public.

Despite the language barrier and low visibility of German related activities in local media, mass public interest on contemporary entertaining related news also demotivated the connection with German related activities. This is mainly related to collective stereotyping on German image as pedantic and boring (Kalvachuk 2011), which is a distant from Thailand and Malaysia easy-going behavior and friendly personality in general (Salman. A., and Hasim. M.S 2012). For instance, according to the KAS Democracy report 2008, Thai media focuses on sensationalism, soap operas and other kinds of entertainment. This has eventually created eastern culture wave particularly from Korea and bringing the vast influence in all industries including the language learning.

## 2.4 German language in local tertiary education

As mentioned in 2.1, German language has been rooted in Thailand and Malaysia upon bilateral diplomatic relationship with Germany since 1862 and 1957 respectively. With the efforts of the establishment of Goethe Institute in Thailand in 1960 (Goethe Institute Bangkok 2000) and in Malaysia in 1958 (Wolf, Volker 2008), German language and culture have successfully paved its way in weaving relationship through tertiary education with local students and teachers by offering scholarships, teaching and learning materials in early stage. Today, more scholarships and activities collaboration have depended on variety sponsorships and organizer such as DAAD (Deutscher Akademischer Austauschdienst / The German Academic Exchange Service) and PASCH (Schulen: Partner der Zukunft / Schools: Partners of future).

Generally, in comparison with Malaysia, Thailand has relatively more universities that offer German as major due to the longer historical timeframe of bilateral relationship. To date, there are approximately ten public and private universities that offer programs or Bachelor degrees in German in Thailand, namely Chulalongkorn University, Thammasat University, Silpakorn University, Chiang Mai University, Kasesart University, Srinakharinwirot University, Prince of Songkla University, Ramkhamhaeng University, KhonKaen University and Payap University (Saengaramruang, 2006:69).

Additionally, Mahidol University is offering a new BA course in intercultural studies and languages, which started in January 2015 with German language as one of the choices to fulfill the foreign language proficiency requirement (Mahidol University International Program, 2014). Besides, there are also private universities, such as Asian Institute of Technology (AIT), King Mongkut's University of Technology in Thonburi and Assumption University that offer German subjects elective courses (Saengaramruang, 2006:4; Imove, 2004:37).

In contrast, there are only two universities which have offered a bachelor Degree in German as major; namely, University Malaya (UM) since 1998 and University Putra Malaysia (UPM) since 1999. UM offers two different types of bachelor degrees under the Faculty of Languages and Linguistics: Bachelor Degree in German Language and Bachelor Degree in German Education. (Selke, 2012)

Taking the German language development and sustainability in account in both countries, this study has chosen Chulalongkorn University (CU) and University of Malaya (UM) with the reputation of establishing the first German section in Thailand and Malaysia.

#### **2.4.1 The German section at the Faculty of Arts, Chulalongkorn University**

Compared to UM, the history of CU was relatively longer due non-colonialism political situation. CU was founded by King Rama VI (King Vajiravudh) under his father's name, King Rama V (King Chulalongkorn) on 26<sup>th</sup> March, 1917. The first four faculties was then

established; namely Faculty of Art and Science, Faculty of public administration, Faculty of engineering and Faculty of medicine.

According to Dr.Wanna Saengaramruang, associate professor of Faculty of Arts, German language courses were offered for the first time at Faculty of Arts and Science in 1920. In 1957, the German language program started to offer a bachelor degree program and the first group of graduates were produced in 1962. To this, in order to produce more local professionals in German education, Goethe Institute has sponsored 10 students for furthering their study in German language and culture in Munich, Germany.

Goethe Institute (2000) stated this:

..... the one awarded (scholarship) to a young woman called Ampha Otrakul in 1958, which had such far reaching effects. Prof Dr.Ampha Otrakul, as she later became after lengthy further studies in Germany in the 1960s, spread the advance of German language teaching in the 1970s by establishing Thailand's first MA course in German department. From its very beginnings, the Goethe Institute Bangkok had a knack for good investment in Thai-German cultural exchange.

In 1968, Professor Ampha Otrakul was appointed head of the German language section in the Department of Western languages in the Faculty of Arts at Chulalongkorn University. She stayed in that position until her formal retirement in 1995. Figure 2-5 below shows the young Professor Ampha Otrakul from the first position of right side and figure 2-6 is the most recent picture taken in her office.

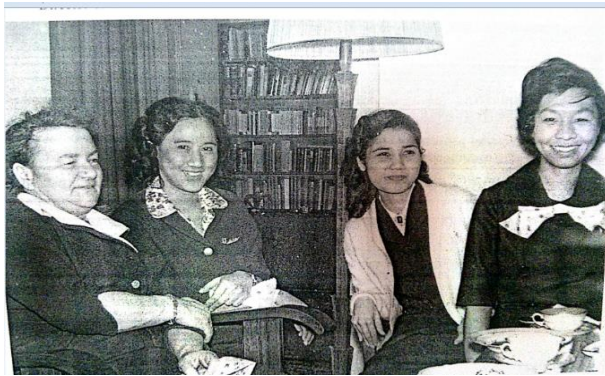


Figure: 2-5 (left) Young Professor Ampha from first right position

Figure 2-6 (right) Professor Ampha and I

#### 2.4.2 The German Section at Faculty of Languages and Linguistics, University of Malaya

The University of Malaya was firstly merged with Raffles College to become university of Malaya in 1949 in Singapore. In 1959, University of Malaya has officially divided into two campuses in Singapore and Malaysia and became autonomous universities upon bilateral agreement of government in 1962: University of Malaya in Kuala Lumpur and National University of Singapore (Prior to 1980, it was known as University of Singapore) in Singapore (Mukherjee, Hena and Wong, Poh Kam 2014).

The German Section was then officially established under Faculty of Languages and linguistics, which was formally known as the language center on 9<sup>th</sup> March 1972. At the beginning, it was a service center that was responsible for conducting language courses that met the requirement of the various faculties, academics and centers at the University of Malaya (FBL, UM official website). On 27<sup>th</sup> April 1996, the faculty started to offer a bachelor degree program in eight languages: Arabic, Chinese, Tamil, English, Japanese, German, French, and Spanish. The first cohort of 145 students came during the 1998/1999 intake.

## 2.5 German section at Chulalongkorn University and University of Malaya

The development and sustainability of University cannot solely depend on a single input to identify and conclude the outcome but rather should apply a holistic approach that involves different actors in different aspects.

According to Kaylene C.William and Caroline C.William (2011), five ingredients are essential for improving student motivation: Students, teachers, contents, method and process, and environment. To this, the following parts will review with theories and facts on: -

- (a) Curriculum and intakes
- (b) Teaching system
- (c) Teaching and learning methods

### 2.5.1 Curriculum and intakes

#### 2.5.1.1 Curriculum

We can say that the curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, and the characteristic of the learning experiences in particular from the point of view of methods to be used, the resources for learning and teaching. (e.g. textbooks and new technologies) evaluation and teachers' profiles. (Cecilia Braslavsky, Director of UNESCO IBE)

Today, Faculty of Arts at Chulalongkorn University requires students to gain a minimum of 144 credit hours for 8 semesters to obtain a bachelor degree in Arts, which has been revised from 2003 with 147 credits. The emphasis of studies has turned its focus to



concentration and major courses instead of General education courses<sup>3</sup>. The concentration courses are courses that offered by the German program including major and elective courses that concentrated on Arts content, for instance, German poetry and German for Tourism. Table 2-1 below shows the revision of credit hours:

**Table 2-1: 2003 & 2014 BA Faculty of Arts credit hours in CU**

	<b>Courses</b>	<b>2003</b>	<b>Present (2014)</b>
<b>a.</b>	General education	<b>30</b>	<b>27</b>
<b>b.</b>	Specialized courses	<b>111</b>	<b>114</b>
	● <i>Foundation courses in arts</i>	<i>40</i>	<i>32</i>
	● <i>Concentration courses</i>	<i>71</i>	<i>82</i>
<b>c.</b>	Elective courses	<b>6</b>	<b>3</b>
	<b>A+B+C=</b>	<b>147</b>	<b>144</b>

\*Refer to appendix 1 for full detail courses

As for the Faculty of Languages and Linguistics in University of Malaya, the curriculum has been revised from 103 credit hours for 6 semesters in 2009/2010 to 125 credit hours in 2013/2014 for 7 semesters. Table 2-2 below shows the differences between 2009/2010 and 2013/2014, which headed into the similar direction with Chulalongkorn University in concentrating on core courses:

---

<sup>3</sup> General education subjects are compulsory courses for tertiary education by Ministry of Education in Thailand in 5 fundamental areas: Humanities, science and math, social sciences, interdisciplinary and foreign language.

Table 2-2: 2009/2010 & 2013/2014 BA Faculty of Languages and Linguistics credit hours at  
UM

	Courses	2009/2010	2013/2014
a.	Core courses	15	23
b.	Faculty core courses	18	24
c.	Major and department core courses	52	63
d.	Faculty elective courses	18	15
	<b>Total credit hours</b>	<b>103</b>	<b>125</b>

\*Refer to appendix 2 for full detail of courses

### 2.5.1.2 Intake

The intake systems at CU and UM are different. At CU, it is compulsory for students to have obtained certificates from GAT (General Aptitude Test) and PAT (Professional and Academic Aptitude Test) for German language along with their O-Net (Ordinary National Education Test) as the basic requirement to apply for German majoring in Faculty of Arts. Thus, students would have studied for at least 3 years in senior high school before they take the PAT-German language examination. However, at UM, students could apply with their STPM (Malaysian Higher School Certificate) / Matriculation certificate along with MUET (Malaysian University English Test) without any German language knowledge or background. Table 2-3 below shows the university entrance examination and enrollment requirements between UM and CU:

Table 2-3: University entrance examination and enrollment requirements  
between UM and CU

	CU- Thailand	UM - Malaysia
<b>University entrance examination</b>	1. Cumulative Grade Point Average (GPAX) 20%.	1. STPM (Malaysian Higher School Certificate)

(cont.) Table 2-3

	CU-Thailand	UM-Malaysia
University entrance examination	2. *PAT (Professional and Academic Aptitude Test) 0-40% 3. *GAT (General Aptitude Test) 10-50% 4. O-NET (Ordinary National Educational Test) 30% *German PAT 7.2 with at least 3 years German lessons in high school.	2. SPM (Malaysia Certificate of Education) 3. MUET (Malaysian University English Test) 4. Co-curriculum 100% 5. *Interview *Interview is one of the entry requirements for Faculty Languages and Linguistics
Basic German requirement	Yes	No
	Note: 1. PAT 7.2 example exam paper and SPM German exam as per attached in appendix 3. 2. No requirement of German basic but passing interview session upon official enrollment in UM. 3. German is offered as PAT in SPM examination.	

Source: NIETS (National Institute of Education Testing Service) Thailand, MOE (Ministry of Education of Malaysia), CU Faculty of Arts and UM Faculty of Languages and Linguistics.

### 2.5.2 Teaching and learning system

Generally, the BIGGS (1996, 2003) 3P model (Presage, Process, and Product) has been introduced to identify suitable teaching and learning methods for teachers and

students. Bambacas & B.Sanderson (2011) mentioned that the 3P model shows how an understanding of students can help lecturers to plan appropriate support for the teaching and learning arrangement. To this, Prosser & Trigwell (1999) mentioned that teachers have to firstly identify students' learning background as students' approaches to learning reflect their prior experiences in teaching and learning environments. Referring to the model, the student presage describes the learning-related characteristics of the student in terms of prior knowledge, abilities, and preferred approaches to learning, values, appreciations, and competence in language of instruction (BIGGS, 1996). These elements of students will give information to teachers for teaching planning, setting objectives, choosing teaching methods and etc. before approaching the teaching process.

Throughout the teaching process, students will experience the choices of teaching methods by lecturers and learning outcome. At last, students need to decide on their learning methods to produce the expected level of product. Below figure 2-7 shows the BIGGS constructive alignment of 3P-model of teaching and learning:

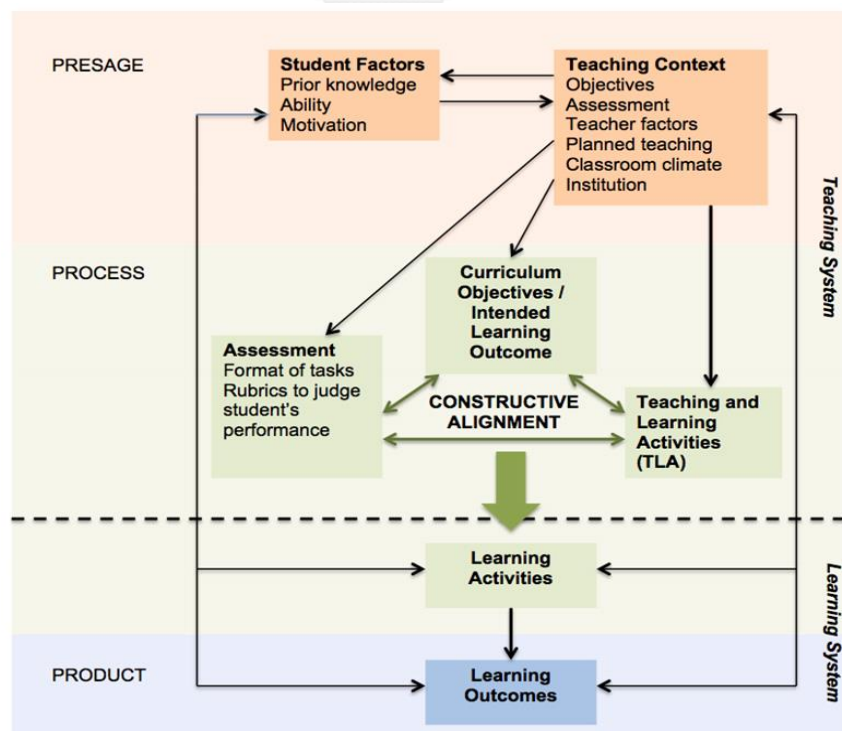


Figure 2-7: Constructive alignment in teaching and learning (BIGGS 2003)

To further discuss this, the learning and teaching methods from lecturers and students are one of the main concerns to influence the quality of university education.

### 2.5.3 Teaching and learning methods

As mentioned earlier, choice of teaching methods has to be based on target learners (students). To ignore individual instructional preferences may ultimately lead to reduced motivation and engagement with the learning process (Bambacas & Sanderson 2011). The following part will discuss about the teaching and learning styles and roles, which will be used as the mechanism to analyze with data in Chapter 4.

In general, Smith & Riding (1999) suggested an idea by dividing the identification process into two parts: instructional preference inventory and learning preferences and identities. The instructional preference inventory refers to teaching methods based on the teacher-centered approach and student-centered approach. The learning preferences and identities refer to the division of learning methods by students based on their learning preferences as independent learners, collaborative learners, or dependent learners. In other words, instructional preference inventory is the outcome of teaching and learning in classroom, whereas learning preference and identities is the choice of learning methods based on individual preference out of the classroom.

#### 2.5.3.1 Instructional preference inventory: Teaching methods and styles

If style is what a teacher is, then there are potentially as many different styles as there are teachers. (Anthony F.Grasha, 1996)

According to *free dictionary*, teaching methods can be defined as the principle and methods of instruction. Method refers to a way of doing something especially a systematic way; implies on orderly logical arrangements. Additionally, method underlines the denotation meaning of teaching guideline for classes, whereby different roles are expected from teachers and students for each method. Anthony F.Grasha (1996) explained in detail by suggesting four main teaching styles by teacher to identify the role of teachers and students, namely **(a) Formal authority or expert**: It is a teacher centered approach method that commonly practiced in traditional classroom. In this method, the teacher delivers knowledge and concepts by lecturing, whereas

students are solely receiving information and often with less interaction apart from taking notes and asking questions for clarification. It is common to perform this teaching style when fundamental theories, structures, grammar are needed to be explained and taught. **(b) Demonstrator or personal model:** This method is focusing on teacher as a demonstrator or model to show and guide students to understand and practice a task. For instance, a teacher is demonstrating how to use polite phrases to express one's request and student will play a role as an observer and practice by copying the examples given by teacher. This teaching style is still teacher centered approach but with more autonomy compared to formal authority. **(c) Facilitator:** Teachers create situation for students to practice what was taught. In this student oriented approach, students are often on experiencing cooperative learning to complete a task. For instance, students need to exchange ideas in a group and find out the solution for particular situations with the related information or knowledge given by teachers. **(d) Delegator:** It is learning by teaching methods, whereby teachers are viewed as a consultant by giving comments and students are given full autonomy in a project. For instance, students need to present their individual or group work in the end of semester. The process of project development depends much on students from designing outline, content, and research direction to presentation.

In short, Richard M.F & Eunice R.H (1995) mentioned a study showing that students retain 10% of what they read, 26% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do something. However, the teaching methods are just general guidelines for every subject but the teacher has to be flexible and play multiple roles in classroom (Grasha 1996, 2003) For instance, in a historical linguistic class it should be appropriate to use lecture-style to teach background and theories. However, there might be some students who love to discuss for more understanding purposes. In this case, the teacher needs to be facilitator and open a chance for students to apply their knowledge in certain cases. Thus, Richard M.F & Eunice R.H (1995) further explained that to achieve effective foreign language learning is to balance instructional methods, somehow structuring the class

so that all learning styles are simultaneously – or at least sequentially – accommodated.

### 2.5.3.2 Learning preferences and identities – Learning styles

In traditional Southeast Asia classroom, it is common to have passive learning styles among students such as listening to lectures, taking notes and answering the lecturer's questions. Park C.C (2000) has mentioned in his research on learning style preference of Southeast Asian students as follows,

In general, Southeast Asians tend to be passive and nonverbal in class. They rarely initiate class discussions until they are called on, similar to East Asian Students. This is because reticence and humility are highly valued, following Asian cultural values, they do not want to show what they know and they do not want to lose their face in case their answers are incorrect..... Learning usually is accomplished through rote memorization and the “teacher lecturing in the classroom form” were structured. Students were taught to be polite and encouraged to remain silent.

To this, students are mainly suppressed under the traditional traits and learning environment as such, or copying and indicated the learning preferences of the others which are not applicable and effective for themselves as an individual. In response to this, through the mechanism of assisting students to understand their learning style preference, there were **three main theories** introduced by scholars as follows:

(i) **VAK/VARK**

In 1987, Stirling has introduced a theory of learning style preference -VAK (Visual-Auditory-Kinesthetic). In this theory, *visual* style refers to learning by seeing, and preference are given to symbolic and graphic forms such as graphs, logos, pictures, statistics, memory maps, etc.

*Auditory* style is learning by listening. Learners are able to capture the contents by listening to instruction, presentation and music. Meantime, auditory learners also tend

to be in favor of sharing, speaking and discussing as a whole. Thus, it is effective to provide space for them to have group discussion, forum and presentation. (Fleming, 2011)

*Kinesthetic* style refers to learning by moving, it is also in conjunction with tactile or touching learning preference. According to VARK modalities' definition, Kinesthetic refers to the "perceptual preference related to the use of experience and practice (simulated or real)." Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, "either through concrete personal experiences, examples, practice or simulation" (Fleming & Mills, 1992, pp. 140-141). Learning methods such as case studies, experiment, interview, role playing, apply dancing skills on performance can be relatively effective.

The VAK learning preference has been developed by Neil Fleming in 1992 with Colleen Mills by including *R-Read and Write* to the model. VARK model indicates the existence of Read and write preference learners and multi-modal learner. In *Read and write* learning style, repeatedly writing sentences, learning vocabularies by memorizing and reading are commonly used for better understanding for R learners.

Meanwhile, multi-modal learner means learner who prefers combined learning methods from VARK with various choices. For instance, *Visual-Auditory* learners prefer to have activities such as brain storming, collaborative learning and analyzing details to optimize their understanding level. A combination of *Auditory-Read and Write* would prefer to learn through listening music or any learning materials with sounds and rewrite the transcript from what they have heard for memorizing purposes and etc.



(ii) Multiple intelligence

In addition to the learning theories, Howard Gardner introduced the multiple intelligence theory in his book, *Frames of Mind* in 1983. It has then be widely used in education and industrial field to understand and appreciate the strengths in particular students and employees through identifying their learning preferences. Below table 2-4 shows the nine different types of multiple intelligence:

**Table 2-4: Multiple intelligence**

1.	Verbal-linguistic intelligence	Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words
2.	Logical-mathematical intelligence	Ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns
3.	Spatial-visual intelligence	Capacity to think in images and pictures, to visualize accurately and abstractly
4.	Bodily-kinesthetic intelligence	Ability to control one's body movements and to handle objects skillfully
5.	Musical intelligences	Ability to produce and appreciate rhythm, pitch and timber
6.	Interpersonal intelligence	Capacity to detect and respond appropriately to the moods, motivations and desires of others
7.	Intrapersonal	Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
8.	Naturalist intelligence	Ability to recognize and categorize plants, animals and other objects in nature

(Cont.) Table 2-4

9.	Existential intelligence	Sensitivity and capacity to tackle deep questions about human existence such as, What is the meaning of life? Why do we die? How did we get here?
----	--------------------------	---

Source to: Northern Illinois University, Faculty Development and Instructional Design Center

(iii) **ELT and LSI**

ELT (Experiential Learning Theory) and LSI (Learning Style Inventory) were learning style theories introduced by David Kolb in 1984 and 2005 respectively. Similar to Fleming and Howard theories, David Kolb believes that everyone has their learning preference(s) and he further defined it with in four stage learning cycle, which students will adapt into our different styles throughout the process; namely experiencing/feeling, reflecting/thinking, watching, and acting as below in numerical order:

Stage 1: Concrete Experience (CE) – direct experience

Stage 2: Abstract Conceptualization (AC) – thinking and reflecting

Stage 3: Reflective Observation (RO) – watching and examining different point of view

Stage 4: Active Experimentation (AE) – learning by doing

The theory has been further developed into Kolb learning style inventory in 2005 and categorized into four different type of learning styles with combinations as Table 2-5 below:

**Table 2-5: Kolb's learning style inventory**

	Doing (AE)	Watching (RO)
Feeling (CE)	Type 1 : Accommodative (CE+AE)	Type 3: Diverging (CE+RO)
Thinking (AC)	Type 2: Converging (AE+AC)	Type 4: Assimilating (AC+RO)

As Fleming (1992) explained the vast possibilities of combination for multi-modal learners, the mutual development of direction is applicable on David Kolb's theory in LSI as shown in Table 2-5.

In LSI, each combination carries particular learning characteristics such as learners with *accommodative* learning style are relatively a risk taker, sensitive and act fast in finding solution. Whereas *converging* learning style could be applied on learners who are in favor of making decision, practical application of ideas and thoughts such as skill-based tasks. Meanwhile, learners who are sophisticated, imaginative, emotional and strong in arts will prefer to utilize watching or observing and experience to deliver the best learning result through *diverging* learning style. In *assimilating* learning style, learners are more concise and logical through thinking and watching. It is commonly used for experimental field that requires analytical thinking and observation skill.

In short, teachers and learners are in a parallel position in finding the balance of teaching and learning styles, and methods. Meanwhile, another important element is learning motivation from students. Lee (2013) wrote in her article "Foreign language acquisition: Teaching German language for beginners" Motivation will direct the learner's attitude in long term and support the learners in their individual learning process. The different learning motivation would make the learners to have passion that leads to further improvement in language proficiency.

#### **2.5.4 Motivation and promotion**

The following part will discuss from the perspective of how motivation could influence an individual's activeness in involvement of activities. The concept and theory will be used in analyzing students' motive to choose German language as major study, the intention to further improve their language proficiency and intention to promote for fellow students.

##### **(a) Motivation**

What is motivation? According to Kendra Cherry, psychologist and author of an introductory guide to the science of human behavior, she defined motivation as:

Motivation is a process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. It involves the biological, emotional, social and cognitive force that activates behavior. In everyday usage, the term motivation is frequently used to describe why a person does something.

However, motivation could be further analyzed according to Deci and Ryan (1985) with SDT (Self Determination Theory) as below figure 2-8. Motivation is divided into 3 main types; namely (i) Amotivation (ii) Extrinsic motivation (iii) Intrinsic motivation. There are four types extrinsic motivation that vary according to their relative autonomy: (a) External regulation (b) Introjected regulated (c) Identified regulation (d) Integrated regulation.

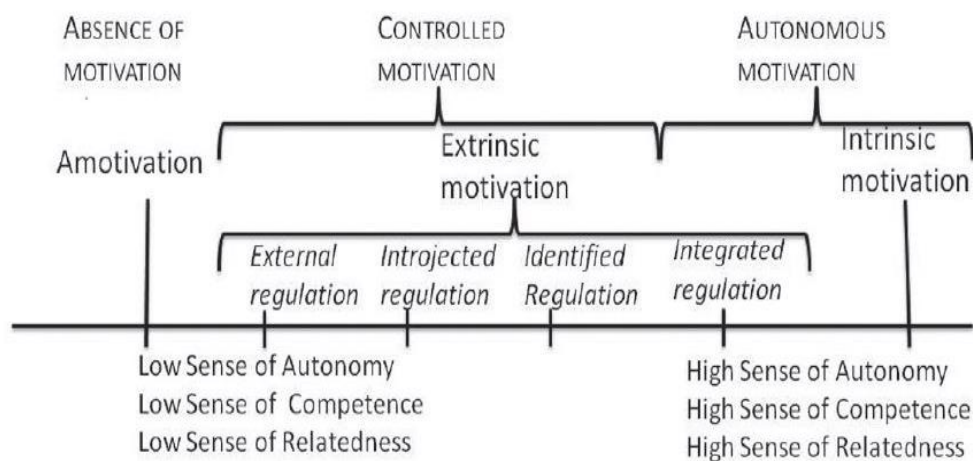


Figure 2-8 : The motivation continuum (Deci and Ryan 1985)

In the paper of Müller & Louw (2003) entitled “conditions of university students motivation and study interest”, they explained the motivational regulations as below with examples:

**Amotivation (AM):** No intention behind the behavior; *e.g. I really feel I’m wasting my time in university*

**External regulation (ER):** Motivated only by external contingencies (reward or the threat of punishment) *e.g. without pressure from outside I would do less*

**Interjected regulation (IR):** Introjection of demands that pressure students. For example, to avoid feelings to guilt; e.g. *I have to give myself an inner push in order to continue learning in my studies*

**Identified regulation (ID):** Identification with opportunities that are in accordance with learners own goals but are not intrinsically motivated; e.g. *I'm committed in my studies, because I want to realize goals I set myself.*"

**Integrated regulation (IR2)<sup>4</sup>:** When external motivations are fully assimilated into your authentic self, they become integrated regulations with your values and beliefs; e.g. *I love German language because I know it will benefit me in future.*

**Intrinsic motivation (IM):** No regulation by extrinsic rewards. It is solely due to curiosity and interest; e.g. *I really enjoy learning and working here.*

In view of the extension of extrinsic motivation in Deci and Ryan model, intrinsic motivation is relatively highly valued for quality assured learning outcome. However, the larger scale of extrinsic motivation has indirectly labeled the important role of external influences towards students due to globalization and trend. For instance, future job prospect, further study opportunities, high recognition of demand in particular language and etc. To this, promotion and advertisement are needed for development and sustainability purposes as the first touch of delivering information to target learners and public.

### 2.5.5 Promotion

Merriam-webmaster dictionary defines promotion as the act of furthering the growth or development of something. Something such as advertising that is done to make people aware of something and increase its sales or popularity. With reference to the previous discussion on low visibility of German language in Thailand and Malaysia, Professor Wanna Saengaramruang (2006) mentioned Thai people are used to foreign languages, particularly Japanese and Chinese as both languages are offered at high-school level apart from German and French. The difference of foreign languages'

---

<sup>4</sup> Integrated motivation is the combination of extrinsic and intrinsic motivation. It could not be fully categorized as intrinsic motivation is due to the availability of extrinsic interest on choice. Information retrieved on 8 Nov 2014: <http://www.emotionalcompetency.com/motivation.htm>

popularity could be seen in the university entrance examination. Below table 2-6 shows the examination participants in 2009 on Professional and Academic Aptitude Test, PAT 7 – Foreign Languages:

**Table 2-6: PAT 7- Foreign languages, 2009**

	Percentage		Students
	Professional content	Academic Aptitude	
<b>PAT 7.1 French</b>	40%	60%	10,000
<b>PAT 7.2 German</b>	40%	60%	1,500
<b>PAT 7.3 Japanese</b>	30%	70%	9,000
<b>PAT 7.4 Chinese</b>	60%	40%	15,000
<b>PAT 7.5 Arabic</b>	60%	40%	600
<b>PAT 7.6 Bali</b>	70%	30%	900

*Source: National Institute of Education Testing Service, NIETS Thailand*

The data in table 2-4 shows there is significantly lower number of students in taking German for university entrance examination. The difference between French and German has a huge gap with a ratio of almost 10:1 number of students. In response to this, the possible factors of low interest among students on German language and suggestion in improvement concerning promotion and development will be further discussed in chapter 6 with different perspectives from external and internal parties' participants.

## Chapter 3 Research methodology

This study applies quantitative and qualitative approaches or data collection. The definitions of quantitative, qualitative and mixed approach can be defined as below according to Creswell (2003.p19, 21):

**A quantitative approach** is one in which the investigator primarily uses post-positivist claims for developing knowledge (i.e. cause and effect thinking, reduction to specific variables, hypotheses and questions, use of measurement and observation, and the test of theories.), employs strategies of inquiry such as experiments and survey, and collect data on predetermined instruments that yield statistical data.

**A qualitative approach** is one in which the inquirer often makes knowledge claims based primarily constructivist perspectives (i.e. the multiple meanings of individual expectances, meanings socially and historically constructed with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e. political, issue-oriented, collaborative or change oriented) or both.

**A mixed approach** refers to pragmatic knowledge claims, collection of both quantitative and qualitative data sequentially.

To this, in-depth interviews, questionnaires, group discussion and observation were conducted on particular groups and individuals for specific purposes. In parallel progression with this, research methods such as observation with least participation, data collection from German departments, teaching and learning materials, and accessible facilities for language learning purposes were utilized.

## 3.1 Research methods

### 3.1.1 Data collection from informants

At the end of August-Mid October 2014, a total of 77 students and lecturers, 10 alumni members from CU and UM, 2 representatives from Goethe Institute Kuala Lumpur and Bangkok, 2 representatives from Chamber of Commerce participated in this data collection process. Altogether, there were 91 participants. They were separated into 5 groups and categorized in internal parties for in-campus informants (Group 1-2) and external parties for related informants that were not in-campus (Group 3-5) as below:

- (a) Group 1 informants: Professor, lecturers and tutors
- (b) Group 2 informants: University students
- (c) Group 3 informants: Alumni members
- (d) Group 4 informants: Goethe Institute representatives
- (e) Group 5 informants: Chamber of commerce representatives


The choice of informants from internal and external parties *was intended* to give a holistic approach from different perspectives in combination of education and the world market.

In addition, prior to the in-depth interview session particularly conducted on Group 1, 4 and 5, the informants and interviewer were requested to sign on the consent form to ensure the mutual agreement for voice recording as documentation purposes in this research. As Crisol (2003) mentioned in ethical issues with informed consent:

The informed consent process is a very important aspect of both research and clinical experiments. It promotes the rights of a participant as autonomous being to ensure that they are treated with justice, beneficence and respect.

Figure 3-1 below shows the example of consent form signed by Dr.Thanokon Kaewwipat on 27<sup>th</sup> August 2014.



  
**Chulalongkorn University**  
 จุฬาลงกรณ์มหาวิทยาลัย

**CONSENT FORM**

Participant's name: Dr. Thanakon Kaewwipat  
 Date: 27 August 2014  
 Location: Faculty of Arts  
 Time: 10 h  
 E-mail: Th.Kaewwipat@gmail.com

I hereby authorize and allow Ms. Yap Lian Chee (Sandra) to perform the recording along the process of interview with me.

I declare that I have fully understood and agreed that the record will be used as Ms. Yap Lian Chee (Sandra)'s data collection, which it contributes to her Master thesis work in Southeast Asian Studies program, Chulalongkorn University.

<p>Participant's signature,</p> <p><u>Th. Kaewwipat</u></p> <p>Dr. Thanakon Kaewwipat Lecturer of the German section Department of Western Languages, Faculty of Arts, Chulalongkorn University.</p>	<p>Interviewer,</p> <p><u>Ms. Sandra Yap Lian Chee</u></p> <p>Ms. Sandra Yap Lian Chee (Student ID: 568 76394 20) Southeast Asian Studies Department, Graduate School, Chulalongkorn University</p>
--	---

CHULALONGKORN UNIVERSITY

Figure 3-1: Consent Form

### 3.1.1.1 Group 1 informants: Professors, lecturers and tutors.

Informants that I selected from CU consist of 2 associate professors, 2 senior lecturers and 1 visiting foreign lecturer from DAAD, whereas representatives from UM consist of 2 visiting foreign professors, 1 recently retired senior lecturer, 1 senior tutor and 1 tutor. The intention of choosing group 1 informants was aimed to target on collecting different views from foreign lecture, local senior lecture, local young lecturer and tutor perspectives on teaching and learning methods, university system and suggestion for future development. Table 3-1 below shows the details about the informants:

Table 3-1: Information of group 1 informants

	Name	Position and background	University	Current teaching area	Years of service
1	Prof.Dr. Ampha Otrakul	First local head of department in German section, CU.	CU	Literature	50 years
2	Associate professor Wanna Saengaramruang	Associate professor and authors of German-Thai language books collection	CU	Language, Translation	25 years
3	Dr.Aratrek Kaewsumrit	Senior lecturer	CU	Language	11 years
4	Dr.Thanakon Kaewwipat	Senior lecturer	CU	Mass media, language	2 years
5	Dr.Antje Streit	Senior lecturer from DAAD	CU	Language	1 year
6	Dr.Hans Volker Wolf	Former GI director and senior lecturer	UM	Linguistics, Language, Translation	2 years
7	Dr. Guido-Gundolf Bernhard Schnieders	Visiting lecturer and representative of DAAD	UM	Conversation, language	3 years
8	Ms.Koh Yi Chern	Senior tutor	UM	Language	11 years
9	*Ms.Seval Birlık	Resigned on May 2014, senior lecturer	UM	Language, linguistics, German for specific purposes	10 years
10	Ms.Janice Lee Jin Zhuo	Tutor	UM	Language	2 years

\*Due to the fact that Ms.Seval Birlık had returned to Zurich, the interview was done through Skype on 9<sup>th</sup> October, 2014 at 3pm-4.30pm (Thailand time zone) or 11am-11.30am (Zurich time zone). Below figure 3-2 is the screenshot on Skype:



Figure 3-2: Ms.Seval Birlik (left) and I (right corner)

Upon the completion of signing the consent form, in-depth interview was conducted with questions stated in table3-2 below, which consist of 9 questions that last for 30 minutes to 1 hour for each informant. The purposes of questions will be explained in detail in **section3.2**.

Table 3-2: Questions for group 1 informants

1.	How long have you been teaching German?
2.	What teaching method are you using now? (Please specify the courses)
3.	How does the grading system work?
4.	What do you find the most challenging part of teaching German?
5.	What do you think about students' academic performance and involvement of German-related activities?
6.	How do you define the current situation of German language trend in local market?

(Cont) Table 3-2

7.	What are the activities promotions that have been done in the past 5 years to attract more new students to join the program?
----	--

8.	What is your opinion and ideas for German language department to further improve?
9.	Do you have any extra comment(s)?

### 3.1.1.2 Group 2 informants: University students

The university students are another important group to provide information from internal (in-campus) perspectives on teaching and learning methods, suggestion on possible room of improvement, motivation and future expectation. The result will be used to compare with other informants on similar concerns.

During September-October 2014, a total number of 35 students from Chulalongkorn University and 32 students from University of Malaya participated in this research. Students were given 1 set of questionnaire which contains 7 questions and another set of open answer discussion with 7 questions. The informants had been chosen from year 1-4 at German department of both universities and German for education program at UM because the bachelor degree is offered in two types by the Faculty of Languages and Linguistics, namely major in German and German for education with different course designs and intake systems.

Table 3-3(a) and table 3-3(b) below show the questionnaire and open discussion for group 2 informants:

**Table 3-3(a): Questionnaire for group 2 informants**

#### Demographic details

Faculty:

University:

Year:

Age:

Gender:

E-mail (optional):

(Cont.) Table 3-3(a)

1.	<p>What is your mother tongue?</p> <p>(a) Thai</p> <p>(b) English</p> <p>(c) Malay</p> <p>(d) Tamil</p> <p>(e) Chinese</p> <p>Others (Please specify):</p>
2.	<p>What is your second language?</p> <p>(a) English</p> <p>(b) Chinese</p> <p>(c) Malay</p> <p>(d) Thai</p> <p>(e) Tamil</p> <p>(f) German</p> <p>Others (Please specify):</p>
3.	<p>When was your first time learning German?</p> <p>(a) Pre-school/Kindergarten</p> <p>(b) Primary school</p> <p>(c) Secondary school</p> <p>c.1 Junior</p> <p>c.2 Senior</p> <p>(d) University</p>
4.	<p>Please evaluate your German language skills by numbering them in order of strongest (4), good (3), weak (2), weakest (1).</p> <p>*Number can be repeated</p> <p>Listening: ( )</p> <p>Speaking: ( )</p> <p>Writing: ( )</p> <p>Reading: ( )</p>

(Cont.) Table 3-3(a)

5.	<p>Why do you choose German as your major for bachelor degree?</p> <p>(a) I was told to do so by parents</p> <p>(b) I followed my senior's /friend's choice</p> <p>(c) I have heard from others about the opportunity of going to study abroad</p> <p>(d) I want to work with German company or Institution</p> <p>(e) I love German language and culture</p> <p>(f) I just randomly pick from choices</p> <p>(g) I don't see there is other option that favors me</p> <p>Others (Please specify):</p>																		
6.	<p>What are the main attraction before you learn German and after you learned German in the University? <b>(Please tick ✓)</b></p> <table border="1" data-bbox="384 958 1385 1310"> <thead> <tr> <th data-bbox="384 958 999 1016">Main attraction:</th> <th data-bbox="999 958 1203 1016">Before:</th> <th data-bbox="1203 958 1385 1016">After:</th> </tr> </thead> <tbody> <tr> <td data-bbox="384 1016 999 1075">University's facilities</td> <td data-bbox="999 1016 1203 1075"></td> <td data-bbox="1203 1016 1385 1075"></td> </tr> <tr> <td data-bbox="384 1075 999 1133">University's reputation</td> <td data-bbox="999 1075 1203 1133"></td> <td data-bbox="1203 1075 1385 1133"></td> </tr> <tr> <td data-bbox="384 1133 999 1191">Future prospect</td> <td data-bbox="999 1133 1203 1191"></td> <td data-bbox="1203 1133 1385 1191"></td> </tr> <tr> <td data-bbox="384 1191 999 1249">Language and culture</td> <td data-bbox="999 1191 1203 1249"></td> <td data-bbox="1203 1191 1385 1249"></td> </tr> <tr> <td data-bbox="384 1249 999 1310">Other's (Please specify):</td> <td data-bbox="999 1249 1203 1310"></td> <td data-bbox="1203 1249 1385 1310"></td> </tr> </tbody> </table>	Main attraction:	Before:	After:	University's facilities			University's reputation			Future prospect			Language and culture			Other's (Please specify):		
Main attraction:	Before:	After:																	
University's facilities																			
University's reputation																			
Future prospect																			
Language and culture																			
Other's (Please specify):																			
7	<p>Do you participate or organize in any German language related activities?</p> <p>(a) Yes (Please state the activities and achievement):</p> <p>1.</p> <p>2.</p> <p>(b) No</p>																		

Table 3-3(b): Open discussion for group 2 informants

1.	What do you think about the interaction between lecturers and students, and teaching methods?
2.	What kind of learning methods are you using?
3.	Do you think most of the time you are preparing for exam but not for practical usage?

(Cont.) Table 3-3(b)

4.	Do you have any idea for German department or University facilities (e.g. reference books in library) to improve?
5.	What could be done to promote the language in future?
6.	What is your first choice of occupation upon graduation?
7.	Do you have any extra comment(s)?

### 3.1.1.3 Group 3 informants: Alumni

The alumni members are chosen to provide their experiences and testimonials as the significant figures of beneficiaries from German departments at CU and UM. The information is aimed to analyze from practical and realistic outcome with the university system and education.

To this, data was collected from a total number of 10 alumni members from Chulalongkorn University and University of Malaya. An open discussion for questions in table 3-4 to collect more comments regarding their career path, current living environment and activities. This could possibly reflected their current situation which surrounded by German language and culture, and as well as the ideas on language promotion and development for their alma mater.

Table 3-4: Open discussion for group 3 informants

1.	Are you still practicing German language? (Please state the method)
2.	Are you still participating in any German related activities? (Please give example)
3.	Do you think it is an advantage to know German language for your profession? Why?
4.	Have you used German language in your work before? (Please give example)
5.	Please evaluate your German language skills by numbering them in order of strongest (4), good (3), weak (2), weakest (1). *Number can be repeated

(Cont.) Table 3-4

	(a) Listening: ( ) (b) Speaking: ( ) (c) Writing: ( ) (d) Reading: ( )
6.	What do you think we should do to improve and attract more people to learn German?
7.	Do you have extra comments?

#### 3.1.1.4 Group 4 informants: Goethe Institute representatives

Group 4 informants are one of the three external parties involved in this research. Concerning the historical point of view on German department development at CU and UM, Goethe Institute's role is undeniably important from the role of supporting on co-operating with local institutions on German culture and language promotion. To this, Dr.Hans Dieter Dräxler, the head of language department in Goethe Institute of Bangkok and Dr.Rolf Stehle, the director of Goethe Institute in Kuala Lumpur have given information on current situation of German language trends, the advantages of learning German and future supports for German learners. The information was beneficial for universities' planning and motivation for learners as well as lecturers. Further to this, the in-depth interview was conducted along with recording for 1 to 1 ½ hours for each representative from Goethe Institute. Eight questions in table 3-5 were asked during the interview.

Table 3-5: Questions for key informants 4

1.	How do you describe current situation of German language trend in local market?
2.	What do you think about the phenomenon of German language learners in decreasing trend nowadays in the world including Malaysia/Thailand?
3.	What are the obstacles and difficulties in expanding the German culture and language in local market?



(Cont.) Table 3-5

4.	Do you think oriental language or eastern language rise is a threat to promote German language?
5.	What are the advantages of learning German?
6.	Many students might question on learning German without practical usage in their future career, which unlike, for instance Japanese companies that they prefer Japanese speaker. What do you think about this?
7.	What are the activities that G.I had jointly organized or worked with universities?
8.	Can you give us some idea on any possible strategic promotion of German language for future in local market?

### 3.1.1.5 Group 5 informants: Chamber of Commerce representatives

The Chamber of Commerce represents the position of business field to respond on the local trend in employment, competitiveness and requirements, German language trend and possible improvement for the universities. As the Chamber of Commerce is concentrating on vocational training and education for crucial need of skilled labor in Malaysia and Thailand, it is important to turn its angle to universities to find out the value of local higher education in market demand.

In response to these questions, an in-depth interview was conducted personally with Mr.Alexander Stedfeld, the executive director of Malaysian-German Chamber of Commerce (MGCC) and Mr.Maik Fuellmann, the consultant of German-Thai Dual Excellence Education (GTDEE) as well as a researcher in The Institute for Knowledge and Innovation in Southeast Asia (IKI-SEA) at Bangkok University. Table 3-6 shows the questions for open discussion:

Table 3-6: Open discussion for group 5 informants

Local trend in employment, competitiveness and requirements	
1.	In general, what do you think about the local market trend of employment and fresh graduates' competitiveness from German company perspectives?
2.	What are the weakness and strengths among local candidates?

(Cont.) Table 3-6

Language proficiency and culture diversity	
3.	What do you think about the demand of German language or German speaker in German companies that based in Thailand/Malaysia? In present and future?
4.	Do you agree that knowing a German corporate culture is much related to one's knowledge of German language as well?
5.	Have you ever come across any request of German company that prefers to hire local German speaker?
Suggestion for enhancement	
6.	What are your suggestions for local university's German department/ German section in preparing students for their career path in German company?
Future prospect and promotion	
7.	Do you mind to share any German-related information or projects that have been done or currently working out from Chamber of Commerce to promote and strengthen the co-operation between Thailand and Germany?

### 3.1.2 Data collection by observation

Apart from interviewing, using questionnaire and group discussion, observation method was also used in data collection. According to Marshall and Rosman 1985 (cited in Barbara 2005); Observational study means it is a systematic description of events, behaviors, and artifacts in the social setting chosen for study. Observations enable the researcher to describe existing situation using the five senses, providing a written photograph of situation under study. Thus, this research includes observation method in order to give a more concrete idea and picture of the interaction between students and teachers, teaching methods and learning attitude in the class.

In mid-September 2014, I participated in three different German classes with least participation at Chulalongkorn University: (i) Present day Germany course by Professor Chusri Meewongukote for 2<sup>nd</sup> and 3<sup>rd</sup> year students, (ii) German AV-Media course by

Professor Thanakon Kaewwipat for 3<sup>rd</sup> and 4<sup>th</sup> year students, (iii) German I course by Professor Antje Streit for 1<sup>st</sup> year students. At UM, I participated in three classes in mid-October 2014 for observation purposes: (i) German II course by Ms.Koh Yi Chern for 1<sup>st</sup> year students, (ii) German V course by Ms.Janice Lee Jin Zhuo for 2<sup>nd</sup> year students, (iii) Syntax course by Professor Volker Wolf for 3<sup>rd</sup> year students. Figure 3-3 below is an example showing Professor Antje Streit's class, where I was sitting at the class' corner to observe:



Figure 3-3: German for beginner at CU, year 1

### 3.1.3 Data collection from documents

The data are collected from department, library and visit to university German related facilities such as library. The statistics of student intake and German department curriculum show the general interest of students, university enrollment, teaching system and human resource capacity for course arrangement. Whereas the books, references and publication that are currently used by students indicate the choice of teaching and learning methods in German language. In terms of facilities accessibility, such as the number of references collection in library and ICT (Information and Communications Technology) is one of the main element to be improved.

### **3.1.3.1 Student intake and German department curriculum**

Data collection was further preceded with assistances of officers at faculty of Arts (CU) and faculty of Languages and Linguistics (UM). They provided figures of student intake from academic year 2010 to 2014 in German section for bachelor degree program and the German department curriculum in five years for analysis purposes.

### **3.1.3.2 Books, references and publication**

As mentioned earlier, teaching materials and references are important to be included as the extra information to support the choice of teaching and learning methods in both Universities. Books that have been published and written by local academicians such as Professor Wanna Saengaramruang's German language books collection are significantly important for the German language development in Thailand. Thus, books, references and publication will be compared and analyzed in chapter 4.

### **3.1.3.3 Facility**

Facilities such as Library, self-studying room and computer room have been visited and pictures were taken for clearer explanation on need of improvement.

## **3.2 Tools and mechanisms to analyze data**

The data collection from interview and observation with five groups have largely contributed to three aspects, namely (i) Analyzing teaching and learning methods, (ii) Analyzing motivation, involvement and participation and (iii) Analyzing the involvement of alumni members and future projection of German majors. The collected data are contributing to different concerns. To this, the following parts show the segregation of questions and purposes in detail.

### **3.2.1 Questions to analyze teaching and learning methods**

Teaching and learning methods need to be considered in a two-way study from students and teachers. To this, the following questions in Table 3-7 were designed to

target for different perspectives from Group 1: Professors, lecturers and tutors, Group 2: Students and Observation:

**Table 3-7: Teaching and learning methods**

Method/Group:	Question(s):	Purposes:
In-depth Interview/ Group 1: Professors, lecturers and tutors	<b>Q2:</b> What teaching method are you using now? (Please specify the courses)	Answering teaching methods and examples given for various courses.
	<b>Q3:</b> How does the grading system work?	Grading system which explains the different expectation and judgment from lecturers despite the proper guideline designed by university.
	<b>Q4:</b> What do you find the most challenging part of teaching German?	The challenging part of teaching German will act as the possible side of mirror effect in terms of challenging learning method by students.
Questionnaire and open discussion/ Group 2: Students	<b>Part I – Quantitative questions</b> <b>Q1:</b> What is your mother tongue? <b>Q2:</b> What is your second language? <b>Q3:</b> What was your first time learning German?	Describe the language background for students.

(Cont.) Table 3-7

Questionnaire and open discussion/ Group 2: Students	Q4: Please evaluate your German language skills by numbering them in order of strongest (4), good (3), weak (2), weakest (1).  *Number can be repeated.	Self-evaluation and confidence on language skills
	<b>Part II – Qualitative questions</b>  Q1: What do you think about the interaction between lecturers and student, and teaching methods?	The description of interaction with lecturers from students' perspective.
	Q2: What kind of learning methods are you using?	Examples of effective learning methods are given by students.
	Q3: Do you think most of the time you are preparing for exam but not for practical usage?	The purposes of learning that literally explain the performance by students.
Classroom observation/ lecturers and students	Five aspects will be observed in each class, namely medium language of instruction, teaching methods and material, learning attitude, interaction between lecturer and students, environment and classroom facility.	

### 3.2.2 Analyzing motivation, involvement and participation

In this part, motivation will act as the active agent to analyze internal parties' involvement in German related activities. The involvement and participation do not only focus on students but also towards the role of lecturers and faculty. Data were

collected from information and feedback provided by Group 1: lecturers and Group 2: students, and participation of activities in table 3-8 as below:

**Table 3-8: Motivation, Involvement and Participation**

<b>Methods/ Group:</b>	<b>Question(s):</b>	<b>Purposes:</b>
In-depth Interview/ Group 1: Professors, lecturers and tutors	<b>Q5:</b> What do you think about students' academic performance and involvement of German-related activities?	To provide information and comments on students' involvement in German-related activities
	<b>Q7:</b> What are the activities promotions that have been done in the past 5 years to attract more new students to join the program?	To provide information on promotion activities that has been done in the past 5 years to attract more new students to join the program.
Questionnaire/ Group 2: Students	<b>Part I – Quantitative questions</b> <b>Q5:</b> Why do you choose German as your major for bachelor degree?	These two questions are blind tests on motivations behind their choice to major in German for Bachelor degree program.
	<b>Q6:</b> What are the main attractions before you learn German and after you learned German in the University?	
	<b>Q7:</b> Do you participate or organize in any German language related activities?	Activities which they have participated.

### 3.2.3 Analyzing the involvement of alumni members and future projection of German major

The continuous development of German departments in CU and UM does not solely rely on university staffs and students involvement, it is essential to involve the alumni members and German organizations to complete the circle of sustainable development. In this part, five groups were involved to contribute for suggestion, in view of current situation and future improvement. Table 3-9 shows the detail of questions and purposes from each group:

Table 3-9: Involvement of alumni members and future projection of German major

Methods/ Group:	Question(s):	Purposes:
In-depth interview/ Group 1: Professors, Lecturers and tutors	<b>Q6:</b> How do you define the current situation of German language trend in local market?	Current German language trend and possible improvement.
	<b>Q8:</b> What is your opinion and ideas for German language department to further improve?	
Open discussion/ Group 2: Students	<b>Part II- Qualitative questions</b> <b>Q4:</b> Do you have any idea for German department or University facilities (e.g. reference books in library) to improve?	Internal improvements (e.g. Facilities) and possible actions.
	<b>Q7:</b> Do you have any extra comment(s)?	
	<b>Q5:</b> What could be done to promote the language in future?	Suggestion of promotion (This indirectly reflects students' motivation of involvement for improvement).



(Cont.) Table 3-9

	<b>Q6:</b> What is your first choice of occupation upon graduation?	Future projection as in career choice.
Questionnaire/ Group 3: Alumni members	<b>Q1:</b> Are you still practicing German language? (Please state the method)	Continuous practice and involvement in German related activities.
	<b>Q2:</b> Are you still participating in any German related activities? (Please give example)	
	<b>Q3:</b> Do you think it is an advantage to know German language for your profession? Why?	German language at work.
	<b>Q4:</b> Have you used German language in your work before? (Please give example)	
	<b>Q5:</b> Please evaluate your German language skills by numbering them in order of strongest (4), good (3), weak (2), weakest (1). *Number can be repeated.	Continuity of German language from self-evaluation.
In-depth interview/ Group 4: Goethe Institute	<b>Q1:</b> How do you describe current situation of German language trend in local market?	The current situation and trend of German language in local market.
	<b>Q2:</b> What do you think about the phenomenon of German language learners in decreasing trend nowadays in the world including Malaysia/Thailand?	
	<b>Q3:</b> What are the obstacles and difficulties in expanding the German culture and language in local market?	

## Chapter 4 The system of teaching and learning German at Chulalongkorn University and University of Malaya

As mentioned in the introduction, based on the microeconomic demand-supply theory in educational concept, the flow of analysis will begin from the university as the core process of producing quality education and graduates. With the involvement of teachers and students, this chapter will focus on two aspects: (a) The systems of intake and grading, and teaching materials, and (b) Teaching and learning methods.

### 4.1 The system of intake and grading, and teaching materials

The first aspect concentrates on the concrete framework of intake system, grading system and teaching materials, which the universities and German departments had set up.

#### 4.1.1 Intake system

##### 4.1.1.1 Faculty of Arts, Chulalongkorn University

Faculty of Arts at Chulalongkorn University practices different student intake system compared to Faculty of Languages and Linguistics at University of Malaya. Table 4-1 shows the figures for first-year students in German department are different from those for second-year students. Students are enrolled according to their result in PAT, GAT, O-NET and CGPA in high school. To this, students with PAT 7.2 German language certificate will be allocated in German department for first-year as a general subject, whereby the “real intake” is normally performed in the following academic year.

The “real intake” reflects the flexibility of the system in Faculty of Arts that allows students to choose their Major in second-year, which we can see from table 4-1 below. The figures decreased from average of 35 students in first year intake to less than 20 students in the following year. For instance, 42 students were enrolled in 2010 in the

first year and only 17 students remained in the following year (red arrow). Additionally, students who intend to choose German as permanent major from second-year onwards are required to achieve a minimum of Cumulative Grade Point Average (CGPA) of 2.75 in their first academic year in German related courses according to Dr.Aratee Kaewsumrit.

**Table 4-1: Student intake of BA in German Major at CU and UM from 2010-2014**

	CU		UM	
	BA (1 <sup>st</sup> Year)	BA (2 <sup>nd</sup> Year)	BA	BA (Edu)
2010	42	7	6	14
2011	39	17	7	11
2012	33	8	8	14
2013	38	15	12	14
2014	38	14	13	-

*Source: Department of CU students affairs and UM Faculty of Languages and Linguistics*

#### 4.1.1.2 Faculty of Languages and Linguistics, University of Malaya

In contrast to Chulalongkorn University, German majors are officially enrolled and fixed in Faculty of Languages and Linguistics at University of Malaya. The figure remains the same except the unexpected cases such as dropping out or semester suspension, which means 6 first year students in 2010 will continue to second year with the similar figure (6 students).

The intake system for BA in German education is not analyzed here as the intake procedures were done differently; i.e., BA in German education is decided by the Ministry of Education, whereas BA in German language applicants will undergo an interview session with the German department of UM. To this, the budget allocation for BA in German education program and student intake system is not controlled neither by the Faculty nor the University. This will eventually challenge the human resource management, such as to arrange the limited qualified lecturers for

inconsistent number of students in BA in German education program and meantime teaching students from BA in German language program.

## 4.1.2 Teaching material

### 4.1.2.1 Thailand

In 1989, the first student-oriented German textbook in Thailand – *Viel Spaß mit Deutsch* (Lots of fun with German) was published. With the efforts of Srinantha Silapasawat, the former education supervisor of the minister of education and PrisnaTaatloha from Goethe Institute, the project of writing textbooks for Thai students took 6 years to complete with the financial support from the Goethe Institute headquarters in Munich, Germany. The content was designed for localization purposes and one of the significant examples is shown in table 4-2 and figure 4-1 (with English translation), from page 88, *Viel Spaß mit Deutsch*, volume 1. (Saengaramruang, 2006: 63).

Table 4-2: English translation of *Lehrbuch* contents in Fig 4-1

	German:	English:
Buyer	Komisch, die haben keine Currywurst, keinen Hamburger kein Schaschlik, keine Wurstchen, kein Sauerkraut, keine Pommes frites, keinen Kartoffelsalat, kein Wurstbrot! Haben die den gar nichts!	Funny, they have no curry sausage, no hamburger, no Schschlyk, no sausage, no sour cabbage, no french fries, no potato salad, no ham! They have nothing?
Seller	Doch, Heute gibt es <b>Somtam</b> und Hähnchen.	Oh yes! Today we have <b>somtam</b> and chicken.”



Fig 4-1: Viel Spaß mit Deutsch – Lehrbuch 1, p.88

As we notice above, the keyword – *Somtam* is included in this book in order to narrow the cultural gap while learning a foreign language for beginner in secondary school. As associate professor in the German section at Chulalongkorn University, Wanna Saengaramruang (2006:61) mentioned that Thai culture and traditions were added to train students to disseminate Thai culture to German-speaking tourists.

In terms of German language textbooks in higher education, the reference works and handbooks for Thai learners, Professor Wanna Saengaramruang (2006:60), was actively involved as the author of numerous publications such as *Deutsche Grammatik series*, dictionaries and reference book for tourism and food such as *Thai-Deutsches Wörterbuch für Touristik, Essen und Trinken im Wortschatz und in Redewendungen im Deutschen und Thai*. In terms of elective courses in the German major program, such as German-Thai translation, her reference book such as *Übersetzungstheorien* and *Abtönungspartikel* have been used.

#### 4.1.2.2 Malaysia

Unlike Thailand, there is lack of local demand of German-Malay reference book and local German teachers in Malaysia. German books are mostly imported from Germany.

To this, dual language books for German and Malay in Malaysia are popular as German-Thai books in Thailand, even though Malay is the national language in Malaysia.

#### 4.1.2.3 Teaching materials used at Chulalongkorn University (CU) and University of Malaya (UM)

It is found that CU and UM had previously used the similar book series of *Schritte* for German language proficiency with different levels; For instance, CU will start with *Schritte 5* since students were equipped with German basic background whereas UM will use *Schritte 1* for first year students. However, both parties realized that the content did not fit well for the demand of B2<sup>5</sup> and above in *Schritte* for level 5 and 6.

CU has switched to different German language book series, such as *Sicher!*, *Netzwerk*, and *Ziel* recently. Meanwhile, UM is still using *Schritte* series, but most of the teachers are preparing their own extra teaching materials. Professor Guido Schnieders, the head of DAAD Information center in Malaysia and visiting professor in University Malaya said: "I give out exercises from various sources and it depends on classes. It is hard to find one fits all book."

#### 4.1.3 Grading system

We often emphasize that grades do not determine one's achievement as it lies on different parameters of grading system. The learning outcome usually depends on personal expectation from teachers and students. In this part, we will discuss the involvement of teachers and students throughout the pre-marking process. As mentioned in chapter 2, the "Presage" stage in 3P model introduced by John Biggs (1989) concerning learning environment and personal factors from teachers and learners will be applied here.

---

<sup>5</sup>The Common European Framework of Reference (CEFR) for languages is a guideline used to decide achievements of foreign language learners. It divides learners into 6 levels in three different groups, namely Basic user (A1-A2), Independent user (B1-B2), and Proficient user (C1-C2). (Council of Europe 2011)

#### 4.1.3.1 Marking scheme

Firstly, despite the standard grading scheme regulated by the university, it is common to involve students in decision making for each course in both universities. The emphasis of communication in *presage* is to achieve the best study outcome through mutual agreement in evaluating the learning and teaching process. Concerning this, Professor Ampha Otrakul, former head of the German Section, CU, said:

I usually ask students what they want. They should decide how the scores be divided. For instance, I will ask them whether they prefer to have only one final test or few tests. So most of them will choose more than one, because they will then have chances to get a better result.

Meantime, the full autonomy does not fall completely on students' decision but also involve the teacher's role in designing the test format and content. For instance, Professor Guido Schnieders said:

I usually give a harder test in continuous assessment for the first time and then follow by easier tests, in order to give them an alert to do better in the next exam.

#### 4.1.3.2 Additional marks and arguments

In terms of additional points for students' final result, learning attitude is an essential essence of showing one's learning passion and enthusiasm. In this point, most of the lecturers chose to give extra points to students who have positive behavior and attitude. This is especially for those students who are at the "borderline" result, most lecturers tend to mark up points for a better grade according to Ms. Janice Lee Jin Zhuo, German tutor from UM in German department.

However, this has been argued by Ms. Seval, the former senior lecturer in German department of UM. She pointed out that this marking scheme is considered to be very lenient and the student's quality is yet to be doubted. This might as well lead to the outcome of causing incompetency of local students in international area as most of

the time, their capability of learning is often underestimated by teachers. She further explained:

...for academic courses, you need to understand it is illogical to give right to a wrong answer, A must be A and B must be B. Some lecturers think local students could not perform well if they make it up to the standard but I think I'm working in an international level, students should be expected to understand and to reach the same level as others. I am not supposed to lower down students' standard but rather to prepare them to be more successful and competitive in future. For instance, if I'm a boss, I would of course firstly look at the certificate and then, that's it, let's talk! People will not convince by good grades on paper but not in practical term, that is when an all-A German student could not speak German.

In conjunction to this, we could extend the discussion of lenient grading scheme to the aspect of assuming it to be one of the factors for being less supportive towards analytical thinking skill for students.

## 4.2 Teaching and learning methods

### 4.2.1 Teaching methods

Moving to the “*process*” of learning in John Biggs’s model (1989), this research found more similarities of teaching methods used by lecturers at Chulalongkorn University (CU) and University of Malaya (UM). However, practically, there is no specific teaching method applied on any subject. It depends much on the purpose of each lesson. The following discussion will focus on the teacher’s role (Anthony F.Grasha: 1996) with different teaching methods in particular role:

#### 4.2.1.1 Teacher as a formal authority or an expert: Lecture style

The teacher-centered approach through traditional classroom has been applied on UM and CU for academic courses, whereby students are treated as the “empty shell” of



the lesson. The teacher has to explain the theories and share knowledges with least interaction. As lecturers in UM said:

For academic courses that I'm teaching, it is different from language courses and it is not possible to have two way communications when I need to explain theories.

(Professor Guido Schnieders, visiting professor in UM)

In Syntax class, which I have to explain to them. Then it will be one-way communication.

(Professor Volker Wolf, senior lecturer in UM)

Whereas at CU, Professor Ampha Otrakul also supported that “*Vorlesung*” (lecture style) is used in most of the academic courses, such as literature courses, whereby she is the person who explains and students are listeners.

#### **4.2.1.2 Teacher as facilitator and demonstrator : Cooperative learning**

##### **(i) Group discussion**

The cooperative learning has been seen as the core method of creating an interactive learning environment for students to exchange, discuss and present ideas. In this method, the teacher might be a demonstrator who guide students by giving examples for them to practise. Otherwise, the teacher may be a facilitator, who gives a wider space for students to cooperate with one another to find out solution for a given task.

Cooperative learning is widespread and it has changed the perspective of Asian students being solely passive learners and contribute little in sharing information and expressing thought. Ms. Sevel Birlik has pointed out that she was told by local lecturers at UM during her early teaching days that students could not cope with cooperative learning and traditional classroom or “*Frontalunterricht*” is more preferred. Surprisingly, the outcome of successful learning was a turning point after she attempted to apply cooperative learning method in her class, and she found that students were motivated to speak.

Dr.Thanakon Kaewwipat, senior lecturer from CU said that the choice of topic is equally important to boost up students' interest to discuss and he also emphasized the importance of taking advantage of the learning environment in classroom to create more interactive opportunities for students:

I have 15 topics to discuss in audio visual media course in German and students had chosen their favorite topics to cover. I personally think that cooperative learning is very important, yes, of course we need individual work, but when students are in class, they should have more partner work or group work to help one another, to discuss, to develop and even to correct for better improvement. So students should not do it alone, this is to encourage for more interaction between students and students to teacher as well.

However, despite the wide acceptance and successful outcome proven through cooperative learning, controlling the group for equal opportunity to contribute their knowledge is important. For instance, Dr.Volker Wolf suggested that creating a topic for group discussion but writing in different contents individually will be more effective in the learning process. He further explained that if the discussion is dominated by an individual or two will not contribute to a successful learning outcome:

In terms of group work, I've noticed some students do not contribute their idea and rather depend on one or two members to complete the task. Imagine that if you have someone, who is better in your group and he or she can do the task without giving you a chance to speak up your mind, then what would you do? You will rather let her or him to do it, don't you?

Response to this, he personally suggested a solution through one of his experiences in class:

I asked my students to write an essay on topic "Kinder? Nein, danke!" and they have to state the pros and cons of having babies or not. This will make everyone discuss in a group but present their own work

individually, so everyone gets to speak and contribute their ideas. It is a combination of individual work and group discussion.

In this case, most lecturers prefer to be a facilitator to create a situation such as group discussion with less supervision.

### **(ii) Brainstorming and role-play**

Further from group discussion as a part of cooperative learning, brainstorming and role-play are also widely used in CU and UM. These methods are essential especially for language courses such as feedbacks below from lecturers:

I give an example for beginner course, we have group work, role play on certain topics, such as “Essen in Restaurant”, so students need to know how to introduce and order food.

(Dr.Aratee Kaewsumrit, CU senior lecture)

In my class, we usually do mind mapping for brain storming purposes and also role-play.

(Ms.Koh Yi Chern, UM German senior tutor)



Figure 4.2: German language course by Ms.Koh Yi Chern, UM

### **(iii) intercultural and communicative understanding**

The intercultural understanding is one of the highlights in teaching content through various teaching methods and it remains one of the interesting and yet challenging parts for teachers and students throughout the learning process. To this, Professor Ampha Otrakul and Dr.Antje Streit responded as below:

I personally think that communicative and intercultural understanding are very important elements in teaching. The reason is that I see it as a skill to be able to understand different cultures since we have culture diversity between Thailand and Germany. I will add in some theatre elements with music and culture teaching for this.

(Dr. Antje Streit, Senior lecture of DAAD)

In literature course, students will firstly read a text and then one might think “Hey, what is that? Do we have the same in Thailand too? Or what would it be if it’s in Thailand?”, this will make them think and it is always the aim of learning literature. Students must compare, be able to analyze and be able to speak up their mind.

(Professor Ampha Otrakul, Senior Professor of CU)

#### **4.2.1.3 Teacher as delegator: Group discussion**

Apart from implementing teaching methods on intercultural-based learning, the local learning culture seems to be a challenge for foreign language teaching. For instance, Dr. Guido Schnieders gives a comment from his teaching experience in Asia that work is relevantly effective if lecturer is not involved in the group discussion. This is due to the result of his observation that shows students are shy when the lecturer is around, that they are afraid of making mistakes and that this has become an obstacle to speak out their mind in a foreign language. To this, lecturers will have to change their role as delegators, who have least or no involvement throughout the learning process such as during the student’s presentation.

Richard M.F and Eunice R.H (1995) mentioned that students learned up to 90% by doing something, Dr. Guido Schnieders has made students practice more on presentation to summarize the discussed contents of previous class for approximately 10 minutes before new class begins. These practices have been done without being a part of evaluation for final result and it is believed that students could perform better in a “non-stressful” environment.

However, the similar method might not be seen as an effective practice in different learning environments such as in Chulalongkorn University, where students could have an option to express in Thai language. For instance, in one of the courses from Professor Chusri – “Present day in Germany” for second and third year students, students need to present their papers in pair through Power Point slides to show the pictures and maps. Although the presenters were able to deliver the information and message about the contents, however they tend to rely much on teacher’s assistance to elaborate in Thai language. This phenomenon may reflect one of the challenges in teaching process in terms of language choice as medium of instruction, the learning environment and learning attitude.

#### **4.2.2 Teaching challenges**

In continuation of the previous discussion, teaching challenges can be seen in three aspects from teachers’ feedbacks; namely, (a) learning system and background, (b) learning environment and (c) attitude and analytical skill. The following discussion shows the similarities of obstacles rather than differences, except the discussion about learning background, which CU students were pre-selected with basic German background.

##### **(a) Learning system and background**

The four skills of language learning remains an argumental topic and challenging for educators to rethink of which mechanism is suitable to balance one another. This concern falls on a question by taking CU first-year students as an example to address the issue of students being unable to communicate in German language, which they had been learning for at least 3 years in high school. To this, we have chosen responses from a foreign lecture’s perspective, a local lecture’s perspective and local students’ feedbacks:

Firstly, Dr. Antje Streit, a senior lecture of DAAD, who has been teaching more than a year in CU for German language courses and Business in German course said that students are very shy and assume that this may due to the fact that Thai language is very distant from German language.

However, this could be explained according to Thai students' feedback that local German teachers are highly recruited in secondary school and students are exposed to German grammar lesson in reading and writing with Thai language as medium of instruction. Therefore, students rely much on mother tongue communication in teaching and learning.

To this, Dr.Aratee Kaewsumrit, a senior lecturer in German department of CU further explained:

Generally, our students could do better in writing than listening and speaking because they have to learn a lot in school for 3 years, but for speaking and listening, these are the weak point of students.

In view of Malaysia, we could not make a comparison between CU and UM students on learning background and system due to UM students were mainly enrolled without prior knowledge of German language. The condition in Malaysia is therefore more concerning on how could German language be taught in a multilingual society learning environment.

#### **(b) Learning environment**

As we mentioned in Chapter 2 on Malaysia background, the multicultural society has led to the multilingual society. Lingua franca is no longer rely on any single language and code-switching<sup>6</sup> is happening frequently among Malaysian. To this, Ms.Janice Lee Jin Zhuo, a German language tutor in UM assumed that students could find it hard to focus on mastering an additional foreign language, which the multilingual learning environment can be seen as one of the factors that resist them even they could possibly learn a new language quickly.

---

<sup>6</sup>Code switching is the practice of moving back and forth between two languages or between two dialects or registers of the same language. Also called code-mixing. (Penelope G.C, 2009)

Ms.Koh Yi Chern, the senior German language tutor in UM expressed her opinion on this situation according to her teaching experiences and as a local foreign language tutor:

I find it is challenging in terms of students' attitude and environment. Firstly, we do not have a German speaking environment, students speak their own language once they step out of the class. It is more than 2 languages sometimes.

In short, the frequent code-switching process does not benefit students in positive learning outcome with better concentration. It is therefore essential to look at the classroom learning environment in the in-campus platform before we further discuss about external factors and external parties involvement.

Additionally, in concern of the previous discussion on Dr.Guido Schnieders, who mentioned about learning culture that students have fear of making mistakes, Dr.Aratee Kaewsumrit suggested that teachers should give them space to express themselves instead of correcting their mistakes immediately:

I try my best to create a better learning environment. For example, with 2<sup>nd</sup> year students, who could already speak better German, I will prefer to have discussion and I will let them talk as much as they could to let their ideas flow. Sometimes even they made grammatical mistakes, I don't immediately stop them to correct them, because this will pull them back to speak more.

### **(c) Attitude and analytical skill**

Apart from the learning environment, the similar challenge for lecturers is the attitude and analytical skill of students. Firstly, Dr.Guido Schnieders has pointed out that students need to be more open-minded, proactive and ready to be criticized. He quoted the importance of developing critical thinking and improvement through the idea by Georg Wilhelm Friedrich Hegel, the German philosopher who developed the dialectical

method or Thesis-Antithesis-Synthesis,<sup>7</sup> whereby it shows a circle of process in creating a theory, criticized by others and further developed the theory. Dr.Guido Schnieders mentioned this:

It is common to have argument on everything, but students do not get used to this. For example, in Germany, it is normal to have a lecturer to ask for help from students who are good in Mathematics if they think themselves are not good enough in this. Students can always question a lecturer and defend on his/her opinion, but sadly it is not appropriate attitude here for students to do so. It has been portrayed as being rude and disrespect to teachers if students do so.

In response to this, Dr.Thanakon Kaewwipat, the senior lecturer who has been teaching for more than 2 years in CU and total of 7 years teaching experience in Thailand, found that CU students are used to listening to teachers and that it is difficult for them to express themselves even though they might have some ideas in their mind.

... you see, we are close with one another because we knew one another for more than 1 ½ years, so this is the matter of themselves. You will normally have a lecturer, who speaks in front and students jot down what the lecture said but not questioning.

Meantime, he expressed the similar thought as Dr.Guido Schnieders that students do not often criticize and prefer to receive modest comments from others.

To this, a concrete example has been provided by Professor Ampha Otrakul in literature course to show the bottleneck of students' analytical skill:

---

<sup>7</sup>The **thesis** is a primary idea, whose incompleteness gives rise to an opposite or conflicting idea, or antithesis. The **synthesis** is a third term which arises from the conflict between the first two, overcoming the opposition by reconciling the truth found in both the **thesis and antithesis**. This synthesis becomes a new thesis, inspiring a new antithesis and synthesis, and continuing an evolution of intellectual or historical development. (European Graduate School Library, <http://www.egs.edu/library/georg-wilhelm-friedrich-hegel/biography/>)



(Literature class in CU) I asked them, “what is the difference between fictional text (Fiktionaler Text) and non-fictional text (Sachtext)?” The first student said “It has a feeling in fictional text.” Second said, “Fictional text has a symbol.” Then someone answered “Non-fictional text is real.” I mean, they are neither wrong nor right. Now, here comes the fourth student, “It explains something.” Yes! Fictional text explains about something! I mean, I was waiting for someone to tell the answer immediately such as “Table! It has 4 legs!” That is an information of non-fictional text.

She further explained that students are not having a problem of vocabulary or language but it is rather their analytical thinking that is their problem, i.e., about how to formulate, analyze and to present their thought. In concern that students need guidelines to develop their analytical skill, the situation often relies on lecturing style rather than a discussion. Professor Ampha Otrakul expressed in her perspective on the switch of teaching method from cooperative learning to lecturing style is due to students’ lack of knowledge on how to argue and criticize beforehand:

Now, I wouldn’t say I have discussion part in my class for some cases, because when you talk about discussion, it must at least both at the same level of understanding to argue on something. For instance, you might say “The sunflower is too sad to burn herself.” and the other might says, “No, it’s because of the fire that burned her.” But this is different, we need to make students to understand “how” before we challenge them to think and ask them.

Additionally, the consequences in lack of analytical skill will as well affect students’ future career path and transversal skill. Ms. Seval said that Malaysian students get used to receiving an order from their boss, but in contrast, German employees tend to question their boss by asking “Why am I doing that?” if they think it is not in their job scope. This shows the culture differences in terms of employee’s attitude and working environment, whereby German employers would prefer that their employees propose

their idea before they are asked to do so. This encourages the equality in sharing and developing ; for instance, they will say “Now, we need to do this and this, so what do you think? How can we do that?” In this sense, the problem has open to employees to come out with a solution and often motivates them to try their best to enhance working performance. However, this phenomenon does not often appear in top-down order company culture in Southeast Asian countries such as Malaysia and Thailand.

### 4.2.3 Learning methods

In view of students as the key figure to concern, the learning methods will discuss on two parts;(a) in terms of preferred learning methods that created in classroom environment and (b)own preference of learning methods. Data are collected from self-evaluation for skills and open discussion for room to improve skills.

#### 4.2.3.1 Classroom environment : Cooperative learning

Generally, in terms of class size, University of Malaya (UM) has relatively a smaller group when compared with Chulalongkorn University (CU) for first year students as mentioned earlier in the intake process and faculty system. To this, UM students express their preference of interactive study form in a small group with below example feedbacks:

Effective as it conducted in small group (Year 1, UM)

The relationship between lecturers and students are like friends and students tend to speak more with them. (Year 3, UM)

Interactive and students’views are highly appreciated and valued.  
(Year 4, UM)

The cooperative learning methods are aligned with the close relationship in UM, students tend to overcome their shyness throughout the learning process in small group learning method.

As for Chulalongkorn University, feedback tends to concern lecturers' assistance and provided teaching methods apart from the close friendship environment with examples feedback as below:

The lecturers should give priority to their students' problems. (Year 2, CU)

The lecturers are friendly and advisable but their teaching methods also depend. (Year 3, CU)

We should have more discussion than reading and writing.  
(Year 3, CU)

These examples reflect the importance of collaborative learning method in classroom environment with the efforts of lecturers and students. On the other hand, in terms of individual learning methods preference, we need to firstly take a quick glance on self-evaluation in four skills (listening, speaking, writing and reading) to identify the skills that they think could be further improved and analyze the learning methods according by grouping them according to VARK (Visual-Auditory-Reading-Kinesthetic) model by Stirling (1987).

#### **4.2.3.2 Self evaluation on language skills**

As discussed earlier in teaching challenging, Professor Aratee Kaewwipat and students claimed that reading and writing skills are relatively performed better than listening and speaking due to the learning environment. To this, we intend to find out through self-evaluation on language skills among students in UM and CU to find out the confidence level for each skills.

Table 4-3 below shows the result of self evaluation for each skill by students from UM and CU from the scale of strongest (4), good (3), weak (2), weakest (1) and number(s) can be repeated:

Table 4-3 : Self evaluation on German language skills among UM and CU students

	Listening		Speaking		Writing		Reading	
	UM	CU	UM	CU	UM	CU	UM	CU
<b>1</b>	18.75	31.4	<b>37.5</b>	14.29	15.63	14.29	9.38	2.86
<b>2</b>	<b>43.75</b>	<b>34.29</b>	31.25	<b>42.86</b>	<b>56.25</b>	<b>37.14</b>	31.25	25.7
<b>3</b>	34.38	34.29	21.88	31.43	25	34.29	<b>37.5</b>	<b>54.29</b>
<b>4</b>	3.13	0	9.38	11.43	3.13	14.29	21.88	17.14
<b>Total</b>	100.01	99.98	100.01	100.01	100.01	100.01	100.01	100

The majority of this self-evaluation result reflects on table 4-3 with grey highlighted columns for each language skill. In general, the result supports the pre-assumption of more than 50% and 1/3 of CU and UM students claimed they have better reading and writing skills compared to listening skills and speaking skills as below:

Reading → Writing → Listening → Speaking

This phenomena also explains the emphasis of learning outcome direction which aimed by teachers. As Holmberg reports on his findings of a survey of language learning, whereby distance teaching institutions were asked to list the above mentioned four skills in order of their importance and usefulness for students. The result shows 167 distance teaching institutions regarded reading and writing the foreign language are the most important study aim. (Holmberg, 2005:167)

However, this result could not be compared with the performance in their examination but rather as the guideline to discuss about their personal preference on learning methods and understanding students' challenges on language skills.

#### 4.2.3.3 VARK (Visual-Audio-Reading-Kinesthetic)

Based on the model of Stirling (1992) in VARK, it is well defined that UM and CU have more R learners who prefer to read and write. There are much to do with memorizing vocabularies, doing exercises and repeatedly writing the words or sentences. Below are some feedbacks from UM and CU students:

I will rewrite the words that I do not know again and again.

(Year 3, UM)

Memorizing, practices and repetition. (Year 2, UM)

I study the key words in texts. More revision through reference books.

(Year 1, UM)

Repetition and continuously practice with exercises. ‘

(Year 1, CU)

I memorize the vocabularies. (Year 2, CU)

I use a lot of dictionary and writing words. (Year 3, CU)

Besides, there are also number of combination learners in Audio-Kinesthetic (AK) whereby they enjoy sharing information, presentation and also listening to music, such as below feedbacks from CU and UM students:

I refer to slide shows, listening music and playing German games. (Year 1, UM)

Partner work to exchange ideas. (Year 2, UM)

Listening music and do revision. (Year 3, UM)

Memorizing and group discussion. (Year 4, UM)

Group discussion. (Year 1, CU)

Group discussion and practice with my friends. (Year 2, CU)

More communication with friends. (Year 4, CU)

Additionally, Visual-Audio (VA) is still traditionally used to improve listening and speaking skill despite 2 CU students have chosen another alternative way to create the learning environment such as changing their PC setting into German language, watching Japanese animation dubbed in German, or making their hobby related to German language as in reading German technology magazines, writing German love

poems, and finding channels or opportunities to practice German with German friends. While most of the students will choose to watch Youtube video clips, movies, listening to music to improve listening but less opportunity to speak German.

In short, the majority of *R* learners in CU and UM show the positive outcome in self-evaluation for reading skill which reflects their understanding level of German in texts. While the higher votes for better listening skill could be affected by the popular Audio-Kinesthetic (AK) group, whereby students have extended their understanding level not limited to texts but also information from conversation, media and presentation with sounds. However, these two skills are not able to practically used for productivity which is in concrete form. Thus, we are focusing on the possible solution to enhance students' writing and speaking skills, and it is essential to refer back to teaching methods, whereby teaching and learning methods have to be improved in a parallel line.

The following chapter deals with students' language background and motivation of learning German for a holistic approach. As mentioned by Ms. Seval Birlık, the former senior lecture in UM, it is essential to know our students through their language background, motivation of learning, expectation, learning methods before teaching methods are decided by teachers for German as a foreign language.

### **4.3 German language section in universities' libraries**

Apart from teaching and learning methods, another main concern is the university facilities and supports for German language. It is similarly limited for CU and UM, however, UM has relatively less book collection with only 7 racks compared to CU with more than 36 racks. One of the reasons is also due to longer historical development of German language in Thailand, whereby CU is offering BA, MA and PhD programs instead of only BA program in UM.

However, it is still very demanding for more new books in CU even it contains larger volume of German books collection. The figure 4-3(a) and figure 4-3(b) below show the limited numbers of German books in Faculty's library in UM and figure 4-4(a), and fig 4-4(b) pictures were taken in Faculty of Arts, CU:



Fig 4-3(a) (left) and 4-3(b) (right), FBL library in UM – only 7 racks

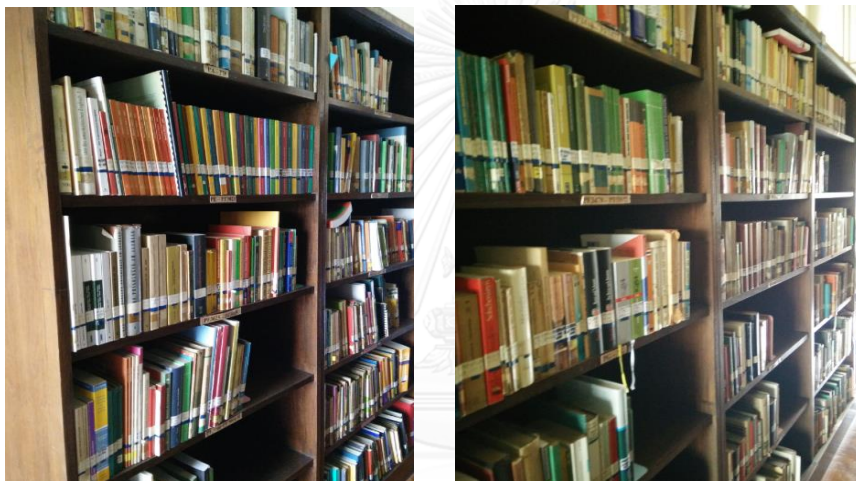


Fig4-4 (a) (left) and 4-4(b) (right), Library of Faculty of Arts at CU – 36 racks

Without any surprise, both universities students urge the library to have more references or magazines for students as below:

Import more books such as children books from Germany, since it's very hard to get it in Malaysia. (Year 2, UM)

Reference book should be up-to-date, subscribe more German magazines... (Year 4, UM)

We need more books and movies in the library. (Year 2, CU)

Books, it's quite hard to find updated news and books of German in faculty. (Year 4, CU)

As a result of the lack of German references, most of the students and staffs are not able to access to the latest information and learning materials. This will directly influence the teaching and learning style of teachers and students.

In short, the different of intake system and criteria have differed the teaching materials in both universities. The students are generally found lack of analytical skill and teachers are encouraging students to interact more throughout the cooperative learning process. Besides, libraries in German departments should be well-equipped for students to access for more German related information and references.





# Chapter 5 Students' and alumni members' involvement in activities

## 5.1 Students' involvement in activities

One's involvement has to carry along with motivation and one's background or knowledge could possibly contribute to the motivation. In this part, we will firstly look into the students' language background and the period of first time learning German language to have a general picture of students' motivation in learning German and involvement in activities, and promotion.

### (i) Language background

In concern of Thailand, students' feedback in surveys, table 5-1 shows the strong monolingual phenomena for Thailand. Indeed, 90% of Thai students speak Thai as their mother tongue (L1). This figure works as an active agent to encourage the use of mother tongue as medium of instruction due to the higher percentage of Thai language users and it might demotivate students to learn a foreign language, as a second-year student at CU said:

It's very difficult to learn a new language if we don't have a partner to speak German with.

In contrast, Malaysia as a multicultural society shows Malay and Mandarin as dominant languages and Malaysians usually speak English as a second-language, however students could have more choices in terms of second language in the multilingual learning environment. In general, the multilingual learning environment could be an advantage in learning a new foreign language as students could compare naturally in terms of syntax and morphology of a language to other languages. However, the question falls on how to master and how to focus on a foreign language as Ms.Koh Yi Chern, the former senior tutor of German department in UM has mentioned in chapter 4.

**Table 5-1: L1 and L2 of UM and CU German section student**

	Thai	Malay	English	Chinese	German	Others
L1 - CU	34		1			
L2 - CU			34		6	
L1 - UM		15		15		
L2 - UM		4	26		2	2

**(ii) German language background**

In continuation of language background, motivation has to relate to students' duration of learning German and knowledge about German and Germany. This is to measure the motivation base of students, for instance, when students who have been learning German since young age, has decided to choose German language as major; i.e., he or she might hold a higher possibility of having intrinsic motivation.

To this, one of the survey questions has been done on CU and UM students concerning the period of first touch on German language as shown in table 5-2 below. In overall, the result shows 32 out of 35 students at CU learned German during their Senior high school and the other 3 students took basic German during Junior high school. However, this is not applicable to UM, whereby 27 out of 32 students started to learn German only upon their admission to the German section except 5 students who have learned German since Junior and senior high school from German with education program.

**Table 5-2: UM and CU students' first time learning German**

	Junior High school	Senior High school	University
UM	4	1	27
CU	3	32	0

This result is directly related to the different intake system at CU and UM. As mentioned in Chapter 2, in Thailand, it is compulsory for students to have obtained certificates from GAT (General Aptitude Test) and PAT (Professional and Academic

Aptitude Test) for German language along with their O-Net (Ordinary National Education Test) as the basic requirement to apply for German Section in Faculty of Arts, Chulalongkorn University. Thus, students would have studied for at least 3 years since senior high school before they take the PAT-German language examination.

In UM, students could apply with their STPM (Malaysian Higher School Certificate) / Matriculation certificate along with MUET (Malaysian University English Test) without any German language knowledge or background. However, the students are required to pass the interview once they are selected as one of the considerable qualified candidates for new intake. Thus, UM students will begin their German language intensive courses from A1 level as a beginner. Whereas, CU will conduct German language courses from B1 level as intermediate level for students in German Section.

### **5.1.1 Motivation of learning**

Taking the SDT (Self Determination Theory) by Deci and Ryan (1985) discussed in Chapter 2 as a parameter of measuring the type of motivation, this part will discuss the factors that motivate students to choose German as major, which are potentially led to their involvement in German related activities as well as academic performance.

In response to this, a survey was taken by students from UM and CU about the reason for choosing German as major for bachelor degree. The result in table 5-3 below shows a positive outcome from both universities, that is most students are intrinsically motivated with the figures that consist of 43% students from UM and 49% students from CU, who chose German as major simply due to the love of the language and its culture.

Table 5-3: Reasons for choosing German as major for bachelor degree in UM and CU

Type:	Level:	Reason(s):	UM	CU
Intrinsic motivation	Full autonomy	(a) Language and culture	43%	49%
		(b) Interesting	3%	3%
Extrinsic motivation	Low extrinsic motivation with high autonomy	(c) Study abroad	13%	29%
		(d) Career path	22%	31%
		(e) Opportunity for experiences	0%	14%
	High extrinsic motivation with low autonomy	(f) Just to get in University	3%	0%
		(g) Parents	0%	11%
Amotivation	No autonomy	(h) Random choice / No other option	16%	9%

As we can see from Table 5-3, the positive outcome is also shown in the high percentage of choices from (c) to (e), which are categorized as low extrinsic motivation with high autonomy. These choices underlie the *ID (Identified regulation)* behavior, whereby students are choosing German as their major due to their positive belief on their goal with German language and also *IR (Integrated regulation)* behavior, which it is a parallel existence of self-interest and personal goal. As Deci and Ryan (1985) mentioned in SDT (Self Determination Theory) that the positive learning and participation outcome are much related when the subject is having more autonomy in choice with interest, we can therefore consider the majority number from (a) to (e) as a good sign of motivation among students for the future development of German section.

### 5.1.2 Students' involvement and participation in activities

The result of high percentage of intrinsic motivation is expected to portrait a positive outcome of students actively involved and participating in activities. Data were

collected by giving “yes or no” choices to students on their involvement in organizing or participating any German language related activities and students would state the involved activities and their achievements (if any).

However, the positive result is not applicable to UM with low percentage of involvement as shown in table 5-4 between 0% to 50% from first year to final year students, except the German education students who have been actively involved through the Ministry of Education’s providing platform and final year students, who are currently studying in HWTG (Hochschule Konstanz University of Applied Science), Germany.

In view of CU, higher percentage of involvement ranging from 40% to 77.8% in German language related activities reflects the activeness of students.

**Table 5-4: Percentage of students involved in German language related activities in CU and UM**

	UM		CU	
	Involved	Not involved	Involved	Not involved
<b>Year 1</b>		100%	40%	60%
<b>Year 2</b>	33%	66.7%	62.5%	37.5%
<b>Year 3</b>	14.3%	85.7%	77.8%	22.2%
<b>Year 4</b>	50%	50%	62.5%	37.5%
<b>Education</b>	100%			

**Table 5-5: Activities participated by students in CU and UM**

	UM	CU
<b>Year 1</b>		Deutscher Tag (30%) Drawing Competition (10%)
<b>Year 2</b>	Poster Competition (33%)	Deutscher Tag (25%) Exchange program (25%) German camp (25%) G.I Sprach Cafe (12.5%)

(Cont.) Table 5-5

<b>Year 3</b>	Deutlich (14.3%)	Deutscher Tag (22.2%) German camp (77.8%) Christmas (11.1%) Reading competition (11.1%) Senior camp (11.1%) PASCH (11.1%) Muendliche Zusammenfassung (11.1%) Other competitions (22.2%)
<b>Year 4</b>	Chor (25%) Malteser (25%) Pfanfinder Buer (25%) Fachschaft (25%) International week (25%) German Film festival (25%)	Deutscher Tag (37.5%) Exchange program (12.5%) German camp (50%) Summer course (12.5%) Internship (12.5%) Academic expo (12.5%)
<b>Education</b>	International week (80%) Drawing competition (20%) Exchange program (20%) Summer course (20%) Internship (40%) Competition (20%) Study trip (60%)	

To further discuss this, we will address this lack of getting involved to focus on the concern of German department from lecturers' perspectives.

## 5.2 Challenges and involvement

The challenge that focuses on the intrinsically motivated students might be demotivated or suppressed by the external factors such as lack of supportive channels. To this, we will further discuss what the challenges are from the perspective of lecturers in German department.

### (i) University of Malaya, Malaysia

Firstly, concerning the low percentage of participants, the lecturers from UM having commented that the condition of students' tight learning schedule and extra curriculum, serves as the main factors to this phenomenon.

Dr.Guido Schnieders, DAAD director and UM visiting lecturer commented:

Students are engaged with busy schedule compared to last time, they need to register for around 20 credit hours per semester and also university activities. However, some of them do participate in various competition and activities such as International week and poster competition "German traces in Malaysia"<sup>8</sup>, which we have made it into calendar now.



Figure 5-1(a) (above): First prize - A Malaysian-German Journey

Figure5-1(b) (left): First prize winner – Mohd. Fakhurrozi bin Mat Aris

---

<sup>8</sup>A photo contest that organized by University of Malaya and sponsored by German Embassy in Malaysia

Ms.Koh Yi Chern, the senior German tutor and coordinator of university compulsory extra curriculum – Jalinan Masyarakat (Social engagement) commented as follows:

As far as I know, students do not actively participate on German related activities, unless we organize and ask them to take part in such as poster competition. As I mentioned earlier, students are simply busy without any extra time to take part in major course related activity. But they did take part in terms of University compulsory activity such as Jalinan Masyarakat (Social engagement), which requires them to do some activity out of the campus. For instance, teaching Malay to foreign students.

Additional to this, credit hours of faculty of languages and linguistics at University of Malaya have been increased from 103 credit hours for 6 semesters before 2009/2010 to 123 credit hours in 2010/2011 for 7 semesters and currently 125 credit hours in 2013/2014 for 7 semesters. There is an additional group of students from German Education Department (GED) which actively participate in activities. This is believed that it is due to the length of study German language and more opportunities for activities due to their career path with the government as German teacher. The GED is not open to public application, therefore students from GED will be considered as a students of Faculty of Languages and Linguistics but not German majors.

Apart from this, it is noticed that the students at UM mostly participated in activities organized by external parties or co-operated external activities such as Poster competition (33.3%) and Deutlich (14.3%). It is very rare to find participation of UM students in German related activities when they are in UM except students in year 4 as shown in Fig 5-5, which they are currently pursuing for a twinning program in HWTG (Hochschule Konstanz University of Applied Science), Germany. The Table 5-4 shows that students in 7<sup>th</sup> semester (4<sup>th</sup> year students) are actively participated in extra curricular such as Chor, Malteser, Pfanfinder Buer, Fachschaft, International week and German film festival. From this, we could observe the inactiveness of the program itself



and learning environment, which is also the factor of causing low participation among UM students during their study in UM.

### **(ii) Chulalongkorn University, Thailand**

In view of CU, students are more active in involving themselves in German related activities. From Table 5-5, we can assume that 25% to 77.8% students actively participated in German camp organized by the German Section in aiming to create a more interactive environment and also to attract more first year students to continue to choose German as their major in their second year. Another main event of the faculty that need to be highlighted is Christmas celebration, in which all students must take part. They are involved in performances, such as drama and choir. Special guests are also invited to join the event.

To further respond to this, Prof.Dr. Ampha Otrakul, the first head of department of German Section in Faculty of Arts in CU mentioned the following:

we have occasional events such as Deutscher Tag from Triam Udom Suxsa school and also we have Christmas celebration every year. Students will perform in front of others. They will practice for sketch performance, prepare christmas carol to sing but we only have it for our own German department students with some special guests. It's hard for me now because when we want to invite more people to come over, it requires space and money. Well, long time ago, about 10 years ago, I did bring students to "Bei Otto restaurant" to sing Christmas carol at evening and they (the restaurant) ask us to come every year.

Furthermore, Dr.Wanna Saengaramruang, Associate Professor in the German Section at Chulalongkorn University and a pioneer of Thai-German books has provided more information about the related activities as below:

During christmas celebration, we will invite culture ambassador from German/Austrian embassy to come over and others as well. Students

will participate in performance such as singing and theatre (sketch), which they had to practice at home.

Besides, we have German camp for 2-3 days out of Bangkok in a resort with students but we couldn't invite outsider due to the big number of people that we have over 100 students in total.

Apart from that, we will also join Deutscher Tag that organized by Triam Udom Suksa school for competition or activities.

The following pictures in figure 5-2(a) and figure 5-2(b) were taken by me during Deutscher Tag (German day) organized by Triam Udom Suksa school, which is one of the PASCH (Schools: Partners for the Future) school on 29<sup>th</sup> August 2014. As mentioned by Professor Wanna Saengaramruang above, this is one of the outdoor events that CU students actively participated.



Figure 5-2(a) : German day 2014, the entrance



Figure 5-2(b): DAAD and GI took part in German day

To conclude the activities participated by CU students, they are based on multilateral approaches, which enabled students to be exposed to activities inside Chulalongkorn University such as Christmas celebration and German camp, and activities organized for people outside Chulalongkorn University but with the “CU tag” as representatives such as German Day (Deutscher Tag). In addition, students may have personal involvement in extra German-related activities, such as Goethe Institut Sprachcafe, summer course and internship. In contrast, at UM, students are involved in less

activities. As can be seen in Table 5-5, only 33% of German major students participated in poster competition and only 14.3% students participated in Deutlich competition. This contradiction therefore highlight the detail factors of inactiveness among students in UM even with high percentage of intrinsic motivation among students.

### **5.3 Alumni members' involvement**

The final part of the analysis is based on the Alumni members as the main resources and testimonials of “journey after graduation” from German section at both universities. The results show that most of the Thai alumni members are still occasionally or regularly using German language in their daily task and all have benefited their past or present career due to German language skill. This shows a greater demand and opportunities for German speakers in Thailand. In contrast, a lower percentage and limited choice of occupation in Malaysia have eventually demotivated most of the alumni members to continue practising German language even for personal interest.

#### **5.3.1 Continuity of practising German**

In Thailand, there are 3 out of 5 alumni members who are still practising German language as a part of their profession as a freelance translator, interviewer, data collector, and as a part of their daily life such as reading the bible and using software in German language mode. Another one alumni member is still occasionally practising German with German speaking friends with simple daily conversation. The only one alumni member who is currently work with a national oil company explained the main reason for not continuing to practice German. It is because they do not find the language useful in the working environment as they communicate more in Thai. However, when it concerns activity involvement, only 2 out of 5 are still active through Thai-German foundation.

On the other hand, there are less enthusiastic alumni members in UM who are still practising German language. There are only 2 out of 5 who are using methods such as reading news through online websites (Die Welt / Deutschewelle), watching videos, reading books and even attending night courses to maintain or improve their German

language skill. Besides, one of them is using German for work and another one is involving himself through social network.

### 5.3.2 Advantages and benefits to career path

There are very positive feedbacks from CU alumni members all of whom were or are benefited due to their language skill for current profession or previously as a springboard for fresh graduates. Below are comments from CU alumni members, who are still using German language in their profession:

As a freelance translator for German, this is my tool of the trade. I used to work as project assistant for Konrad-Adenauer-Stiftung, a German political foundation, based in Bangkok. This position required knowledge of German language in every skill. Prior to this job, I was publication officer at the Centre for European Studies, Chulalongkorn University, and often used German news sources in my research.

(33, Male. Freelance translator and project assistant)

I still use it in teaching to use German as example for comparison.

(40, Female. Lecturer)

Yes, German helps me much on research by cited references from books and articles.

(31, Female. PhD student and research associate)

There are two alumni members of CU who gave their comments on how they have been benefited in their career path with their German language skill:

Knowing German is of course beneficial in my career as I started my professional life with German Foundation. Now, despite moving on to the larger organization where German is no longer working language, I used to communicate in German both verbally and in written format, including preparation of work-related documents and official reports when I was working for a German non-profit organization. I would say

that fluency in German (at that time) made me a strong candidate and I got the first job shortly after graduation due to my ability to communicate in German.

(31, Female. Staff of UN specialized agency)

German language has some advantage with my first job as secretary to a German CEO in a German language business magazine in Thailand (Aktuell Magazine).

(33, Female. State Enterprise Officer)

As observed above, the career choices are vast in Thailand. They vary from secretary, NGO, lecturer, translator, project assistant and researcher regardless of current or previous profession. However, UM alumni members have given feedbacks on the practical usage of German language in only a specific field – Customer services.

In Malaysia, the feedbacks show a clear cut between fully benefited and no benefit. The results clearly showed that only 2 out of 5 alumni members are working under a higher chance of German speaking environment, which is specific field with customer service. Below are their comments:

As a customer service executive, German did help when I applied for my job. It is because we have German customers who are not able to talk in English. Therefore, sometimes I need to communicate with German guests in German either through calls or emails, if they are not able to speak or write in English.

(26, Female. Customer service executive)

I need to communicate with German colleagues and read some e-mails in German version as I am working in customer service department. I can also more or less assist some of them who cannot speak in English.

(25, Male. Customer service department. Singapore)

In short, UM alumni members who have a clear cut with German related activities by discontinuing to practise German could be considered that the motivation is solely extrinsic, whereby there is no room for continuity in German language out of personal interest. In contrast, CU alumni members may have low percentage of participation but some of them are still practising it occasionally. For instance, one of the alumni members, who is a Hindi language lecturer, is not teaching German but she takes initiative to prolong the learning process by reading bible in German and utilize German knowledge for comparison purposes in her own lecture.



## Chapter 6 The future projection

### 6.1 Main concern of promoting German language

From the previous discussion of students' activeness and inactiveness in participating in German related activities, the following part turns its focus to students' concern about what elements are important in German language promotion and the challenges.

The flow of analysis begins with the perspectives on concept of promoting German language among CU and UM students, followed by the challenges and problems that tackled by lecturers and external parties; namely, Goethe Institute and Chamber of commerce, and ended with suggestions by internal and external parties.

#### 6.1.1 Chulalongkorn University, Thailand

The result of the analysis presented here is based on the open discussion part of the questionnaire, which asks them what is important to the promotion of German language. The outcome shows a significant difference on perspective between CU and UM towards the preference of activities' genre in promoting German, whereby there were more demand from CU students as the representatives from Thailand to emphasize culture related activities in order to further promote German language. Below are examples of the responses from CU students:

We need to publicize about interesting German culture and festivals.

(1<sup>st</sup> year student, Chulalongkorn University)

More German camps and German culture related activities.

(3<sup>rd</sup> year student, Chulalongkorn University)

More activities to point out the advantages of learning German to students by creating brochures or public speaking.

(4<sup>th</sup> year student, Chulalongkorn University)

### 6.1.2 University of Malaya, Malaysia

The majority of students at UM tend to concern more about future job prospects of learning German language as shown below:

More talks in school to create awareness of the importance of language and job prospect information.

(1<sup>st</sup> year student, University of Malaya)

More testimonials on benefits of learning German with actual example of working in German company and chances to go to Germany.

(2<sup>nd</sup> year student, University of Malaya)

Promote the usage of language in future for job and also information about exchange program.

(3<sup>rd</sup> year student, University of Malaya)

Better job prospect!

(4<sup>th</sup> year student, University of Malaya)

The results above reflect that Thailand focuses on sensationalism as mentioned by *KAS Democracy Report 2008* and it can be seen in the people's preference. This works as an active agent to produce more highly intrinsically motivated culture and language learners. Nevertheless, students from both countries do share a common ground in concern of future career path with German as major, even with relatively lower percentage in Thailand according to the feedbacks in open discussion. This particular concern is eventually one of the obstacles to motivate students.

### 6.1.3 Challenges on Job market demand

In response to the further job prospect for German majors, the internal parties respondents such as lecturers and external parties respondents such as Goethe Institute and Chamber of Commerce have given different comments on the job market demand and challenges.



### 6.1.3.1 Internal parties: Lecturers

Firstly, Dr.Aratee Kaewsumrit, senior lecturer in the German section at CU explained on the challenge to promote German language through job opportunities :

German language does not have a meaningful role in Job market. For instance, you have a lot of German companies but they don't use German. They use English. So it is a challenge for us to convince our students by saying it is useful when students asked us, "what can we do with German in our future career?" we cannot directly say German is very useful language because everyone knows English comes first and now even Chinese and Spanish. So the best we can do is to tell students, it is not a "must" but a "plus" language.

Besides, Dr.Thanakon Kaewwipat, a senior lecturer of CU has also added that there are good German language speakers among CU students but they are not specifically demanded in Job market.

Apart from this, another problem is that students do not have much chance to get involved in practical field to fully utilize their language skill such as internship. To this, Dr.Antje Streit, DAAD senior lecturer at CU said:

we have limited number of scholarships for students. We do have scholarships for "Praktikum" (Traineeship) provided by German-Thai society for 1-2 months to work in Germany, but it is still very limited chance.

However, in terms of UM, students have been benefited through the latest bilateral cooperation between HWTG (Hochschule Konstanz University of Applied Science), Germany and UM as partner university for twinning program in tourism management and students will obtain double degree upon their graduation. As Dr.Guido Schnieders added to this:

We have our first batch of students in twinning program to Konstanz university for tourism management course now and also some new

students joined. I believe they will have a brighter future and more demanding upon their return to homeland.

Additional to this, he also stated that there is a large demand of German language teachers at the moment or great demand on German speakers of C1 level and above. The similar condition is applied to Thailand, where there is lack of German lecturers or German tutors in general.

#### **6.1.3.2 External parties: Goethe Institute and Chamber of Commerce**

In future response to the shortage of German language teachers in local market, we refer to the external parties for more comments. According to the Goethe Institute KL director, Dr.Rolf Stehle, his explanation is as follows:

We have more or less only 30 German teachers in Malaysia and we are aiming to have 90 by 2018, which means to have at least 15 or more new German teachers involved in public educational system per year. Thus, it is practical to learn German and have concern of contributing to the local society with German language skill.

Apart from the great demand of educators in German language, there are also different demands as suggested by the representatives of Goethe Institute and Chamber of Commerce. For instance, Dr.Rolf Stehle, the director of KL Goethe Institute gave an example that a German auto (car) company asked a favor from him for assistance in hiring a local artist who has intercultural understanding of Germany and Malaysia to design their car showroom in Malaysia.

On the other hand, Mr.Maik Fuellmann, Chamber of Commerce representative and GTDEE (German-Thai Dual Excellence Education) project consultant gave an example by pointing out that the quality of a candidate cannot be measured by his or her certificate. He mentioned that many students obtained a degree without practical skill. Thus, for German major students, they have a higher opportunity to work as personal assistant in German companies such as hotel and tourism field. This is due to the fact that knowing the language is one of the core value of building trust and mutual

understanding among one another because it is simply hard to trust someone who has no idea about one's language and culture. Additionally, he also mentioned that German language is very specific and structured. It is often difficult to translate German into another language especially technical terms.

Besides, concerning the market, he is positive and confident with German language development as Thailand is the hub of many German businesses due to the long bilateral relationship between Germany and Thailand. He added that the huge number of SMEs based in Germany and Thailand are in need of skilled laborers who can speak German or better communication.

The similar saying of language importance even with rapid globalization growth has been supported by Dr.Hans Dräxler, the Head of Department from Goethe Institute Bangkok. He quoted the spanish proverb: If you want to sell somebody something, you had better off speaking his language.



**Figure 6-1: The picture taken in Malaysian-German Chamber of commerce**

(Second from left) Mr.Alexander Stedfeld, Director of Malaysian-German Chamber of Commerce with (first from left and right) lecturers from Hochschule Hannover, University of applied science

## 6.2 The career path and challenges

### 6.2.1 Future career choice

The following part is to discuss students' choice of future career based on question 6 dealing with open discussion with students. The results projected students'

preferences were leaning more towards private sector than government sector. For instance, the majority of students prefer to work in business related field such as sales and marketing, Human Resource (HR), tourism, cabin crew and customer services. Whereas, the second highest ideal occupations are more language oriented such as teachers, translators, interpreters and embassy officials. It could be considered as a positive sign of showing there are availability of students who are interested to involve themselves in education field in future, which seems to be a direct resolution to the shortage of labor force particularly in teaching. However, the outnumbering of preference in private sector is also a highlight to the demand of more skilled courses that should be provided in the universities as a motivation and preparation for students in their future career.

### **6.2.2 Curricula and courses**

Unfortunately, only very limited skilled courses such as business in German, AV-Media in German and translation are offered as elective courses in Chulalongkorn University. Whereas, German for special purposes is offered as a compulsory course at University of Malaya.

Many feedbacks questioned the usefulness of courses and curricula offered by the universities and German departments among external parties. For instance, the quotations below show one of the comments from alumni members and a second-year student from CU:

I think German courses in universities (or at least my university) didn't match what we really need in business world. We had to study too deep in "Germanistik" which we don't need in the office.. It may be good for those who wish to continue studying German for a Master degree, but not really suitable for students who want to work in German companies or any German related jobs.

(33, State Enterprise officer. Thailand)

We have too many literature related courses but very few courses for business.

(2<sup>nd</sup> year student, Chulalongkorn University. Thailand)

### 6.2.2.1 Shortage of related skilled lecturers

This phenomenon of supply shortage is due to various reasons, such as lack of human resources in German section. This means there are limited numbers of lecturers who are eligible in teaching these skilled subjects. In addition, Dr.Thanakon Kaewwipat, who is currently teaching AV-Media course at CU commented on this by giving an example in Vietnam and the condition of shortage of lecturers with specific knowledge in special courses:

My friend, who works in Vietnam has 20-30 lecturers in their German department, so relatively they could have 200-300 students and offer up to 30-40 courses. But here, we only have 9-10 lecturers and we need to teach bachelor degree, master and even PhD students. This is our difficulty as well.

On the other hand, the shortage of human resource in UM has expanded to the transparency issue in hiring process, whereby some lecturers are holding incompatible qualification to teach in language and linguistic courses such as marketing and finance background. Additionally, cases such as employment ethic related issues in the department have also occurred that indirectly become the “brain drain” playground for passionate teachers. For instance, a lecturer has given an example of an unfortunate case of a victim:

...I give an example of a German department staff (local), who is holding a master degree from Berlin and she is looking forward to get promoted to a lecturer from tutor position, which it is reasonable as one of our staff (German) had received the similar offer. However, when it comes to the interview, she was insulted by the interviewee of saying a good

looking woman like her could be better off getting married to a good man than teaching...

(Lecturer, UM)

#### 6.2.2.2 The connection of university's tradition to courses

In concern of university's tradition, University of Malaya and Chulalongkorn University are the oldest and highly prestigious government universities in Malaysia and Thailand, respectively. The purpose of producing experts in languages, literature and culture are strongly tied with the faculty, for instance: Faculty of Languages and Linguistics in UM has to offer core courses related to linguistics and Faculty of arts at CU has to keep literature course. To this, Dr.Thanakorn Kaewwipat from CU and Ms.Seval Birlık from UM have agreed and responded with suggestions and comments:

In CU, we have a strong tradition that we must keep linguistic and literature courses in our syllabus and program, because the aim is to produce experts in German studies. This might sound very conservative and old-fashioned, but this is the truth. Some universities could have only job-oriented courses in their syllabus nowadays, but at CU, we could have offered Job-oriented courses but we still need to have traditional courses. So both in one. For instance, our English department which has recently ranked as one of the best departments in hundred universities world widely had been seen as a success of continuing the tradition. Therefore, we will not give up this tradition.

(Dr.Thanakorn Kaewwipat, Chulalongkorn University. Thailand)

...German for specific purposes could be extended in content such as communicate on phone and writing business letter. However, linguistic parts have to stay because the degree comes with languages and linguistics but may need to be amended such as combining semantics and pragmatics or may add more practical things, for instance in the past few years, we have started to offer oral courses.

(Ms.Seval Birlık, University of Malaya. Malaysia)

Along with Chulalongkorn University Strategy 2012-2016, one of the aims is to serve as the kingdom's source of knowledge. This means that Chulalongkorn University will become a center of wisdom for the kingdom as a source for knowledge for Thai people, while promoting advanced education in order to produce highly qualified graduates from Thailand and in global perspectives.

### **6.2.2.3 Lack of space for new courses in tight schedule**

Lastly, the challenge also extended to the problem of tight schedule of students. To offer new courses, the universities and German departments have to reconsider of the human resources and rearrange the time for students. As in current situation, students often have not enough time to pick up other courses or time clashes with one another. Toppling up the new courses in this case could not be seen as a solution for more choices or directly benefit students, as some classes could possibly be forced to close due to cost insufficiency with below expectation of minimum number of students.

As Dr.Aratee Kaewsumrit from CU and Ms.Koh Yi Chern from UM mentioned students have difficulty in taking up extra courses or minor program:

Theoretically students could take two different languages for their major and minor but practically it is hard to be done. This is because the program and courses planning are often clashing with one another and it is very tight schedule with intensive courses.

(Dr.Aratee Kaewsumrit, Chulalongkorn University. Thailand)

Student's schedule is very packed and students have to take up extra activities in the university or residential college, so far we do not have German department's student taking minor program.

(Ms.Koh Yi Chern, University of Malaya. Malaysia)

### 6.2.3 Employability and competitiveness

Apart from the curricula and courses in universities, students and lecturers from universities were questioning the lack of demand in German companies for German speakers, which unlike Japanese companies that will hire Japanese language major students before their graduation. However, the alumni members positive feedbacks have shed a light to this by showing their career path development and experiences with German language skill as an advantage.

As mentioned by Goethe Institute and universities' lecturers, there are shortage of German language lecturers and tutors, it is a concern of how could we prepare and support students in their career path?

Meanwhile, one of the CU alumni members who is currently a freelance translator for German also mentioned that there are lack of professional qualified translators and interpreters in Thailand, thus it is believed that there are still high demand in German-Thai languages translation job in the country.

Despite the view of job market as supply basis to German majors, it is utmost essential for universities and students to answer the questions of whether students are ready to contribute their skill to the market, to what extent of their performance upon graduation. The following part will discuss and conclude about the employability and competitiveness of local graduates.

#### 6.2.3.1 Lack of working experiences and analytical skill

There are common weaknesses of Malaysian and Thai graduates in terms of employability and competitiveness. According to the feedbacks from German-Thai Chamber of Commerce (GTCC) and Malaysian-German Chamber of Commerce (MGCC), Malaysian and Thai students have similar challenges on lack of practical experiences and analytical skill. For instance in table 6-1 below:



Table 6-1: Comments from MGCC and GTCC

	MGCC	GTCC
Lack of working experience	<p>“I would say what they learned at the university is usually not compatible with what is required in job market. Even some of them learned related courses but still they lack working experience.”</p>	<p>“Most of the students are having a degree without practical skill.”</p>
Lack of analytical skill and initiative	<p>“Nowadays, fresh graduates do not have job readiness, they are pampered and lack of ability to take initiative.”</p> <p>“Employees are not used to making decision or take initiative to present a job proposal. For example, it is often for local employees to ask “what should I do now?” instead of taking initiative to do something and then ask for comments from supervisors.”</p>	<p>“Thai students do not usually practice analytical skill for solution and decision making, whereby students do not see a bigger picture for a particular problem. Therefore this has to do with the teaching methodology in Thai education.”</p> <p>“Students do not feel enthusiastic in improving themselves. For instance, there was once, I told my students to join the recruitment training (I was in HR department with around 500 employees) and only 22 students sent me their CV, 14 of them are foreigners and 8 of them are Thais, but in the end, it’s only 4 Thai students participated.”</p>

Further to lack of working experience, MGCC mentioned that some German companies do not prefer to have fresh graduates because it will need time to train them from zero, thus they usually take those who have had at least 2-3 years working experience. He suggested that universities include traineeship for at least 8 weeks prior to graduation regardless of the area of studies. Meanwhile, he also added a comment on local employee's working attitude:

Employees must be able to be creative as the social system need to be changed. Employees tend to be more obedient and it is not the same as what we practiced in European countries. I understand this is culture diversity but we need to share, to develop and to question.

In view of Thailand, GTCC commented that the employment trend relies much on kinship or relationship in local companies, and this has indirectly become one of the factors of low competency among the Thai graduates:

For instance, if someone is looking for a job, he or she will be introduced to their relatives or friends, who are currently looking for someone in certain position. You will not be hired if you do not have a connection, especially foreigners in local companies. Unless you are applying for multinational companies, then that will be another case round. So it explains of why you do not have much competition among Thai graduates.

Apart from these, the GTCC and MGCC have emphasized the importance of communicating skill in foreign language for job market's demand, which is the main challenge for students and lecturers in creating the teaching and learning environment to enhance speaking skill. Meanwhile, MGCC has also emphasized the parallel strong demand of high English proficiency level, which he commented:

I suggest firstly students have to enhance their English proficiency apart from learning German. This is very important even though some could score better on paper but not all could communicate comfortably in

English. What we need is a communicative language skill in whichever language they learn.

The similar comment has also been mentioned by former UM senior lecturer, Ms. Seval Birlık that good grades for students could also be the outcome of lenient marking scheme by lecturers, which without realizing, students might be underperformed but overrated in real situation. Thus, students should take initiative and continuously improving their language proficiency if they intended to make it useful in future career. In terms of English usage in Malaysia, apart from globalization, it is also due to the multi-ethnic and multi-cultural background of Malaysian's society. English has become essential for all profession.

In contrast, English is not widely applicable in Thailand except tourist hotspots and cities. However, the GTCC agreed with the possibility of incompatible outcome between students' academic performance and soft skill. To this, the job market is open to those who could be able to communicate fluently in a foreign language with positive attitude. He mentioned as below:

...Regarding students who have a degree in business related field, it does not mean they could understand it, or maybe they know it in theories but lack practical skills. So, most of the German companies, which are looking for a PA tend to look for someone who can speak good German and maybe with a general degree to provide them on-job training. This is normal for fields like hotel and tourism, which you need an extrovert attitude and also language skill You need to know that language ability is one of the core value of building trust and mutual understanding among one another, because it is simply hard to trust someone who has no idea of my language and also my culture.

In terms of the competitiveness among local students in multinational companies can be seen from a survey of AHK Thailand on German companies in 2013 about their comments on how well-prepared are the local applicants through presenting their CV as table 6-2 below:

Table 6-2 - Question: How well did the local applicants prepare their CV?

	Insufficient	Sufficient	Good	Very good	No information	Total
High school	34.6%	26.9%	19.2%	-	19.2%	99.90%
Training certificate (PWC)	15.4%	34.6%	34.6%	-	15.4%	100.00%
Training certificate (PWS)	15.4%	42.3%	23%	3.9%	15.4%	100.00%
Secondary school	38.5%	23%	11.5%	-	26.9%	99.90%
Higher education (Diploma)	11.5%	15.4%	53.9%	7.7%	11.5%	100.00%
<b>Bachelor</b>	11.5%	30.8%	38.5%	15.4%	3.9%	100.10%
Master	7.7%	23%	42.3%	19.2%	7.8%	100.00%

As we can notice above (the dark bolded column), approximately 42.3% of the local bachelor degree graduates are unable to deliver good CV upon their application. We could see the figure is not gradually increased according to the education level as in overall, 53.9% of the diploma holders could technically delivered a better CV compared to bachelor and master holders. This is one of the results that shows the university education often does not equip students to prepare themselves for future career, even bachelor degree holders are shown in Table 6-3 as the largest proportion among employees in all German companies, for instance in Thailand as table 6-3 below (Online-Survey by AHK Thailand 2013):

Table 6-3 Question: What is the average highest education of employees in your company?

Highest Education:	Percentage:
Training Qualification (PWS)	11.00%
Higher Training Qualification	4.00%
Junior High School	7.00%
Senior High School	19.00%
Master Degree	11.00%
Bachelor Degree	48.00%
Total	100.00%

Overall, despite the importance of enhancing the qualification, universities should also include building students' positive attitude for a holistic approach of creating a world-class quality education. There is an interesting person experience shared by Dr. Volker Wolf about hiring process in Goethe Institute Malaysia, which he emphasized the importance of attitude over qualification as a long term consideration:

Nowadays employers emphasize more on the employee's attitude rather than the qualification. I can give an example of a colleague that I've hired in Goethe Institute KL, she was a dentist assistant when I first met her and I was impressed by her customer services and working attitude. Even though she did not speak a single word of German and with only SPM certificate, but her 2 years working experience with Singapore Airline is a plus for our administration position with her impressive working attitude.

The administrative position was actually posted up on-line before I hired her and we have divided them into 2 groups, a group of 35-40 years old candidates and another with fresh graduates from colleges. The first group, middle age candidates, I would say they were below my expectation. The second group, fresh graduates, I would hire any of them but they turned down the offer when they know it is only RM3000

plus, they believe that they could get a better offer. So I think it has to do with attitude apart from the qualification.



## Chapter 7 Conclusion

The conclusion will lead to the answers to research questions and hypotheses as an outcome of this research. Further to this, suggestions will be added in the third section of this chapter for solutions and improvements.

### 7.1 Summary

This research utilizes quantitative and qualitative research methods with participation of internal key informants, i.e., lecturers and students and external key informants, i.e., universities' alumni members, representatives of Thai-German Chamber of Commerce, Malaysian-German Chamber of Commerce, representatives of Goethe Institute Kuala Lumpur and Goethe Institute Bangkok. Data were also collected from observation and documents for statistics and figures. The result shows that the majority of students from CU and UM are R learners (derived from VARK theory) that prefer writing and reading for best learning outcome. Meanwhile, teachers and students from both universities recognized the importance of cooperative learning for teaching and learning methods but teachers also address one of the key challenges of students with lack of analytical skill. This has been highlighted by representatives of Chamber of Commerce in response to current weaknesses of graduates in local market. Despite that, other challenges such as creating better learning environment, lack of quantity and quality German teachers to offer skill-based courses, budget and tight curricula schedule for students were also critical for German language department's development in CU and UM.

In view of the differences between CU and UM in teaching and learning, the findings highlighted three concerns in teaching material, intake system and students' preference in learning method. Firstly, CU offered skill-based courses such as translation (Thai-English) by using local published teaching materials compared to UM that has to rely on imported teaching materials. Besides, CU has also changed the teaching material from *Schritte* to *Sicher!* for intermediate level of German language proficiency classes. Whereas UM is still using *Schritte* for intensive language classes for

German majors. Secondly, different intake system in CU that require students to obtain PAT 7.2 certificate for basic German upon application has limited the door for more interested students. In contrast, UM offered German major program for qualified students from beginner level with the condition of passing interview. Thirdly, even though cooperative learning is recognized as an effective teaching and learning method, CU students emphasized more on teacher's assistance in terms of understanding students' difficulties and creative teaching methods while having cooperative learning. Whereas UM students prefer to have small group learning and parallel interactive learning process among students and teachers.

In terms of promotion and involvement of German related activities, students are mostly intrinsically motivated such as attracted by culture and language while enrolled by German bachelor degree program in CU and UM. However, CU and UM did not encourage students to organize activities and students were not self-motivated to do so. It is because teachers that students were engaged with too many courses and activities. Meanwhile, German departments in CU and UM did not have significant promotion strategies in past five years apart from regular internal parties in CU such as Christmas celebration and UM distributed flyers in exhibition or institutions.

In view of alumni members of both universities, CU shows higher numbers involved in academic field, such as interpreter, researcher and lecturer; whereas UM members were mostly working in customer services related field. In terms of continuing learning German language, most of the CU members are still using the language and involved in German related activities; while UM members were less active in participation as well as practicing the language.

## **7.2 Discussion**

### **7.2.1 The challenges of systems in Universities turned out to be the demotivated factors to attract new German majors**

Firstly, the difference in the intake system shows Chulalongkorn University had limited chance to open for more potential candidates for the reason being of limited space and lack of human resource; for instance, university's teachers are not enough to teach



all levels. Furthermore, the intake system in Chulalongkorn University does not contribute to the sustainable number of German majors because first-year students are given choice to choose and fix their major subject only in the second year. This situation has led to the effort of continuous promotion of each foreign language department to emphasize internal activities to attract more first year students to join the major program in their second year. Besides, the minimum requirement of joining German major program is also based on the academic performance to at least achieve CGPA (Cumulative Grade Point Average) 2.75 in first two semesters. This challenge has indirectly opened a door for other foreign language major program to attract more students by offering language intensive courses starting from beginner level instead of intermediate level.

Secondly, the grey shade of grading system that we could not measure is the attitude and expectation of teachers to students throughout the marking process. Some teachers are found to be too lenient in giving marks and to lower the international standard with low expectation towards students. This consequence will not be shown in the grading report of students but the potential damage is extending beyond individual ability of understanding, skill, knowledge and even university's reputation.

Thirdly, every university holds different fundamental visions and missions, which have been applied to University of Malaya as well as Chulalongkorn University. As many faculties of the oldest and prestigious universities in the world, Faculty of Arts at Chulalongkorn University has to continuously protect the tradition by offering core courses, such as literature and history. Similarly, Faculty of Languages and Linguistics has to offer historical linguistics and introduction of linguistics to students. The curriculum has been argued by students since the core courses are less likely be practical in their future career path. As a result, the majority of students are not interested in learning. However, lecturers emphasized the importance of keeping the core courses and but meantime might change the contents of existing courses to be more practical.

### **7.2.2 Cooperative teaching methods are used in both universities but students are found lack of analytical skills and majority are “R” learners.**

Cooperative learning is recognized as effective method for students among teachers from University of Malaya and Chulalongkorn University. However, it is irrational to mention any specific method that had been solely used in all courses. The explanation to this is the learning content and environment changes and these different situations require flexible change of role from teachers to optimize learning output from students. To this, different roles such as teacher as formal authority, whereby classroom is fully controlled by teacher through “Frontalunterricht / Vorlesung” method (Lecturing) is used whenever there is a new knowledge to be shared to students. Apart from this, teacher could be in a role of being a demonstrator by showing students how to do when students need to practice their skill to apply in particular examples. The other two roles are teacher being a facilitator or a delegator to give a larger space and freedom for students to perform and present their idea such as presentation and drama performance.

Additional to this, lecturers also emphasize the importance of controlling the group discussion while giving students autonomy to avoid one or two students’ dominated ideas. Lecturers suggested letting students discuss in group but produce individual work while having least interference. This is to ensure equal opportunity is given to every student and to encourage students to build self-confidence.

In terms of students’ performance, both universities’ tutors and lecturers shared the common idea of students lacking analytical skill and the learning culture is still trapped in traditional learning environment, whereby students are not used to question teachers and comments. The idea of criticizing and arguing is often labeled as inappropriate attitude towards teachers.

Apart from this, the research has identified that the majority of students are R type learners, who prefer to learn through reading and writing. Students tend to memorize by repeatedly writing new vocabularies in this case. However, alternative preference is also leaning towards Audio-Kinesthetic (AK) type for activities that involve music, games

and group discussion. To this, the cooperative learning method has mutual recognition by teachers and students as one of the successful methods of learning.

### **7.2.3 Creating harmonious learning environment for foreign language learning is essential**

The Majority of students have mentioned the preference of small group learning and good relationship with teachers as they see these as factors of improving German language skills. Teachers should give space for students to express their ideas before correcting their mistakes.

### **7.2.4 Students are intrinsically motivated to learn German but lack volunteering motivation to organize or promote German language and culture**

In terms of participation, we conclude in two aspects. Firstly, students in CU has a higher intrinsic motivation to learn German language and more active involvement in German activities compared to UM students. However, both are sharing the same root problem, which is by far, there is no activity solely organized by students themselves. I suggest that activities could be briefly categorized in 3 types according to CU and UM activities:

- (a) In-in : Department organized for department students participation only.
- (b) In-out: Department students take part in activities that organized by external parties.
- (c) Out-In: Invite outsiders to participate in department organized events.

So far, CU have all three, for instance, Christmas celebration (in-in and out-in) with students participation and invitation of special guests, German camp (in-in) with German section students only, and German day (in-out) which students represent CU to take part in Triam Udom Suksa School. Whereas in UM, students participation are only limited to (In-Out), which students only take part when it is organized or co-organized by external parties such as Poster competition.

Therefore, even though students are choosing German as major in bachelor degree due to personal interest in German language and culture, it is however not to the extent of volunteering in organizing activities with creative ideas by students themselves. As an alumni member of German section in UM, there was once in my personal experience of first attempt to organize for a field trip to UPM, University of Putra Malaysia (the second university that offered German in Bachelor degree) and the activity was solely organized by students and successfully done by cooperating with Dr. Renate Kaerchner Ober, who was the coordinator of international relations in Faculty of Modern Languages and Communication, UPM (University of Putra Malaysia). Unfortunately, there is no volunteer to continue and strengthen this relationship for the following year.

#### **7.2.5 Universities are not promoting actively due to lack of human and financial resources**

In terms of the universities' promotion of German bachelor degree program in the past 5 years, UM has distributed flyers about the programs in schools, whereas CU is not promoting the activities in off-campus compound due to lack of human and financial resources.

#### **7.2.6 CU alumni members are working in academic context compared to UM alumni members who are involved mostly in customer services field.**

The career path among CU alumni members are different from UM alumni members, whereby CU alumni members are mostly working in academic context related field such as translator, project assistant, lecture and research associate. Whereas, UM seniors are working in customer services related but with higher mobility rate; for instance, working in Singapore.

#### **7.2.7 German is closer to Southeast Asian region**

The major highlight of ASEAN in 2015 will be focusing on AEC (ASEAN Economic Community) with the open gate of the region to the extent of international cooperation and investment. The rapid growth of economic development has led to

a tremendous demand of skilled work forces. To this, ASEAN-Germany cooperation review in 2013 in Jakarta has revealed that Germany has contributed more than 70 million Euros in ASEAN activities and development. Apart from bilateral cooperation in vocational education and training such as RICOTVET project by GIZ and Dual-Excellence project by Chamber of commerce, German language can be seen as one of the potential high market value languages.

### **7.2.8 German majors do not see the importance of German language**

Anglicism and eastern languages have overtaken the trend of western language appreciation in the region. Despite the distant cultural background and lack of visibility in the region, it is closely related to less emphasis on the importance of German language proficiency in German companies compared with eastern companies such as Chinese companies, Japanese companies and Korean companies, whereby proficient in eastern languages is credited. However, it is important to understand that learning a language also carries with it understanding its culture, which is relatively important in intercultural communication, concept building and other soft skills when it comes to building bilateral relationship with German partners.

### **7.2.9 Research contributes to rethink and reform of German language teaching and learning methods from a holistic approach**

It is not realistic to emphasize only German language is important in Southeast Asian region or anywhere in this world. Perhaps, it is more feasible when this research outcome could be used as one of the references on diverse thinking about the importance of teaching and learning a foreign language in Southeast Asia. As mentioned in Klai Baan letter from King Chulalongkorn, many Thai royalists could be well-versed in German and even better than Thai. To this, what is the real meaning behind this? Does it simply due to a part of modernization plan? Or perhaps, it has eventually opened a door to elevate the process of strengthening bilateral cooperation before people recognize the importance of German language and culture in Thailand.

Today, localization industry is booming in Southeast Asian region and more local experts are demanded by foreign companies in local market. This idea is to utilize the

understanding of local preference by local experts to present a foreign concept in local market. To this, it includes local foreign language experts. For instance, we often found a local English news reporter on Television instead of a foreign native speaker. This is due to three main reasons. Firstly, local expert can deliver the message professionally with a standard accent understood by most local people, whereby it could be difficult if it is done by a native speaker with an unfamiliar Scottish accent. Secondly, specific vocabularies in local language can be correctly pronounced. Thirdly, it is more economical to hire local experts than importing foreign experts. Lastly, the local expert has sensitivity on language usage for local market.

In short, this research intends to present a different idea of foreign language teaching and learning from different angels. Language is valuable and essential as ASEAN is moving and expanding beyond the region.

### **7.3 Suggestions**

#### **7.3.1 Cross-learning syllabus and system should be reviewed in Universities.**

German department should firstly review the courses of current program and further discuss on improving the syllabus by combining relevant teaching contents in a course. For instance, suggestion such as German pragmatic and semantic study in Malaysia or Thailand society, which could be extended to intercultural communication.

#### **7.3.2 It is important to survey students' career preference and connectivity between University and corporate world.**

It is relevantly important to do survey on student's will on their career path despite on the performance of lecturers and facilities. It gives additional information of the students' future direction and demand in their study that could contribute to designing or offering new courses in future. It provides useful information for cost planning and human resource arrangement for the department.

Meantime, the connectivity between the corporate world and universities must be built. Students' ability and performance must be visible and presented through a practical way. For instance, in view of current situation, universities are relying on

German organization to offer opportunity for internship without realizing that German companies could lack knowledge about German majors and their ability. To this, channeling students with German companies must be done through pro-active methods; for instance, creating final year students' individual short clip by self-introduction, skills, ability to contribute in a company and uploading it to "German department" Facebook page, followed by inviting companies to take a quick screening on potential candidates. As most of the human resource personnel have to scan through thousands of applications, a short, precise information and creative way to approach them could be in advantage. With the blooming of convenient software and apps, students could easily assess and create their presentation. However, it is important that teachers are the key figure to guide students on how to develop the skillful presentation, as well as controlling quality before uploading to any multi-media sources.

### **7.3.3 We can boost learning motivation by connecting to off-campus activities**

The high percentage of intrinsic motivation of learning shows the positive sign for teachers and learners. However, even though cooperative learning has been widely used and proven successful in both countries, students are still not in practice to have critical thinking and ability to defend their points such as debate. Cooperative learning is no doubt a better platform for improvement, however further steps should be taken. For instance, students commented that it is hard for them to learn German because they do not have partner to speak German and they need more information about future career path:

It's very difficult to learn a new language if we don't have a partner to speak German. -UM

More career path guide for students is essential. -CU

The learning environment could include extra activities and information to involve more external parties, for instance: German lecturers could include their own network

in teaching such as inviting German friends to join classes or bringing students to visit to German kindergarten to interact with children or encourage them to work as volunteers to improve their language. As Dr.Aratee mentioned, some talks in German seem to be challenging for first to third year students:

We have invited lecturer to give talks or lecture for bachelor degree students, but they are not ready yet for academic-related activities due to their language proficiency level but maybe it is possible for 4<sup>th</sup> year students. I give an example of a situation which we had previously invited a foreign lecturer to give a seminar with 2<sup>nd</sup> year students, but we found that students have a hard time to understand it.

(Dr.Aratee Kaewsumrit, CU)

Besides, there are many platforms such as internet pen pal, Facebook German group and even skype weekly video conference for German learners. It is a form of peer pressure when students explore themselves to the world and connect with students who are major in German around the world.

In concern of the majority of R learners in both universities, teachers could give students a task such as blogging for the whole semester to share their daily life movement and stories in German or at least 2 short articles per week as a part of the lesson. It opens the floor for public to comment, to criticize and to share their ideas, which this practice could indirectly build students' ability to accept or defense any critics while improving their German proficiency level. Additionally, Mr.Maik Fuellmann (**figure 7-1**) has also given a suggestion with his experience of being a lecturer apart from a consultant for GTDEE project:

There is another effective example, which students should involve their interest while learning the language, for instance, if you like fashion, you could simply pick up any fashion magazine in German and read it. Well it is hard for the first time, but it takes time and slowly, you will be professional in what you are interested in. Students should highlight the words and learn it, so they could explain further confidently and feel



more comfortable to talk about their hobby. It is a strategy of strengthening your strength.

(Mr.Maik Fuellmann, German-Thai Chamber of Commerce)



Figure 7-1: (Left) Mr.Maik Fuellmann and (Right) Author

#### **7.3.4 German language is a tool of enhancing culture understanding while equipping students to be more competitive and flexible.**

Despite positive attitude, upon ASEAN market expansion, we should prepare students for world market and not just circulate in limited opportunity by depending on whether German companies need German speaker or not, but be well-prepared for high mobility to work in any places as an eligible and competence candidate. For instance, most of the CU alumni members are widely exposed to different fields and succeeded with their German language skill. Additionally, a UM alumni member is working in Singapore and is accepted due to the plus language ability under a multinational company. To this, figure 7-2 below explains the market flow of mutual demand between market and quality candidates in different working fields and most of the on-job training will be provided for potential candidates. Besides, it is the transition process among education, job market and graduates from the emphasis of specification

to the a more flexible platform. For instance, it is possible for a graduate with a bachelor degree in history to work as a reporter. He might utilize his knowledge in history when some issues have to deal with the past. To this, it could be seen as an expansion of knowledge through flexibility of choices in career.

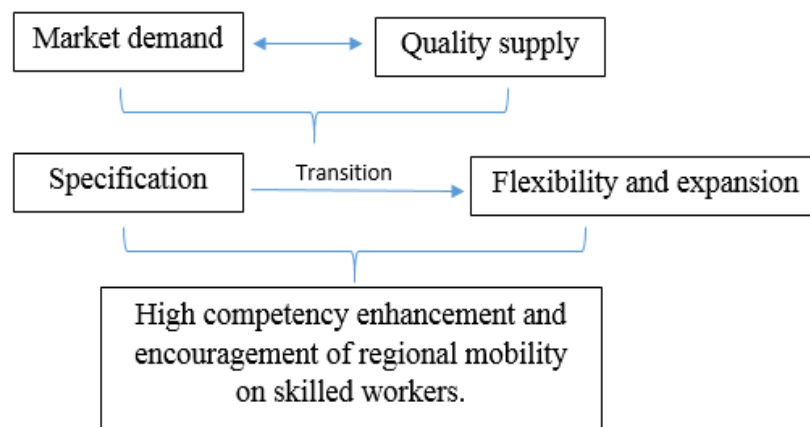


Figure 7-2: The transition flow of job market and education upon AEC 2015

Moreover, there is a need of regional cooperation or bilateral cooperation between Thailand and Malaysia in enhancing student's understanding and competency through exchange program. This idea has been emphasized in AEC 2015 blueprint (2008) on free flow of skilled labor under the concept of single market and production base. In sentence 34, it mentioned the importance of enhancing cooperation among ASEAN University Network (AUN) members to increase mobility for both students and staff within the region in order to facilitate the free flow of services for harmonization and standardization purposes.

As a part of supporting testimonial on this, I would share a personal experience as a former employee of Top Glove, the world largest glove manufacture and alumni member of German department from Faculty of Languages and Linguistics in UM. In parallel with the company's vision of aiming to continuously expanding their business throughout the world, foreign language ability has been credited much in marketing department. For most cases, fresh graduates are encouraged to apply and mentor-mentee training and relationship have been applied for each group in the department. Additionally, the emphasis of right attitude in the company also reflects the saying of

“hire for attitude, train for skill” (Harvard business reviews, 2011; Forbes, 2012) by providing various training from different departments, such as shipping and packing. In view of business angle, attitude of employees values much on a long term basis business development; high turnover rate will eventually cause uncontrollable loss on various aspects.

### **7.3.5 Connection between university students and staffs with the external parties for practical knowledge of students’ potential in mobilizing themselves in the job market.**

Apart from offering better quality of education and students, what else can we do to prolong the learning of German? The answer has to focus on the connection between university students and staffs with the external parties, which this includes the German department’s alumni members. Firstly, current university students have less information from the alumni members or seniors even though they are in the same department. This phenomenon can be applied to both universities even though they are considered as a small group with less than 20 students in average for each year students. This indirectly demotivate students along the learning process as there are less information reaching them from their own alumni members, who were once in the similar position. To encourage this interaction, lecturers could create a task for students as a part of their study to open a path for them to know more about their senior and what are they doing now. For instance, approach to an alumni member and interview them, which students make some effort in getting the contact from office or current seniors. Regardless of positive or negative outcome from their interview, it is the reality that students and lecturers need to deal with, and we should see students as a part of the solution to the problem.

To further understand this from student’s opinion, an example of a personal interaction session has been done between the author (alumni member of UM) with students. Figure 7-3 below is the picture taken by the author in UM with juniors and Dr.Volker Wolf, despite the purpose of research as an observer in the class, the author has also found that students are interested to know more about their senior’s career

path (alumni members) during the discussion session. Unfortunately, students do not have a platform to build up a connection or knowing more information. The similar condition has also been mentioned by the CU students during group discussion.



Figure 7-3: UM 3<sup>rd</sup> year students with Author and Dr.Volker Wolf

### 7.3.6 Realization of the importance of German language in the region

It is generally recognized that eastern culture is the public interest such as Korean and Chinese and gradually pressured the promotion of western languages. However, it is interesting to found a dedicated teacher, Assistant professor Korakoch Attaviriyapunap (2014) of German department, Silpakorn University have made the integration of Luktung songs (Thai country songs) into the German language teaching and learning process, as well as a project of German department. Students are required to translate Thai lyrics into German, practice and perform in public. This creative idea has gone beyond the frame of traditional image of Luktung songs and German language. Similarly, such cross-cultural teaching and learning methods should be experimented in other institutions for better understanding of one's culture through foreign language. For instance, social engagement program for students in UM could be used as a channel to include German language and culture elements while enjoying social works such as visiting old folk's home by performing traditional songs and teaching them some new simple German songs with familiar melody. This is to encourage life-long learning education for elderly and meantime making German learning process more influential

and fun. Whereas CU could have a creative photo competition with the theme “When Mr. Wurst meets Mx. Sai Krok ไส้กรอก”<sup>9</sup> that encourage people to use a combination of Thai symbolic and German symbolic elements to represent the beauty of cross-culture learning on photos.

As former Chancellor of University of Alaska, Professor Edward Lee Gorsuch said: “Learning a foreign language not only reveals how other societies think and feel, what they have experienced and value, and how they express themselves, it also provide a cultural mirror in which we can more clearly see our own society.”




---

<sup>9</sup>The idea came from the similar food-sausage with different articles and perhaps, ingredients. The Wurst (German sausage) is carried with masculine article before the noun, whereas Sai Krok (Isaan sausage) has no particular article for it. To this, Gender neutral honorific “Mx” has been given to Sai Krok. Overall, the title shows a cross-culture learning motivation and appreciate differences even we are similarly homo-sapiens.

Loulla-Mae Eleftheriou-Smith: Gender neutral honorific Mx 'to be included' in the Oxford English Dictionary alongside Mr, Ms and Mrs and Miss. The independent 3th May 2015

<http://goo.gl/xzShzC>

## REFERENCES

*Asean-Germany Joint Cooperation Review 2014*, 2014.

Ammon, Ulrich. *Ist Deutsch Noch Internationale Wissenschaftssprache? Englisch Auch Für Die Hochschullehre in Den Deutschsprachigen Ländern.*, 1998.

Arts, Faculty of, "Bachelor of Arts Program in German"

[http://www.academic.chula.ac.th/search/showprograms.asp?ID\\_Program=1223](http://www.academic.chula.ac.th/search/showprograms.asp?ID_Program=1223)  
20.

Attaviryanupap, Korakoch. "The Integration of Luktung Songs into the German Language Teaching and Learning Process of the Thai Students." *Manusya, Journal of Humanities*, (2014): 17-28.

B. Holmberg, M. Shelley & C.White (Eds.). "Distance Education and Languages: Evolution and Change " *Multilingual Matters*, (2005): 166-177.

Bambacas, Mary & B.Sanderson, Gavin. "Instructional Preference of Students in Transnational Chinese and English Language Mba Programs." *Journal of University Teaching and Learning Practice* 8, no. 1,Article 2 (2011).

Bangkok, Goethe-Institut. *Thai Artists and "the Goethe", 40 Years of Cultural Interaction*, 2000.

Biggs, J. "Enhancing Teaching through Constructive Alignment." *The Higher Education Academy* 32, (1996): 347-364.

Biggs, J. "The 3p Model of Teaching and Learning, Buckingham." *The Higher Education Academy*, (2003).

Biggs, J "Aligning Teaching for Constructing Learning." *The Higher Education Academy*, (2003).

2010 and 2014 Census. <http://www.cia.gov/library/publications/the-world-factbook/geos/my.html>

Braslavsky, Cecilia. "The Curriculum." (2005).  
[http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/AIDS/doc/cecilia\\_e.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/AIDS/doc/cecilia_e.pdf).

Bratislava, Žarić. "German Language in the Eu, Faculty of Economics." *Economics and Organization Nis* 6, no. 1 (2009): 33-39.

Brown-Hoekstra, Kit. "Localization Core Focus." *Multilingual*, no. October/November (2014): 15.

C.Williams, Kaylene C.Williams & Caroline. Five Key Ingredients for Improving Student Motivation Research in Higher Education Journal.

Carthew, Alastair Lewis. *Kas Democracy Report: Thailand*. 2008.

Center, United States Diplomacy. "Definition for Bilateral and Multilateral Relationship."

Chulalongkorn, King. *Klai Ban*, 1907,1997.

Commonwealth. "Definition for Bilateral and Multilateral Co-Operation".

Consulate-General, Royal Thai. *150 Years Thai-German Bilateral Relationship*.

Copping, Adrian "“Just Tell Us What We Need to Know” . Examining Concepts of Learning and Teaching." *Practitioner Research in Higher Education* 1, (2007): 20-24.

Creswell, J. . "Research Design Qualitative, Quantitative, and Mixed Methods Approaches (2nd Ed.)." (2003).

Cristol, Guerrero, Lujan & Serrano "Ethical Issues with Informed Consent." *Bio-Ethics Issues* 1, (2007).

Dallapiazza, Rosa-Maria ; Evans, Sandra; Fischer; Roland Ziel : *Deutsch Als Fremdsprache (Niveau B1+ - C1)*, 2008.

Deci, E. L., & Ryan, R. M. *Intrinsic Motivation and Self-Determination in Human Behavior*, 1985.

Deci, E.L & Ryan, R.M. . "Intrinsic & Extrinsic Motivations: Classic Definitions & New Directions." *Contemporary Educational Psychology* 25, (2000): 54-67.



Dengler, Stefanie ; Rusch, Paul ; Schmitz, Helen ; Sieber, Tanja & others. *Netzwerk : Deutsch Als Fremdsprache (Niveau A1-B1)*, 2013.

dictionary, Merriam-Webster online. "Promotion."

Dillon, Sam. "German in a Multicultural World." 13th April 2012 2012.

Eleftheriou-Smith, Loulla-Mae. "Gender Neutral Honorific Mx 'to Be Included' in the Oxford English Dictionary Alongside Mr, Ms and Mrs and Miss." *The Independent*, 3rd May 2015 2015.

F.Grasha, Anthony. *Teaching with Styles: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Styles*, 1996.

F.Grasha, Anthony. "The Dynamics of One-on-One Teaching." *The social studies* 94, no. 4 (2003): 179-187.

Fleming, N.D. & Mills, C. "Not Another Inventory, Rather a Catalyst for Reflection." *To improve the Academy* 11, (1992): 137-155.

Fleming, Neil D. "'I'm Different; Not Dumb: Modes of Presentation (Vark) in the Tertiary Classroom.'" In *Contributed paper, annual conference of the Higher Education Research and Development Society of Australasia, Rockhampton.*, 1995.

Fleming, Neil D, "Vark " <http://vark-learn.com/home/>.

Gardner, Howard *Frames of Mind: The Theory of Intelligences*, 1983,2011. Reprint, Basic Books; Third Edition edition.

GIZ. *German International Cooperation (Giz) in Thailand 2014 Factsheets*. 2014.

Häger, Mirjam, "The German-Malaysian Connection" <http://www.gmi.edu.my/the-german-malaysian-connection/>

Hamel, Rainer Enrique "The Dominance of English in the International Scientific Periodical Literature and the Future of Language Use in Science." (2007): 53-71.

Imove. *Marktstudie Thailand Für Den Export Beruflicher Aus- Und Weiterbildung*. 2014.

Jin Zhuo, Lee "Foreign Language Acquisition: Teaching German as a Foreign Language for the Foreigners." *UM Scholars Bank*, (2012): 10.

Kasetsiri, Charnvit. "King Chulalongkorn's Grand European Tours with Special Reference to Germany." 2008.

Kavalchuk, Aksana. *Cross-Cultural Management: How to Do Business with German*.

Kendra, Cherry. *The Everything Psychology Book: An Introductory Guide to the Science of Human Behavior (Everything S.)*, 2010.

Kolb, A. Y., and Kolb, D. A. "Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education." *Academy of Management Learning and Education* 4, no. 2 (2005a): 193-212.

Kolb, A. Y., and Kolb, D. A. "Bibliography of Research on Experiential Learning Theory and the Learning Style Inventory." (2005b).

Kolb, D. A. "Experiential Learning: Experience as the Source of Learning and Development." (1984).

Linguistics, Faculty of Languages and. *Bachelor of Languages and Linguistics Program in German Section*, 2009/2010, 2013/2014.

Linguistics, Faculty of Languages and. *Photo Competition: German Traces in Malaysia* 2012.

Lumpur, German Embassy Kuala. "Foreign and Europe Policy: German Embassy in Kuala Lumpur."  CHULALONGKORN UNIVERSITY

Lumpur, German Embassy Kuala, "German Dual Vocational Training in Malaysia"  
[http://www.kuala-lumpur.diplo.de/Vertretung/kualalumpur/en/06/Berufliche\\_Bildung\\_und\\_Weiterbildung/seite-dual-system-2013.html](http://www.kuala-lumpur.diplo.de/Vertretung/kualalumpur/en/06/Berufliche_Bildung_und_Weiterbildung/seite-dual-system-2013.html)

Malaysia, Lembaga Peperiksaan Kementerian Pendidikan. *Peperiksaan Bahasa Jerman*.

Marshall, C., & Rossman, G.B. . "Designing Qualitative Research." (1995): 79.

- Massis, Bruce. "Hiring for Attitude and Training for Skill in the Library." *New Library World* 116, no. 7/8 (2015): 467-470.
- MGCC. "German-Dvt Day 2014 " In *German Dual Vocational Training in Malaysia*, 2014.
- MGCC. "Growing Talents Partnerships to Meet Malaysia's Talent Needs." *MGCC Perspectives* 21, no. 1 (2015).
- Mukherjee, Hena and Wong, Poh Kam, "The National University of Singapore and the University of Malaya: Common Roots and Different Paths"  
<http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079956815/547670-1317659123740/Chapter5.pdf>
- NESDB-Thailand. *Towards a Knowledge Economy in Thailand*. 2008.
- NIETS. *The National Institute of Educational Testing Service (Public Organization)* 2009.
- NIETS. *Pat 7.2 Test Paper*. 2009.
- Office, Federal Foreign. "Bilateral Relationship with Thailand." 2014.
- Park, Clara C. "Learning Style Preferences of Southeast Asian Students. Urban Education." *SAGE* 35, no. 3 (2000): 245-268.

Perlmann-Balme, Michaela & Schwalb, Susanne *Sicher! Deutsch Als Fremdsprache (Niveau B1+ - C1)*, 2012.

Petroff, John. "Demand and Supply." 1986,1991,2002.

Phetcharatana, H.E.Nongnuth. "Prussia Society Berlin-Brandenburg." 2012.

Phetcharatana, H.E.Nongnuth. *Thai Culture Evening of the Royal Thai Honorary Consulate-General of Bavaria and Saxonia*. 2012.

Prisna T, Sombun P, Srinantha S, Krampikowaki F & Pornsan W *Viel Spaß Mit Deutsch, Ein Lehrwek Für Jugendliche in Thailand*, 1989.

Prosser, M. & Trigwell, K. "Understanding Learning and Teaching: The Experience in Higher Education." *The Higher Education Academy*, (1999).

R.H, Richard M.F & Eunice. "Learning and Teaching Styles in Foreign and Second Language Education." *Foreign language annals* 28, no. 1 (1995): 21-31.

Radtke, Andreas (Ed.). *50 Years Malaysian-German Relations*, 2007.

S.S.Chung, D.C.Young, H.K.Seung "The Korean Wave in Southeast Asia: An Analysis of Cultural Proximity and the Globalization of the Korean Cultural Products." (2011): 1-21.

Sadler-Smith, Eugene & Riding, Richard. "The Implications of Cognitive Style for Management Education & Development: Some Evidence from the Uk."

Saengaramruang, Wanna. *Thai-Deutsches Wörterbuch Für Touristik (Thailändisch)*, 2000.

Saengaramruang , Wanna. "Teaching of German in Thailand: Past, Present and Future." *Manusya: Journal of Humanities* 9, no. 1 (2006).

Saengaramruang, Wanna *Abtönungspartikel*, 2002.

Saengaramruang, Wanna *Übersetzungstheorien*, 2002.

Saengaramruang, Wanna *Essen Und Trinken Im Wortschatz Und in Redewendungen Im Deutschen Und Thai*, 2005.

Salman. A., and Hasim. M.S. . "Factors and Competitiveness of Malaysia as a Tourist Destination: A Study of Outbound Middle East Tourists." *Journal of Asian Social Science* 8, no. 12 (2012).

Schwabel, Dan. "Hire for Attitude. Forbes Magazine " *Forbes Magazine* 2012.

Secretariat, ASEAN. *Asean Economic Community Blueprint* 2008.

Selke, Raimond "Chapter 5: Post-Pasch Challenges in Teaching German Languages in Malaysia." 2013.

Solgosoom, Ekbutree. "Intercultural Communication between German and Thai Colleagues." 2001.

Specht, Franz & others. *Deutsch Als Fremdsprache (Niveau A1-B1)*, 2015.

Stirling, P ""Power Lines" " *New Zealand Listener*, (1987): 13-15.

Taylor, Bill. "Hire for Attitude, Train for Skill." *Harvard Business Review*, 1st Feb 2011  
2011.

Thailand, Ministry of Education. "Joint Declaration of Intent between the Ministry of Education of Kingdom of Thailand and the Federal Ministry of Education and Research of the Federal Republic of Germany on Cooperation in the Field of Vocational Education and Training." 2015.

Thailand, Ministry of Foreign Affairs of The Kingdom of. "Press Releases : Reception in Celebration of the 150 Years of Diplomatic Relations between Thailand and Germany." 2012.

Wagaba, William "Foreign Language Teaching and Learning: Challenges and Opportunity at Makerere University." *Stellenbosch Papers in Linguistics* 40, (2010): 95-109.

Weber, Karl. "Dynastic Diplomacy in the Fifth Reign: Siam's Relations with German Bridgeheads." (2004): 1-49.

website, UM official, "Um Official Website" <http://language.um.edu.my/>

Wolf, Volker *Guests for 50 Years. Goethe in Malaysia, Malaysia in Goethe. The Story of a Culture Dialogue*, 2008.

APPENDIX 1: Chulalongkorn University – German Program in Faculty of Arts

	Courses and required credit hours ( )	Credit hour
*General education (GenEd)	<p>*To be chosen from list of GenEd</p> <p><u>*Social sciences (3)</u></p> <p>Total of choices = 59, e.g.</p> <p>Accounting</p> <p>Business concepts and ethics</p> <p>Family psychology and life</p> <p>History of Thai agriculture</p> <p>Juvenile delinquency</p> <p><u>*Humanities (3)</u></p> <p>Total of choices = 100, e.g.</p> <p>Design in everyday life</p> <p>History of fashion</p> <p>Russian language and culture</p> <p>Dharma and self-conduct</p> <p><u>*Science and math courses (3)</u></p> <p>Total of choices = 85, e.g.</p> <p>Bird watching and conservation</p> <p>Drug education</p> <p>Element food technology</p> <p>General knowledge on radiation and nuclear energy</p> <p><u>*Interdisciplinary (3)</u></p> <p>Total of choices = 70, e.g.</p> <p>Art and science of finding happiness</p> <p>General study in Gems and Jewelry</p> <p>Human factors and ergonomics in daily life</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p>



	Introduction of European integration Introduction of packaging design  <u>Faculty courses (12)</u> Basic concepts of computing 3 Eastern civilization 3 Western civilization 3 Introduction to dramatic arts 3  <u>Elective courses (3)</u> General philosophy 3 Man and religion 3	
	Required credit hours: 27	
Areas of concentration	<u>Basic arts (32)</u> Thai civilization 3 The use of Thai language 3 Thai literature 3 Characteristics of Thai language I 3 Thai professional writing 3 English I 3 English II 3 Introduction to literature 3 Basic translation I 2 Basic translation II 2 Research and report writing 2 Reasoning 2 Introduction to language 2	
	Major Areas (82) <u>Compulsory courses (24)</u>	

	German I	3
	German II	3
	German III	1
	German IV	1
	German V	3
	German VI	3
	German VII	2
	German VIII	2
	Construction and analysis of German Texts I	2
	Panorama of German civilization I	2
	German reading I: Literary texts	2
	<u>Interdisciplinary approved elective courses (34)</u>	
	German reading II: Informative texts	2
	German for tourism I	2
	Construction and analysis of German texts II	2
	German text transformation I	2
	German text transformation II	2
	Panorama of German civilization II	2
	German literary prose มหาวิทยาลัย	2
	German poetry GKORN UNIVERSITY	2
	The press in German speaking countries	2
	German television and mass media	2
	German reading III: Argumentative texts	2
	Introduction to German linguistics	2
	German for tourism III	2
	German today	2
	German children and youth literature	2
	Independent study	2
	German classicism	2
	German romanticism	2
	German naturalism	2

	German literature at the turn of the century and the 20's	2
	Modern German literature	2
	German literature in the nineties	2
	German women's literature	2
	German drama	2
	Cross disciplinary approved courses	24
	Courses offered by faculty of arts	12
	Course offered by faculty of arts / other faculties	12
	Free electives from university courses	3
	Required credit hours: 117	
Total credit hours: 144, 8 semesters		

Source: Faculty of Arts, German section official website

**APPENDIX 2: University of Malaya – German major in Faculty of Languages and  
Linguistics**

	Courses	Credit hour
University courses	Information skills course	1
	TITAS	2
	Ethnic relations	2
	Basic entrepreneurship culture	2
	Co-curriculum	2
	Social Engagement	2
	English	6
	Other faculty elective courses	6
		23
Faculty and Department courses	<u>Faculty core courses</u>	
	Introduction to linguistics	3
	Introduction to historical linguistics	3
	Introduction to sociolinguistics	3
	Intercultural communication	3
	Methods of language research	3
	Introduction to semantics	3
	Language acquisition	3
Introduction to pragmatics	3	
		24
	<u>Department core courses</u>	
	German I	5
	German II	5
	German III	5
	German IV	5
	German V	5
	German VI	5
Phonetics and phonology of German	2	

	Morphology of German	2
	Syntax of German	2
	Discourse and text in German language	2
	German language writing skills	2
	Evolution and varieties of German	3
	German for special purposes	2
	German language and civilization I	2
	German language and civilization II	2
	German language and literature I	2
	German language and literature II	2
	German language spoken skills I	2
	German language spoken skills II	2
	Two way practical translation in German I	2
	Two way practical translation in German II	2
	Final year academic project	2
		63
Elective courses	Professional ethics	3
	Critical thinking and problem solving skills	2
	Others	10
		15
Total: 125 credit hours, 7 semesters		

Source: Faculty of Languages and Linguistics UM official website

## VITA

Sandra Yap Lian Chee was born on December 29, 1987 in Kuala Lumpur, Malaysia. She received her Bachelor Degree of Languages and Linguistics (Major in German) from the Faculty of Languages and Linguistics, University of Malaya in 2011. In 2013, she was granted CU-ASEAN scholarship for two years' study for a Master Degree in Southeast Asian Studies at Chulalongkorn University, Thailand. She has also presented her paper at a Graduate Symposium as well as in the foreign language conference organized by Makerere University, Uganda. The paper will be published by Cambridge Scholars Publishing, Newcastle U.K by October 2015.

Prior to further study in Thailand, Sandra worked in customer services and marketing related field at Genting Resorts World Berhad and Top Glove Corporation Berhad. She has been actively involved in education and social development activities in Thailand since 2013. In 2013, she started to teach foreign languages in Samut Prakan and facilitated in ASEAN camps at Bang Khae, Kanchanaburi, Saraburi and Pathumthani. She also worked as a teaching assistant in the Southeast Asian Studies Program from 2014-2015 while being a full time student. In her last semester of study from March-June 2015, she joined UNESCO Asia-Pacific Bureau of Education to assist in upcoming Asia-Pacific Conference on Education and Training in Kuala Lumpur, Malaysia.

Sandra enjoys music, sports, traveling and cultural activities. She has performed a traditional partner dance in the Rockefeller SEA Program 10th year anniversary and Sister-Brother event organized by Graduate School at Chulalongkorn University. She believes in equality and cherishes the beauty of diversities.