

The Basic Education Core Curriculum

B.E. 2551 (A.D. 2008)

The Ministry of Education

Thailand

Learning Area of Foreign Languages

Why it is necessary to learn foreign languages

In the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. Foreign languages enable learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. They contribute to learners' development by giving learners better understanding of themselves and others. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions, thinking, society, economy, politics and administration. They will be able to use foreign languages for communication as well as for easier and wider access to bodies of knowledge, and will have vision in leading their lives.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighbouring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management as appropriate.

What is learned in foreign languages

The learning area for foreign languages is aimed at enabling learners to acquire a favourable attitude towards foreign languages, the ability to use foreign languages for communicating in various situations, seeking knowledge, engaging in a livelihood and pursuing further education at higher levels. Learners will thus have knowledge and understanding of stories and cultural diversity of the world community, and will be able to creatively convey Thai concepts and culture to the global society. The main contents include:

• Language for Communication: use of foreign languages for listening, speaking, reading and writing, exchanging data and information, expressing feelings and opinions,

interpreting, presenting data, concepts and views on various matters, and creating interpersonal relationships appropriately

- Language and Culture: use of foreign languages harmonious with culture of native speakers; relationships, similarities and differences between languages and cultures of native speakers; languages and cultures of native speakers and Thai culture; and appropriate application
- Language and Relationship with Other Learning Areas: use of foreign languages to link knowledge with other learning areas, forming the basis for further development, seeking knowledge and broadening learners' world views
- Language and relationship with Community and the World: use of foreign languages in various situations, both in the classroom and the outside community and the global society, forming a basic tool for further education, livelihood and exchange of learning with the global society

Learners' Quality

Grade 3 graduates

- Act in compliance with the orders and requests heard; pronounce the alphabet, words, groups of words, simple sentences and simple chants by observing the principles of pronunciation; accurately tell the meanings of the word and groups of words heard; answer questions from listening to or reading sentences, dialogues or simple tales
- Engage in interpersonal communication using short and simple words by following the models heard; use simple orders and requests; tell their needs in simple words; request and give data about themselves and their friends; tell their own feelings about various objects around them or various activities by following the models heard
- Verbally provide data about themselves and matters around them; categorise words according to the types of persons, animals and objects about which they have heard or read

- Speak and make accompanying gestures by observing social manners/culture of native speakers; tell the names and simple terms about festivals/important days/celebrations and lifestyles of native speakers; participate in language and cultural activities suitable to their age levels
- Tell differences concerning sounds of the alphabet, words, groups of words and simple sentences in foreign languages and those in Thai language
 - Tell the terms related to other learning areas
 - Listen/speak in simple situations in the classroom
 - Use foreign languages to collect relevant terms around them
- Are skilful in using foreign languages (with emphasis on listening and speaking) to communicate about themselves, their families, schools, the surrounding environment, foods, beverages and free time and recreation with a vocabulary of around 300-450 words (concrete words)
- Use one-word sentences and simple sentences in conversations as required for situations in daily life

Grade 6 graduates

- Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories
- Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications

- Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them
- Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in language and cultural activities in accordance with their interests
- Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais
- Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing
 - Use languages to communicate various situations in the classroom and in school
 - Use foreign languages in searching for and collecting various data
- Are skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words)
- Use simple and compound sentences to communicate meanings in various contexts

Grade 9 graduates

• Act in compliance with requests, instructions, clarifications and explanations that they have heard or read; accurately read aloud texts, news, advertisements, tales and short verses by observing the principles of reading; specify/write various forms of non-text information related to sentences and texts that they have heard and read; choose and specify the topics, main ideas and supporting details, and express opinions about what they have

heard or read from various types of media, as well as provide justifications and examples for illustration

- Converse and write for an exchange of data about themselves, various matters around them, situations and news of interest to society, and communicate such data continuously and appropriately; use appropriate requests, clarifications and explanations and give suitable instructions; speak and write to show needs; offer and provide assistance; accept and refuse to give help; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about what they have heard or read; speak and write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents, as well as to provide appropriate justifications
- Speak and write to describe themselves, experiences, news/incidents/various issues of interest to society; speak and write to summarise the main idea/theme or topic identified from the analysis of matters/news/incidents/situations of interest; speak and write to express opinions about activities, experiences and incidents, as well as provide justifications
- Choose appropriate language, tone of voice, gestures and manners by observing social manners and culture of native speakers; explain about the lifestyles, customs and traditions of native speakers; participate in/organise language and cultural activities in accordance with their interests
- Compare and explain similarities and differences between pronunciation of various kinds of sentences and word orders regarding structures of sentences in foreign languages and in Thai language; compare and explain the similarities and differences between the lifestyles and culture of native speakers and those of Thais and apply them appropriately
- Search for, collect and summarise data/information related to other learning areas from learning sources, and present them through speaking and writing
- Use language for communication in real situations/simulated situations in the classroom, school, community and society

- Use foreign languages in searching/conducting research, collecting and drawing conclusions about knowledge/various data sources from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area in foreign languages
- Are skilful in the use of foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, language and science and technology with a vocabulary of around 2,100-2,250 words (words of higher abstract quality)
- Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Grade 12 graduates

- Observe instructions in manuals for various types of work, clarifications, explanations and descriptions that they have heard and read; accurately read aloud texts, news, announcements, advertisements, poems and skits by observing principles of reading; explain and write sentences and texts related to various forms of non-text information that they have heard or read; identify the main idea, analyse the essence, conclude, interpret and express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration
- Converse and write to exchange data about themselves, various matters around them, experiences, situations, news/incidents, issues of interest and communicate them continuously and appropriately; choose and use requests, clarifications, explanations and give instructions; speak and write to show needs; offer and provide assistance; speak and write appropriately to ask for and give data, describe, explain, compare and express opinions about matters/issues/news/incidents about which they have heard and read; speak and write to describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning

- Speak and write to present data about themselves/experiences/news/incidents, matters and various issues of interest; speak and write about the main idea and theme identified from analysis of matters, activities, news, incidents and situations in accordance with their interests; speak and write to express opinions about activities, experiences and incidents in the local area, society and the world, as well as provide justifications and examples for illustration
- Choose the language, tone of voice, gestures and manners appropriate to the level of the persons, time, occasions and places by observing social manners and culture of native speakers; explain/discuss about lifestyles, thoughts, beliefs and origins of customs and traditions of native speakers; participate in, advise and organise language and cultural activities appropriately
- Explain/compare differences between structures of sentences, texts, idioms, sayings, proverbs and poems in foreign languages and Thai language; analyse/discuss similarities and differences between the lifestyles, beliefs and culture of native speakers and those of Thais, and apply them with proper reasoning
- Conduct research/search for, make records, conclude and express opinions about the data related to the learning areas from various sources, and present them through speaking and writing
- Use language for communication in real situations/simulated situations in the classroom, school, community and society
- Use foreign languages in searching for/conducting research, collecting, analysing and summarising knowledge/various data from the media and various learning sources for further study and livelihood; disseminate/convey to the public data and news about the school, community and local area/nation in foreign languages
- Are skilful in the use of foreign languages (with emphases on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, interpersonal relationships, free time and recreation, health and welfare, selling and buying, climate, education and occupations, travel for tourism,

provision of services, places, language and science and technology with a vocabulary of around 3,600-3,750 words (words with different levels of usage)

• Use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

proper reasoning					
		Grade le	vel indicators		
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Act in compliance with simple orders heard. 2. Specify the alphabet and sounds; accurately pronounce and spell simple words by observing principles of reading. 3. Choose the pictures corresponding to the meanings of words and		Grade le Grade 3 1. Act in compliance with orders and requests heard or read. 2. Pronounce and spell words; accurately read aloud groups of words, sentences and simple chants by observing the principles of reading. 3. Choose/ specify the images or symbols	Grade 4 1. Act in compliance with orders, requests and simple instructions heard or read. 2. Pronounce and spell words; accurately read aloud groups of words, sentences, simple texts and chants by observing the principles of reading. 3. Choose/ specify the pictures or	 Act in compliance with orders, requests and simple instructions heard and read. Accurately read aloud sentences, texts and short poems by observing the principles of reading. Specify/draw the symbols or signs corresponding to the meanings of sentences and short texts heard 	1. Act in compliance with orders, requests and instructions heard and read. 2. Accurately read aloud texts, tales and short poems by observing the principles of reading. 3. Choose/specify the sentences or short texts corresponding to the meanings of symbols or
3. Choose the pictures corresponding to the meanings of	principles of reading. 3. Choose the pictures corresponding	the principles of reading. 3. Choose/ specify the images or	chants by observing the principles of reading. 3. Choose/ specify	the symbols or signs corresponding to the meanings of sentences and	the sentences or short texts corresponding to the meanings of

	Grade level indicators		Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
1. Act in compliance	1. Act in compliance with	1. Act in compliance	1. Observe instructions in
with orders requests,	requests, instructions,	with requests,	manuals for various types
instructions and	clarifications and simple	instructions,	of work, clarifications,
simple explanations	explanations heard and	clarifications and	explanations and
heard and read.	read.	explanations heard	descriptions heard and
2. Accurately read	2. Accurately read aloud	and read.	read.
aloud texts, tales and	texts, news,	2. Accurately read	2. Accurately read aloud
short poems by	advertisements and	aloud texts, news,	texts, news,
observing the	short poems by	advertisements and	advertisements, poems and
principles of reading.	observing the principles	short poems by	skits by observing the
3. Choose/specify the	of reading.	observing the	principles of reading.
sentences and texts	3. Specify/write sentences	principles of	3. Explain and write
related to non-text	and texts related to	reading.	sentences and texts related
information read.	various forms of non-	3. Specify and write	to various forms of non-
4. Specify the topic and	text information read.	various forms of	text information, as well
main idea and	4. Choose the topic and	non-text	as specify and write
answer questions	main idea, tell	information related	various forms of non-text
from listening to and	supporting details and	to sentences and	information related to
reading dialogues,	express opinions about	texts heard or read.	sentences and texts heard
tales and short	what has been heard and		or read.
stories.	read, as well as provide		
	justifications and simple		
	examples for		
	illustration.		

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity for interpreting what has been heard and read from various types of media and ability to express opinions with proper reasoning

	Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
	4. Answer	4. Answer	4. Answer	4. Tell the main	4. Tell the main	
	questions from	questions from	questions from	points and	idea and	
	listening to	listening to or	listening to and	answer	answer	
	sentences,	reading	reading	questions from	questions from	
	dialogues or	sentences,	sentences,	listening to and	listening to and	
	simple tales with	dialogues or	dialogues and	reading	reading	
	illustrations.	simple tales.	simple tales.	dialogues and	dialogues,	
				simple tales or	simple tales	
				short texts.	and stories.	

	Grade level indicators		Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
-	-	4. Choose/specify	4. Identify the main idea, analyse
		the topic, main	the essence, interpret and
		idea and	express opinions from
		supporting details	listening to and reading
		and express	feature articles and
		opinions about	entertainment articles, as well
		what has been	as provide justifications and
		heard and read	examples for illustration.
		from various types	
		of media, as well	
		as provide	
		justifications and	
		examples for	
		illustration.	

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

		Grade level	•		
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak in an	1. Speak in an	1. Speak in an	1. Speak/write in	1. Speak/write in an	1. Speak/write in
exchange with	exchange with	exchange with	an exchange in	exchange in	an exchange
short and	short and	short and simple	interpersonal	interpersonal	in
simple words	simple words	words in inter-	communication.	communication.	interpersonal
in	in interpersonal	personal	2. Use orders,	2. Use orders and	communication.
interpersonal	communication	communication	requests and	requests for	2. Use orders
communication	by following	by following the	simple	permission and	requests and
by following	the models	models heard.	requests for	give simple	give
the models	heard.	2. Use orders and	permission.	instructions.	instructions.
heard.	2. Use orders	simple requests	3. Speak/write	3. Speak/write to	3. Speak/write
2. Use simple	and simple	by following the	to express	express needs,	to express
orders by	requests by	models heard.	their own	ask for help	needs, ask for
following the	following the	3. Express their	needs and to	and agree and	help and
models heard.	models heard.	own simple	ask for help in	refuse to give	agree and
3. Express their	3. Express their	needs by	simple	help in simple	refuse to give
own simple	own simple	following the	situations.	situations.	help in simple
needs by	needs by	models heard.	4. Speak/write	4. Speak/write to	situations.
following the	following the	4. Speak to ask for	to ask for and	ask for and	4. Speak and
models heard.	models heard.	and give simple	give data	give data about	write to ask
4. Speak to ask	4. Speak to ask	data about	about	themselves,	for and give
for and give	for and give	themselves and	themselves,	their friends,	data about
simple data	simple data	their friends by	their friends	families and	themselves,
about	about	following the	and families.	matters around	their friends,
themselves by	themselves by	models heard.		them.	families and
following the	following the				matters
models heard.	models heard.				around them.

	Grade level indicators		Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
1. Converse to	1. Converse	1. Converse and write to	1. Converse and write to
exchange data about	appropriately to	exchange data about	exchange data about
themselves, various	exchange data about	themselves, various	themselves and various
activities and	themselves, various	matters around them,	matters around them,
situations in daily	matters around them	situations, news and	experiences, situations,
life.	and various	matters of interest to	news/incidents and issues
2. Use requests and	situations in daily	society, and	of interest to society, and
give instructions and	life.	communicate the data	communicate the data
clarifications	2. Use orders and give	continuously and	continuously and
according to the	instructions,	appropriately.	appropriately.
situation.	clarifications and	2. Use requests	2. Choose and use requests
3. Speak and write	explanations	appropriately and give	and give instructions,
appropriately to	according to the	instructions,	clarifications and
express needs, ask	situation.	clarifications and	explanations fluently.
for help and agree	3. Speak and write	explanations.	3. Speak and write to
and refuse to give	appropriately to	3. Speak and write	express needs and offer,
help in various	express needs, offer	appropriately to	accept and refuse to give
situations.	help and agree and	express needs, offer	help in simulated or real
4. Speak and write	refuse to give help in	help and agree and	situations.
appropriately to ask	various situations.	refuse to give help in	4. Speak and write
for and give data and	4. Speak and write	various situations.	appropriately to ask for
express opinions	appropriately to ask	4. Speak and write	and give data, describe,
about what has been	for and give data,	appropriately to ask for	explain, compare and
heard or read.	describe and express	and give data, explain,	express opinions about
	opinions about what	compare and express	matters/ issues/news and
	has been heard or	opinions about what	situations heard and read.
	read.	has been heard or read.	

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

	Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
-	-	5. Tell their own	5. Speak to	5. Speak/write to	5. Speak/write	
		feelings about	express their	express their own	to express	
		various objects	own feelings	feelings about	their own	
		around them or	about various	various matters	feelings about	
		various	matters	around them and	various	
		activities by	around them	various activities,	matters	
		following the	and various	as well as	around them	
		models heard.	activities by	provide brief	and various	
			following the	justifications.	activities, as	
			models heard.		well as	
					provide brief	
					justifications.	

	Grade level indicators				
Grade 7	Grade 7 Grade 8		Grade 10-12		
5. Speak and write to	5. Speak and write to	5. Speak and write to	5. Speak and write to describe		
express their own	express their own	describe their own	their own feelings and		
feelings and opinions	feelings and opinions	feelings and opinions	opinions about various		
about various matters	about various matters	about various matters,	matters, activities,		
around them, various	around them, various	activities, experiences	experiences and news/		
activities, as well as	activities, as well as	and news/incidents, as	incidents with proper		
provide brief	provide brief	well as provide	reasoning.		
justifications	justifications	justifications			
appropriately.	appropriately.	appropriately.			

Strand 1: Language for Communication

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

	T	Grade	level indicators		
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak to	1. Speak to	1. Speak to give	1. Speak/write to	1. Speak/write to	1. Speak/write to
give data	give data	data about	give data about	give data	give data about
about	about	themselves and	themselves and	about	themselves,
themselves	themselves	matters around	matters around	themselves	their friends and
and matters	and matters	them.	them.	and matters	the environment
around	around	2.Categorise words	2. Speak/draw	around them.	around them.
them.	them.	into groups	pictures to show	2. Draw	2. Draw pictures,
		according to the	relationships of	pictures, plans	plans, charts and
		types of	various objects	and charts to	tables to show
		persons, animals	around them	show various	various data
		and objects	according to what	data heard or	heard or read.
		based on what	they have heard	read.	3. Speak/write to
		they have heard	or read.	3. Speak/write to	express opinions
		or read.	3. Speak to express	express	about various
			simple opinions	opinions	matters around
			about matters	about various	them.
			around them.	matters	
				around them.	

	Grade level indica	tors	Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
Speak and write	1. Speak and write to	Speak and write to describe	1. Speak and write to
to describe	describe themselves,	themselves, experiences/	present data
themselves, their	their daily routines,	matters/ various issues of	themselves/experiences,
daily routines,	experiences and	interest to society.	news/incidents, matters
experiences and	news/incidents of	2. Speak and write to summarise	and various issues of
the environment	interest to society.	the main idea/theme and topic	interest to society.
around them.	2. Speak and write to	identified from analysis of	2. Speak and write to
2. Speak/ write to	summarise the main	matters/news/incidents/situati	summarise the main
summarise the	idea, theme and	ons of interest to society.	idea/theme identified
main idea/theme	topic identified from	3. Speak and write to express	from analysis of
identified from	analysis of	opinions about activities,	matters, activities,
analysis of	matters/news/incide	experiences and incidents, as	news, incidents and
matters/incidents	nts of interest to	well as provide justifications.	situations in accordance
of interest to	society.		with their interests.
society.	3. Speak and write to		3. Speak and write to
3. Speak/write to	express opinions		express opinions about
express opinions	about activities or		activities, experiences
about activities or	various matters		and incidents in the
various matters	around them and		local area, society and
around them as	experiences, as well		the world, as well as
well as provide	as provide brief		provide justifications
brief	justifications.		and examples for
justifications.			illustration.

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places

	praces	Grade le	vel indicators		
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Speak and	1. Speak and	1. Speak and	1. Speak and	1. Use words,	1. Use words,
make	make	make	politely make	tone of voice	tone of voice,
accompanying	accompanying	accompanying	accompanying	and polite	gestures and
gestures in	gestures in	gestures in	gestures in	gestures in	manners
accordance	accordance	accordance	accordance	accordance	politely and
with the	with the	with social	with social	with social	appropriately
culture of	culture of	manners/	manners and	manners and	by observing
native	native	culture of	culture of	culture of	the social
speakers.	speakers.	native	native	native	manners and
2. Tell the	2. Tell the	speakers.	speakers.	speakers.	culture of
names and	names and	2. Tell the	2. Answer	2. Answer	native
vocabulary	vocabulary	names and	questions	questions/	speakers.
of native	of native	simple	about	tell the	2. Give data
speakers'	speakers'	vocabulary	festivals/	importance	about the
important	important	about the	important	of festivals/	festivals/
festivals.	festivals.	festivals/	days/	important	important
3. Participate	3. Participate	important	celebrations	days/	days/
in language	in language	days/	and simple	celebrations	celebrations/
and cultural	and cultural	celebrations	lifestyles of	and simple	lifestyles of
activities	activities	and lifestyles	native	lifestyles of	native
appropriate	appropriate	of native	speakers.	native	speakers.
to their age	to their age	speakers.	3. Participate in	speakers.	3. Participate in
levels.	levels.	3. Participate	language and	3. Participate in	language and
		in language	cultural	language and	cultural
		and cultural	activities	cultural	activities in
		activities	appropriate	activities in	accordance
		appropriate to	to their age	accordance	with their
		their age	levels.	with their	interests.
		levels.		interests.	

	Grade level indicators		Key stage indicators
Grade 7	Grade 8	Grade 9	Grade 10-12
1. Use language, tone	1. Use language, tone	1. Choose the language,	1. Choose the language, tone
of voice, gestures	of voice, gestures	tone of voice, gestures	of voice, gestures and
and manners politely	and manners	and manners	manners appropriate to
and appropriately by	appropriate to	appropriate to various	various persons, occasions
observing social	various persons and	persons and occasions	and places by observing
manners and culture	occasions by	in accordance with the	social manners and culture
of native speakers.	observing social	social manners and	of native speakers.
2. Describe the	manners of native	culture of native	2. Explain/discuss the
festivals, important	speakers.	speakers.	lifestyles, thoughts, beliefs
days, lifestyles and	2. Describe the	2. Describe the lifestyles,	and origins of customs and
traditions of native	festivals, important	customs and traditions	traditions of native
speakers.	days, lifestyles and	of native speakers.	speakers.
3. Participate in	traditions of native	3. Participate in/organise	3. Participate in, give advice
language and cultural	speakers.	language and cultural	and organise language and
activities in	3. Participate in	activities in accordance	cultural activities
accordance with their	language and cultural	with their interests.	appropriately.
interests.	activities in		
	accordance with their		
	interests.		

Strand 2: Language and Culture

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

	Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
1. Specify the	1. Specify the	1.Tell	1. Tell	1. Tell similarities/	1.Tell similarities/	
alphabet	alphabet	differences	differences of	differences	differences	
and sounds	and sounds	of the sounds	the sounds of	between	between	
of the	of the	of the	the alphabet,	pronunciation	pronunciation of	
alphabet of	alphabet of	alphabet,	words, groups	of various kinds	various kinds of	
foreign	foreign	words,	of words,	of sentences,	sentences, use	
languages	languages	groups of	sentences and	use of	of punctuation	
and Thai	and Thai	words and	texts in	punctuation	marks and word	
language.	language.	simple	foreign	marks and word	order in	
		sentences in	languages and	order in	accordance with	
		foreign	Thai	accordance with	structures of	
		languages	language.	structures of	sentences in	
		and Thai	2. Tell the	sentences in	foreign	
		language.	similarities/	foreign	languages and	
			differences	languages and	Thai language.	
			between the	Thai language.	2.Compare the	
			festivals and	2. Tell the	differences/simil	
			celebrations	similarities/	arities between	
			in the culture	differences	the festivals,	
			of native	between the	celebrations and	
			speakers and	festivals and	traditions of	
			those in	celebrations of	native speakers	
			Thailand.	native speakers	and those of	
				and those of	Thais.	
				Thais.		

	Key stage indicators			
Grade 7	Grade 8	Grade 9	Grade 10-12	
1. Tell differences and	1. Compare and explain	1. Compare and explain	1. Explain/compare	
similarities between	similarities and	similarities and	differences between the	
pronunciation of	differences between	differences between	structures of sentences,	
various kinds of	pronunciation of	pronunciation of	texts, idioms, sayings,	
sentences, use of	various kinds of	various kinds of	proverbs and poems in	
punctuation marks	sentences and word	sentences in	foreign languages and	
and word order in	order in accordance	accordance with	Thai language.	
accordance with the	with structures of	structures of sentences	2. Analyse/discuss	
structures of	sentences in foreign	in foreign languages	similarities and	
sentences in foreign	languages and Thai	and Thai language.	differences between the	
languages and Thai	language.	2. Compare and explain	lifestyles, beliefs and	
language.	2. Compare and	similarities and	culture of native speakers	
2. Compare similarities	explain similarities	differences between	and those of Thais, and	
and differences	and difference	the lifestyles and	apply them appropriately.	
between the	between the lifestyles	culture of native		
festivals,	and culture of native	speakers and those of		
celebrations,	speakers and those of	Thais, and apply them		
important days and	Thais.	appropriately.		
lifestyles of native				
speakers and those of				
Thais.				

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view

	Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
1. Tell the	1. Tell the terms	1. Tell the terms	1. Search for and	1. Search for and	1. Search for	
terms	related to	related to	collect the terms	collect the terms	and collect	
related to	other learning	other learning	related to other	related to other	the terms	
other	areas.	areas.	learning areas,	learning areas,	related to	
learning			and present	and present	other learning	
areas.			them through	them through	areas from	
			speaking/	speaking/	learning	
			writing.	writing.	sources, and	
					present them	
					through	
					speaking/	
					writing.	

	Key stage indicators		
Grade 7	Grade 8	Grade 9	Grade 10-12
1. Search for, collect	1. Search for, collect	1. Search for, collect and	1. Research/search for, make
and summarise the	and summarise the	summarise the	records, summarise and
data/facts related to	data/facts related to	data/facts related to	express opinions about the
other learning areas	other learning areas	other learning areas	data related to other
from learning	from learning	from learning sources,	learning areas, and present
sources, and present	sources, and present	and present them	them through speaking and
them through	them through	through	writing.
speaking/writing.	speaking/writing.	speaking/writing.	

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

	Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	
1. Listen/speak	1. Listen/speak	1. Listen/speak	1. Listen and	1. Listen, speak	1.Use language	
in simple	in simple	in simple	speak in	and	for	
situations	situations	situations	situations	read/write	communication	
in the	in the	in the	in the	in various	in various	
classroom.	classroom.	classroom.	classroom	situations	situations in the	
			and in	in the	classroom and	
			school.	classroom	in school.	
				and in		
				school.		

	Key stage indicators		
Grade 7 Grade 8		Grade 9	Grade 10-12
1. Use language for	1. Use language for	1. Use language for	1. Use language for
communication in	communication in	communication in real	communication in real
real situations/	real situations/	situations/simulated	situations/simulated
simulated situations	simulated situations	situations in the	situations in the
in the classroom and	in the classroom,	classroom, school,	classroom, school,
in school.	school and	community and	community and society.
	community.	society.	

Strand 4: Language and Relationship with Community and the World

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Grade level indicators					
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Use foreign	1. Use foreign	1. Use foreign	1. Use foreign	1. Use foreign	1. Use foreign
languages to	languages to	languages to	languages to	languages to	languages to
collect	collect	collect relevant	search for and	search for	search for and
relevant	relevant	terms around	collect	collect various	collect various
terms around	terms around	them.	various data.	data.	data.
them.	them.				

	Grade level indicators				
Grade 7	Grade 8	Grade 9	Grade 10-12		
1. Use foreign	1. Use foreign	1. Use foreign languages	1. Use foreign languages in		
languages in	languages in	in conducting research,	conducting research,		
conducting research	conducting research,	collecting and	collecting, analysing and		
for knowledge/	collecting and	summarising	summarising		
various data from the	summarising	knowledge and various	knowledge/various data		
media and different	knowledge/various	data from the media	from the media and		
learning sources for	data from the media	and different learning	different learning sources		
further education and	and different learning	sources for further	for further education and		
livelihood.	sources for further	education and	livelihood.		
	education and	livelihood.	2. Disseminate/convey to		
	livelihood.	2. Disseminate/convey to	the public data and news		
	2. Disseminate/convey	the public data and	about the school,		
	to the public data and	news about the school,	community and the local		
	news about the	community and the	area/the nation in foreign		
	school in foreign	local area in foreign	languages.		
	languages.	languages.			