

## ABSTRACT

This thesis studies the ways Chinese is taught in one Thai school, Sarasas Witaed School. The aim of the study was to examine how much actual Chinese culture was able to be taught, given the need to teach Chinese in English owing to the Chinese teachers lack of Thai.

The research asked 1. What aspects of Chinese culture are being taught in the researcher's two classes at Sarasas Witaed Thonburi School?

2. How does English as a medium work to limit or enhance Chinese language and the teaching of culture?

Data was collected from two Chinese teachers' classrooms and the textbooks used in the classes were analyzed in terms of Richards and Rodgers' (1986) descriptors of the Grammar Translation Method which is assumed by the researcher to be the dominant method still used in one form or another in China.

The research finds that the use of the texts conveys one aspect of the Chinese culture of learning but that this aspect actually is not the best way to convey or evince the actual culture of the Chinese language. The use of English instead of Chinese or Thai implied the teachers' ability to communicate effectively with the Thai students whose English, like that of the teachers, was limited. The actual class time spent on covering

the material in the textbooks in order to satisfy the course requirements meant that little opportunity was found by the teachers to actually discuss relevant aspects of Chinese culture that would have made the lessons more productive in terms of the students' appreciation for how Chinese culture and language are related. However, the use of Chinese English by the teachers did convey to the students a feel for the teachers' classroom language worked, the students were able to experience Chinese culture, not through Chinese as such or through Thai, but through a new form of language: Chinese English.

