Critical Pedagogy for Solution to Teaching and Learning Problems under Thai Contexts

การสอนเชิงแนวคิดวิพากษ์สำหรับการแก้ปัญหาการเรียนการสอนภายใต้บริบทของไทย

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บทคัดย่อ
บทความวิชาการนี้มีวัตถุประสงค์เพื่อวิเคราะห์ปัญหาการเรียนการสอนในห้องเรียนของไทยตามแนวคิดหรือการสอนเชิงแนวคิดวิพากษ์และเพื่อสรุปแนวคิดนั้นเป็นแนวทางในการแก้ปัญหา

ผลการศึกษาพบว่า ปัญหาการเรียนการสอนของไทยที่พบในห้องเรียน ได้แก่ ผู้เรียนไม่มีสมาธิในการเรียนเพราะขนาดของห้องเรียนไม่สมดุลกับจำนวนของผู้เรียนจัดห้องเรียนไม่เหมาะสมกับกิจกรรมการเรียนการสอน ผู้เรียนไม่มีความพร้อมก่อนเข้าเรียนเพราะมีองค์ความรู้ไม่เพียงพอและระดับแตกต่างกันผู้สอนไม่มีเวลาเตรียมการสอนและพัฒนาความรู้ของตนให้สอดคล้องกับการมีการทำงานมากเกินไป ความรู้ของผู้เรียนอยู่ในงบเฉพาะรายไปติดอยู่ที่การทดสอบมาตรฐาน ผู้เรียนและผู้สอนไม่ยอมรับกลุ่มที่ตนไม่ชอบเพราะการกำหนดจำแนกเพศ การสอนที่น่าเบื่อและไม่ทำให้ผู้เรียนมีการคิดวิเคราะห์หรือวิจารณ์เพราะรูปแบบการสอนเป็นแบบยึดครูเป็นศูนย์กลาง

ในการสรุปแนวทาง พบว่า ผู้สอนควรจัดกิจกรรมนอกห้องเรียนหรือจัดรูปแบบห้องเรียนให้มีชีวิตชีวาผู้เรียนควรรับฟังผู้สอนหรือผู้สอนให้มีชีวิตชีวาผู้สอนควรจัดการเวลาให้มีเวลาเตรียมการสอนและพัฒนาตนเองอยู่เสมอ ผู้เรียนไม่มีความยินดีในการทดสอบท้าทายนั้นผู้เรียนและผู้สอนควรยอมรับทุกกลุ่มนี้จะทำกิจกรรมร่วมกันและผู้สอนควรใช้รูปแบบการสอนที่ยึดผู้เรียนเป็นศูนย์กลาง

คำสำคัญ: การสอนเชิงแนวคิดวิพากษ์ การแก้ปัญหาการเรียนการสอน บริบทไทย

Abstract

The purposes of this academic article are to analyze the problems of teaching and learning in Thai classrooms based on the concepts or philosophy of critical pedagogy and to summarize the concepts to be used as guidelines for solving the problems.
The study found that the problems of Thai teaching and learning in the classrooms comprise of the following aspects. Students do not concentrate on learning because the sizes of the classrooms do not match the number of the students. Classroom management is not suitable for teaching and learning activities. The students are not ready to study because they have low academic proficiency and different levels of knowledge. Teachers do not have time to prepare for their teaching plans and improve their knowledge because they have too much workload. The knowledge of the students is limited because they follow only the standardized tests. Moreover, students do not accept groups which they do not like because of sex discrimination. Teaching style is boring and does not inspire the students to think, analyze or criticize due to a teacher-centered teaching style.

To solve the issues, teachers should organize activities outside the classrooms or provide dynamic classrooms for the mand manage appropriate classrooms. Learners who have low academic proficiency should take preparation courses before attending schools. Teachers should manage their time for doing teaching plans and for developing their knowledge. Students should not learn from only tests. Learners and teachers should accept all groups while doing activities together, and the teachers should use a learner-centered teaching style to teach their students.

**Keywords: Critical pedagogy, Solution to teaching and learning problems, Thai contexts**

**Introduction**

The educational system in Thailand includes several levels: kindergarten, primary school, secondary school, high school, and university. Ages of kindergarten pupils range from 3 to 6, of primary school from 7 to 12, of secondary school from 13 to 18, and of university from 18 to 22 up. In addition, the system consists of two sections: public and private sections. All of public schools serve co-education to people, while most of private schools serve male education, female education, and co-education. Moreover, most of the low-income families send their children to public schools because their tuition and fees are cheaper than private schools’ ones, while most of the high-income families send their kids to private schools because they trust that the schools serve more qualities of education than do the public ones. In addition, the salaries of private schools’ teachers are higher than of public schools’ teachers because the private ones invest in hiring the highly educated
and highly skilled teachers, while the public ones do not do as much as the private schools do. Furthermore, the differences of the both schools are based on social status, financial status, learners’ intellectual levels, and teachers’ qualifications. Therefore, they are likely to encounter various problems.

To illustrate the schools with some problems, the classrooms of public schools in Thailand will be mentioned. Such the classrooms are the hub of basic elements: class sizes (numbers of students), atmosphere, organization, and the relationship between teachers and learners. Averagely, they contain 40 to 60 students. They are also decorated with various materials such as pictures, maps, graphs, vases, and so on. Although the classrooms sound nothing wrong, the people who use the lenses of critical pedagogy to examine them will find various issues. As critical pedagogy, here are some classroom issues:

The problems in the classroom and schools in general are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, also vandalism, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the whole educational process. (Salem al-amarat, 2011, p. 47)

Therefore, this paper will aim at using the concepts or philosophy of critical pedagogy to be lenses for analyzing problems found in the classrooms in Thailand and discussing the problems to find the ways to solve them based on critical pedagogy concepts.

The critical pedagogy concepts that will be used in this paper were collected from famous experts in critical pedagogy such as Freire (1970), hooks (1994), Shor (1992), Giroux (2012), Rose (2009), Du Bois (1994), and Kozol (2005).

**Classroom Sizes**

First of all, the problem with the numbers of students which do not balance with the numbers of classrooms is seen in the classrooms of most public schools. Averagely, there are a number of students ranging from 40 to 60 students in a classroom because buildings and the number of teachers are not sufficient for the number of learners. In terms of the buildings, numbers of classrooms depend on the numbers and the sizes of school...
buildings because if a school contains a lot of buildings, it can provide a number of spaces for classrooms. Unfortunately, most of the public schools do not have enough budgets to build a number of classrooms because government allocates small subsidies to them. In terms of the teachers, most of the public schools typically lack the teachers of fields such as English, Mathematics, Physics, and Chemistry; therefore, the learners are needed to gather in numbers of classrooms as numbers of the teachers. For example, there are 40 classrooms and 40 teachers for 1000 students in an academic year. In the following year, although the numbers of the students increase from 1000 to 2000, the numbers of classrooms and teachers are still the same as the previous year. These factors cause a main problem in classrooms—a space problem.

In this situation, students will feel uncomfortable while are facing narrow individual spaces in classrooms. They are likely not to pay more attention to which their teacher is teaching about. Moreover, it is hot if such classrooms do not contain air-conditioners. Therefore, the students will not want to be there for long hours. However, they must be there and are forced to learn without any attention. This can be said that the learners are oppressed by the teacher who becomes an oppressor by chance although he or she does not want to be. Although the learners may complain the problem, the teacher cannot do anything because it directly involves the school administration. As a result, the teacher always says to the learners, “You must stay here and learn, and do not complain anymore because the school administrators do not provide more classrooms for you.” This manner is associated with Freire’s (1970) statement. He stated that oppressors can influence the oppressed through anti-dialogical action based on conquer, culturally invade, divide and rule, and manipulate. In doing so, the oppressors will try to conquer the oppressed by using their power. They will then control them through a cultural system. To maintain their power, the oppressors will try to divide them into small groups to make them weak. Finally, the oppressor will manipulate the oppressed through leaders and organizations that can keep them as oppressed people. He also added, “Cultural synthesis takes this idea and builds on it by questioning the culture in which oppressive structures are preserved” (p. 182). Beyond this point, freedom is important for learners:
Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes myth. It is rather the indispensable condition for the quest for human completion. (Freire, 1970, p. 47)

Hence, such classrooms are not safe because they have such an oppressor. In this sense, Hooks (1994), who was influenced by Freire, tried to fight with oppressors and racism. In her book, Teaching to Transgress: Education as the Practice of Freedom, hooks investigated a classroom as a source of constraint but also a potential source of liberation. She argued that teachers’ use of control and power over students dulls the students' enthusiasm and teaches obedience to authority, "confin[ing] each pupil to a role, assembly-line approach to learning” (p. 12). In addition, she advocated that universities encourage students and teachers to transgress, and sought the ways to use collaboration to make learning more relaxing and exciting. She also described teaching as a catalyst that calls everyone to become more and more engaged.

Nevertheless, the problem would be solved with teaching techniques. In this regard, the teacher should create dynamic classrooms because they will make learners feel happy and fun while they are learning. In addition, the teacher should arrange learning activities that allow the students to gain knowledge from other sources outside the classrooms such as a library, in forest, or in society. Shor(1992) implicitly suggests that teachers need to create a context for critical learning. In effect, teachers must also move their transformative visions beyond the classrooms. Giroux (2012) mentioned that teachers should not only know about their fields but also other fields to understand what currently impacts the learners and their institutions. Moreover, the teachers are needed to stay in life-long learning.

Classroom Management

The second issue is that classroom management is inappropriate for teaching and learning. Generally, the seats in classrooms lining up abreast of each other and facing toward black broads permanently. Most of teachers do not care to arrange the rows of the seats even though they have their students to work in groups or have some learning activities that require round table settings such as conference or class discussions. In another point, the classrooms are also managed with rules such as cleaning classrooms, keeping silence,
dressing politely, short nails, and short hair. Some teachers are very stick to those rules and spend more time checking whether the learners adhere to them. If some students break some of the rules, the teachers will punish them by several ways such as standing outside the class, deducting grades, or cleaning restrooms. Sometimes, they focus on punishment more than teaching and learning. In chapter 2, Giroux (2012) stated that many schools adopt the legacy of punishments. Some of the schools discriminated poor white students or color student by criminalizing behavior as trivial as violating a dress code. He added, “Such students have been assaulted by the police, handcuffed, taken away in police cars, and in some cases imprisoned” (p. 14). In this case, he noted that people focus on punishment more than education.

In this regard, Crabtree et al. (2009), who edited others’ works, collected the concept of a safe classroom as in feminist pedagogy. The classroom in feminist pedagogy will allow learners to view knowledge as constructed and culture-bound. Moreover, learners and teachers will share authorities with each other. This means that the teachers have to move their power to the students to create the student-centered system in the classroom. Then, it will become a democratic classroom in which the learners will stay in active learning. Everyone in the class will feel safe and free to express his or her idea to the class. This can be called a classroom dynamic. In addition, the teachers should make a good relationship with their class as well because the students will feel warm and trust them. As a result, the learners will open mind to accept what they teach. In another point, teachers should create a class atmosphere leading respect for each other because this way results in a safe classroom. In other words, either black or white students have to respect for ideas of each other. Another reason for discipline issues is that teachers may be dealing with students who have many personal problems:

- students who witnessed their fathers being gunned down, their mother throwing them out of a moving car on the expressway, their fathers beating them so much they were hospitalized, a family member (usually a step-father) molesting them, being forced into the drug trade by their parents, and rape. How can a student learn when all they can think about is what they are going home to later that afternoon? Will their rage transfer to the classroom? (Rohrer, 2012, para. 2)
Therefore, teachers who manage their classrooms should consider the factors mentioned above.

**Different Backgrounds**

The third issue deals with the learners who have different backgrounds. Some of them come from low-income families, but some do not. Some of them have warmed families, but some do not. Moreover, some of them graduated from primary schools of which teaching and learning were more effective, but some did not. Students are all different. Texas Council for Developmental Disabilities (TCDD) (2008) (cited in Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005) identified that a classroom contains learners’ differences including hair color, height, size, and eye color. TCDD also listed what negatively impact on classroom management comprising of “individual goals, interests, culture, hoe background, age, academic ability levels, mental health issues, behavior problems, eating disorders, inappropriate or unhealthy sexual practices, use of drugs, and addiction problems” (para. 1). These cause learners to have inadequate learning readiness, weak learning inspiration, and poor basic literacy. In terms of the readiness, some of the learners help their parents or guardians work at home or at other places after school or in a night time to increase their income. Hence, those students do not have time to do homework after school. As a result, when they go to school next day, they will feel exhausted and sleepy. Finally, they will be asleep in classes. For the reasons, the students are not ready to learn in classrooms. In terms of the inspiration, some learners whose parents were divorced stay with their relatives who are always busy with their work and who do not care them as much as the students’ parents. In other words, nobody like their parents can inspire them to pay attention to their education. For this reason, they lack encouragement. In this case, there is a critical pedagogy that teachers should use in classroom. This pedagogy can be found from Shor’s book. To empower students, Shor (1992) offered a methodology based on problem posing and dialogue in classes that are student-centered but not permissive or self-centered. Problem-posing refers to a method of teaching that emphasizes critical thinking for the purpose of liberation. In addition, Freire (1970) used problem-posing as the alternative to banking education, which is the traditional model of education. In fact, the problem-posing that contextualizes knowledge and is based on instructors and learners who
posed questions as catalysts for learning yields a process of acquisition leading to establishing the body of knowledge. Moreover, teachers and students concern themselves with how texts and syllabi are organized and with the underlying assumptions of a course or discipline and questioning the sources and perspectives included and/or excluded from the domain of the course. In chapter 9, Gardner as in Crabtree, Sapp, and Licona (2009), who focused on strategies for empowerment, stated that teachers have to know both what to teach and how to teach. Gardner also added that a learning environment results in empowering students. Beyond these points, Gardner noted that assigning learners to work in groups can create a sense of community within the classroom.

In terms of the literacy, most of the learners in many public schools have low English proficiency due to ineffective teaching of the schools from which they graduated. Some of the mare likely to fail English courses. After that, they do not want to attend school. The problem would be solved with preparation courses prior to high school. Rose (2009), in chapter 11, implied that school or teachers would be responsible for the classroom that is full of students who have poor academic backgrounds by using a lot of course preparation which can be conducted inside and outside classrooms. In this regard, Rose depicted an example of veterans. Veterans from World Wars gained G.I. Bill’s benefits for school, but they did not have adequate academic basis for attending colleges. Hence, they were needed to take preparation courses. In chapter 8, Wood as in Crabtree, Sapp, and Licona(2009), who referred to bringing different voices into classroom, stated that if teachers collect their students’ points of view, they can arrange learning materials, learning activities, and learning topics that are appropriate for the students’ needs and backgrounds. Texas Council for Developmental Disabilities (2008) stated that teachers should listen to students’ voices by reviewing their needs: general and specific.

**Teachers’ Overloads**

The fourth issue is about teachers’ overloaded work. The main duty of the teachers is to teach students. Besides teaching, they are needed to do paperwork of their teaching to report to the agencies of Ministry of Education and to do their students’ paperwork to report to the students’ parents or guardians. Moreover, they have to work on their program evaluation and conduct class research in each semester. Not only do they work for the
school but also for their family at home after school. Although they work hard, they gain small salaries. As a result, most of them have sideline jobs as tutors after school. This causes the teachers not to spend more time preparing for teaching or taking care their students at school. When they teach students regardless teaching readiness, they may face some problems in their classrooms. In this regard, Salem al-amarat(2011) stated that if teachers do not make their objectives clear, do not plan their teaching methods earlier, and do not allow their students to take a break, they will face some problems in the classrooms.

In another point, some teachers teach some parts of lesson to their students because they will teach the rest of part after school every day. In other words, they work as tutors who are hired by their students beyond business hours of the school. This seems that those teachers privatize classrooms to gain profits from the learners. Giroux (2012) resisted privatizing public schools. In his book, he depicted public schools in the United States as an example. Furthermore, he commented that American society changed from democratic public values to running business in education regardless investment in youth. He also discussed the number of ways that the ideal of public education as a democratic public sphere has been under siege, including full-fledged attacks by corporate interests on public school teachers, schools of education, and teacher unions. Moreover, he revealed that a business culture has influenced education, and educational reform has supported a charter school movement that aims to privatize public schools.

**Critical Thinking Barriers**

The fifth issue involves learners’ knowledge limitation. In broadly speaking, in classrooms, some teachers have their students do a lot of tests. It causes most of the learners to prepare for only tests. They do not focus on critical thinking, but they will mostly learn by heart for the tests. Thus, doing a lot of tests in the classrooms can be a negative impact for the learners. According to Rose (2009), standardized test is a barrier of development of competence because it drives curricula toward the narrow demands of test preparation. For this reason, the test limits opportunities of learners to solve complex problems and to use language. In addition, Rose suggested that public education needs to embrace the different ways of thinking about intelligence, critical thinking, and problem solving among students. Rose’s concept can be linked to Freire’s banking education. Freire
criticized banking education used in traditional system of education that it caused students to lack critical thinking because those had less chance to think, analyze, and evaluate what they are learning. However, the education that is not influenced by traditional education will contribute learners to have opportunities to learn everything actively. Therefore, the Rose’s concept is critical pedagogy because the Rose’s concept is partially related to the Freire’s idea of banking education.

Therefore, if one uses the lenses of critical pedagogy to think about the problems, he or she will see the ways to solve them through the concepts of the critical pedagogy.

Sexual Orientation

The sixth issue concerns with sexual orientation. In the classrooms, most of students will behave as their sexual orientation. In the past, Thai society could not accept the people who divert the original sex, but, nowadays, most Thais do not mind such a behavior. As a result, there are a number of the students in school explicitly reveal that they are guys or lesbians in classrooms. When the teacher assigns work in groups, guys need to work with males rather than with females. However, the males do not want to work with guys because they think that the guys are abnormal. Unequal sex and sex discrimination are likely to take place in the classrooms. Moreover, some female teachers prefer male students to female students, and some male teachers prefer female students to male students. Hence, they will have gender discrimination in classrooms. In chapter 7, Freeman as in Crabtree, Sapp, and Licona (2009) narrated that he tried to make every student in his class feel equal by mixing students from different backgrounds, gender, colors, and abilities. In doing so, Freeman randomly formed groups and assigned reading to the groups which were suggested to rotate timekeepers and leadership. In addition, he attempted at leading the class reading and his lecture to everyday life. He also noted, “For some students, feeling empowered to speak, learning to listen, and growing more confident were not ends in themselves. Members of several groups reported a new comfort with carrying their feminism outside of the classroom” (p. 125).

According to Du Bois (1994), double consciousness describes the individual sensation of feeling. Blacks’ identity is divided into several parts. For this reason, it is difficult to have one unified identity. Du Bois referred to the consciousness within the context of race.
relations in the United States. He asserted that since American blacks have lived in a society that has historically repressed and devalued them that it has become difficult for them to unify their black identity with their American identity. Therefore, if there are black and white students in a classroom, it is more likely that the blacks will be stereotyped as foolish or weak students. When the stereotype happens to the classroom, the Blacks and the Whites will not be familiar with each other or will not learn from each other. Moreover, those will not participate in learning activities effectively. For example, when Du Bois was a pupil, while he was exchanging a card with his white classmate, she did not receive the card from Du Bois. As a result, the Whites become oppressors, but the Blacks are the oppressed.

However, every learner should be equal in a classroom. Kozol (2005), who wrote a book, “The Shame of the Nation,” proposed an idea of desegregation to his audience. He described how students who have different races work together and grow bonded to each other in school. This point is obvious that it is associated with hooks’ concept. hooks (1994), who wrote a book, “Teaching to Transgress,” addressed that a new kind of education should let teachers and learners to be free from race, class, and gender segregations. Hence, the Kozol’s idea of desegregation is critical pedagogy because it matches hooks’ idea related to the freedom of segregation. Beyond this point, Kozol (2005) focused on equality and disagreed on the inequalities of education funding in the nation and described how the wealthy are unwilling to throw in money into failing school because they figure what’s the point. He raised a letter written by Elizabeth, “It is not fair that other kids have a garden and new things. But we don’t have that,” said Elizabeth” (p. 40) as an example of inequality. This concept is relevant to hooks’ idea. hooks stated that it does not matter who students are or where they come from, they all have an equal right to be treated as in an educational system. Also, they have to be treated equally. As a result, the Kozol’s idea of equality is critical pedagogy because it is associated with the hooks’ idea of equality.

In addition, Delpit (2006) pointed out that the boundaries of race, class, or gender which become barriers, different powers, and stereotypes do not lead students and teachers to see each other. Hence, the teachers should be intelligent to overcome them by incorporating the differences in unity. By this way, the teachers are likely to overcome such a problem. Therefore, when there is no color segregation in classroom, the students will feel
warm and open-minded to learn from the teachers and from their peer. According to hooks (1994), it does not matter who students are or where they come from, they all have an equal right to be treated as in an educational system. Also, they have to be treated equally. This case is similar to Du Bois’ book (1994). In the last chapters of his book, he concentrated on how racial prejudice impacts individuals. He also mentioned the story of Alexander Crummel, who struggled against prejudice in his attempts to become an Episcopalian priest. In "Of the Coming of John," Du Bois narrated the story of a young black man who attained an education and was destroyed by racism.

Furthermore, The President and Fellows of Harvard College (2013) suggested that it is more likely that when teachers assign class activities to their students, male students will dominate female students, major students will dominate minor students, or intellectual students will dominate non-intellectual students. Therefore, the teachers should provide equal opportunities for all students to participate in the activities.

**Teaching Styles**

The seventh issue concerns teaching styles. Teaching styles in Thailand include both a teacher-centered style and a learner-centered style. In terms of teaching styles, Rohere (2012) stated that a teaching style can cause some problems in classrooms if the user cannot cover students’ learning styles because every student has his or her own learning style. If a teaching style is teacher centered – the teacher decides what is taught and how it is taught, the learner is dependent on the teacher. The focus of learning is to build a foundation of knowledge that may be useful later. Andragogy or the adult learning style is learner-centered. Learners take a much more active role in directing what they need. The focus of the learning is more on application of knowledge and the development of competency in skills needed at that moment. The role of the teacher is more as a facilitator of learning and a resource to the learner. The adult learner takes responsibility for his or her education. In classrooms in Thailand, some teachers lecture in front of the class and have their students to take notes. Unless the lecture and taking notes, they do not have other activities for teaching and learning. Some teachers narrate their own stories whenever they start their classes. This kind of the teachers focuses on learning by heart which causes the learners to be lazy to think more about what they are facing. The learners can solve
problems as they memorize, but they cannot apply what they have learned for the things that differ from what they have learned by heart. For example, when the students are sent to academic competition with the students from private schools, they have a less chance to win the competition because they cannot apply what they have learned for strange questions. This can be called teacher-centered teaching and learning. In this style, the teacher looks like a person who deposits some money to his or her bank every day, while the learners looked like ATM booths or banks. In this case, Freire (1970) stated that the teacher-centered system is as if people put money in a piggy bank. He also criticized that banking education was used in the traditional system of education that caused students to lack critical thinking because those had a less chance to think, analyze, and evaluate what they are learning.

However, some teachers lecture to their classes and have the students to play games related to what they are teaching. They also let the learners do learning activities that yield critical thinking and creatively thinking. The learners enjoy playing and learning. They are also very proud of themselves because they can search for new things by themselves. In addition, the teachers also encourage their students to raise questions. Then, the learners search for the answers while the teachers play roles in facilitators. This can generate active learning in the classrooms. In this regard, Rose (2009), on pages 154-155, who observed a Chemistry classroom in Pasadena, California, stated that atmosphere in the classroom was full of active learning because the learners asked the teacher who was walking from one to one to ask what the students were doing, why they were doing it, and what were the results of the action. This process can yield critical thinking because it would be regarded as problem-based learning or question-posed learning. Similarly, Giroux (2011) stated that teachers should provide their students with learning activities which enable them to experience social life and to freely discuss about interesting topics to find the conclusions of the chosen topics. This can be called a democratic public sphere. In addition, Hooks (1994) investigated the classroom as a source of constraint but also a potential source of liberation. She argued that teachers' use of control and power over students dulls the students' enthusiasm and teaches obedience to authority, "confining each pupil to a role, assembly-line approach to learning" (p.12). Moreover, she advocated that educational
institutions should encourage students and teachers to seek the ways to use collaboration to make learning more relaxing and exciting. She described teaching as “a catalyst that calls everyone to become more and more engaged” (p. 13).

Conclusion

To summarize, based on the discussion above, the problems with teaching and learning in most of the schools or universities in Thailand include insufficient classroom spaces, a diversity of students, the teachers with insufficient times for teaching plans and searching for new types of knowledge, gender discrimination, the influence of tests, and teachers’ teaching styles that do not cover students’ learning styles. However, all of the problems can be solved through the ways of critical pedagogy if teachers or educators are smart enough to do.

To conclude how to solve the problems, here are the results from this article. The findings imply that instructors should provide learning activities outside the classrooms or dynamic classrooms for them. Students should get ready for basic knowledge before attending the classes. Teachers should be smart to manage their times for teaching preparation and their long life-learning. Students’ knowledge should not come from only tests. Learners and teachers should not discriminate each other while doing activities together. Moreover, teachers should use a learner-centered teaching style to teach their students.

References


