

# **DEAR ENGLISH TEACHERS**

**The Series of English Letters**

**From**

**A Supervisor**



*The mountains sandwiching the river*

**By**

**Kiat Chuaykarn**

**Former Chief of Supervisory Units,**

**Krabi and Phang-nga OPPE.**

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## TO THE TEACHERS

The English language is increasingly important in the modern world of information and technology. English is becoming an international language. Anyone who cannot use English loses something in life.

We have not been successful in teaching and learning English. Although we have studied English for about ten years, many of us cannot speak it.

It's time for us to learn to speak English. We need not be an expert in English; just be able to speak and communicate in English with people around the world.

DEAR ENGLISH TEACHERS is a guide to improve teaching and speaking English.

Try to understand it, and you'll be better in speaking and teaching English.

Be sure that anyone can learn to speak English. Just don't be afraid to make mistakes. It's not our mother tongue.

The best way to learn to swim is to swim, and the best way to learn to speak English is to speak. There is no better way.

I hope your English will be better soon, and your students as well.

(Signature)

(Samroeng Lacharojana)

Director of Phang-nga OPPE

## Preface

DEAR ENGLISH TEACHERS is a series of English letters to English teachers in Krabi and Phang-nga provinces.

These letters received a warm welcome from English teachers. Many of them are kind enough to answer the letters, in English. They say that the letters are useful to them. Some teachers wrote some stories to share with all readers.

And I answered their letters individually.

The teachers' interest encouraged me to write more letters to them. These letters made us feel like brothers and sisters. Whenever we met we could discuss anything openly.

It is a good beginning for a supervisor.

The purpose of this collection is to put these letters together in a small book for further use.

To make sure that these letters are good enough for the readers, I asked John H. Quinley, Jr., an American working in Phang-nga, to read them and correct all the mistakes he could find. And he is so kind that he wrote a letter of goodwill to me. The letter is a great encouragement to me, too.

But, any mistakes that may occur will be mine alone.

Thanks are to all teachers who try hard to read my letters and answer them. Their encouragement will be remembered all the time.

I hope these letters will be useful to all English teachers in primary and secondary schools.

(Signature)

**Kiat Chuaykarn**

Chief of Supervisory Unit, Phang-nga

September 11, 1995

Phang Nga, Thailand

Dear Mr. Kiat,

I want to commend you on the series of letters that you wrote your teachers in Krabi and Phang Nga Provinces. I really enjoyed reading them, and I'm sure the teachers did as well. I think this is an excellent way for a supervisor to both encourage and train teachers in a rather painless, indeed, enjoyable manner.

First, you serve as an example to your English teachers by putting your communication in English, rather than discussing the subject of English in Thai.

Then, you give helpful information and dialogues for actual use in the classroom. I especially like the concept of *One Minute Speaking* (actually it is beginning extemporaneous speaking in the discipline of Forensics). I believe use of this tool on a continuous basis will bring about much greater English fluency in the students.

Finally, I strongly agree with your recommending the adoption of the *Professional Development Schools* philosophy that **all students can learn and experience success**. Without this attitude we can be sure

that only the brightest students will succeed, and they barely need instruction, which is after all the job of the teacher. On the other hand, if all the English teachers who read these letters are challenged to become motivators and encouragers of their students, I think they will see their students grow into levels of English proficiency that will surpass their dreams.

I understand that these letters will now to be compiled into a book I wish you the greatest success in publishing this book for the development of English language skills among teachers and students alike.

Sincerely,

(Signature)

( John H. Quinley, Jr.)

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DMS 1/1994

Supervisory Unit, Krabi  
Utrakit Road, Muang  
Krabi 81000

January 27, 1994

Dear English Teachers,

Are you surprised? Who sent you this letter? An English letter!

Don't be surprised. It's a letter from a friend of yours, a professional friend, a senior teacher, a supervisor.

Why did I write it in English, not in Thai? Would you like to know?

I have some good reasons for doing this.

One reason is that, to write this letter, I had to use both English and Thai. If I wrote in Thai, I would have to use two typewriters, a Thai typewriter and an English one. But when I wrote it in English, I used only one typewriter, the English one. It's much easier. You see?

Another reason is I have an idea to improve your English, and mine, too.

I think that, as an English teacher, you should read as much English as you can. It will be helpful to you. And this letter will be of some help too.

In this letter, I will give you some dialogues which will be useful to you and your students.

Do you like to go shopping? This dialogue will be helpful:

A. How much is it?

B. Two hundred baht.

A. That's expensive. Can't you come down a little?

What does "come down" mean? Can you guess?

One more dialogue:

A. How about going for a drive?

B. I can go if we're back by 3.00.

A. Sure. We can get home by then.

B. OK. Let's go

This is a way to ask someone to do something.

Would you like to have some more dialogues?

Do you think this letter is useful? If your answer is "Yes", I'll write to you regularly, one letter a month, okay?

This school year will be over soon. Are your students prepared? Do your students need some remedial teaching? Are you proud of your students? Do you try your best? And do they try their best?

I'd be very glad to hear from you soon. Have a good time this summer. See you later.

Sincerely yours,

(Signature)

(Kiat Chuaykarn)

Tel. 611182

DMS: Direct Mail Supervision

DMS 2/1994

Supervisory Unit, Krabi.

February 10, 1994

Dear English Teachers,

This is the second letter to you, in English. It is sent to you at the same time as the first one, to save the postal cost.

It took quite a few days to type all the addresses of the readers, so while waiting for the addresses, I wrote the second letter.

What would you like to read in my letters? Dialogues? Something about Krabi? Some methods of teaching English? Would you please let me know?

Right now I'm guessing. So I write what I think you need.

It might be wrong, it might be right. I just want to make it useful.

A. Do you know that the river is very rich?

B. A river is very rich? Did you say that?

A. Yes. A river is very rich.

B. Why do you say that? What do you mean?

A. A river is very rich because it has two banks!

B. Oh! I see...a river has two banks. It must be very rich!

-----

The Andaman is the name of a sea. It is on the west coast of Krabi. There are a lot of islands in the Andaman Sea. Pee Pee Island, a well-known island, is in the Andaman Sea, too.

The Andaman Sea is very beautiful. It holds a wealth of fish, prawns, shrimps, crabs and many other kinds of sea animals.

The Andaman Sea gives us a lot of seafood, many places of interest for the tourists, and fresh cool air.

So, we should take good care of the Andaman Sea. For, if the Andaman Sea is in danger, we will be in danger, too.

-----

You will know Panombenja Mountain in the next letter.

Please write soon. In English!

Sincerely yours,

(Signature)

(Kiat Chuaykarn)

DMS 3/1994

Supervisory Unit, Krabi.

March 4, 1994

Dear English Teachers,

This is my third letter to you.

I'm very glad to tell you that I've received six letters from some of our teachers. One teacher wrote two letters to me. I'm very happy to read all these letters.

Each day, when I arrive at the office, I look for English letters. If I find one, I'm filled with happiness, and I answer it immediately.

Some teachers suggested that I write more dialogues and many things about Krabi, like the Andaman Sea, in the previous letter. So, I'll try to write the things you like. And you, too, should write something about your villages.

I would like to tell you about the beliefs of Professional Development Schools. Their first belief is : "All children can learn and experience success."

Do you agree or disagree with this belief?

Many teachers in Thailand do not agree with this belief. They believe that only some children can learn and experience success. So,

when a child cannot read or cannot do anything, it is the child's fault. The child alone is to be blamed.

I have a story to tell you.

One day, a visitor entered a classroom of Pratom 2, and asked a student to read his Pratom 2 book. This is the conversation:

Visitor : "Will you read it to me, please?"

Student: "I can't read, sir."

Visitor : "Why?"

Student: "I'm stupid, sir."

Visitor : "How do you know?"

Student: "Teacher tells me...every day."

"My students are very stupid. I try very hard, but they can't do anything. I threaten them, I hit them, but it's the same. I don't know what to do with these stupid children".

Have you ever heard your friends say something like this? I think you have.

Your belief is very important. If you believe deeply that your students are stupid, you cannot hide your belief. You will show it some day. You might say something or do something to hurt them some day or every day. And it hurts your students all the time but

they cannot let you know their feeling. Still, the children might say something like the Pratom 2 student above.

So, in PDS, the teachers must adopt the belief that, "All children can learn and experience success."

This is very important. As a professional friend of yours, I would challenge all teachers of English in Krabi to believe that, "All children can learn and experience success."

Is it too difficult for you to believe like this?

I believe you can do it. If you want to, you can. All children like to hear from you that they can learn English and can experience success in English.

I myself sincerely believe that all teachers of English can learn and can experience success in learning and teaching English. Do you agree with me?

I like to read your letter. Will you write to me? Don't be shy that you'll make mistakes. Anyone can make mistakes. It's not our mother tongue.

I'm afraid this letter will be too long. Have a nice summer holiday. See you soon.

Sincerely yours,

(Signature)

(Kiat Chuaykarn)

P.S. Something is enclosed in this letter.

## Kanaabnam Mountains

by Kiat Chuaykarn



When you arrive at Krabi town, you will see two mountains near the town. They are so beautiful that you will take a long look at them. They are the Twin Mountains, or Mountains Sandwiching the River or Mount Kanaabnam.

Each mountain is on one side of the river, Krabi Yai.

One mountain faces south, the other faces east. So, some people say that they look like two women having a quarrel, each one tries to face away from the other.

Does it seem so to you?

Looking at Kanaabnam from Krabi town, you can see many points of beauty. But one point is the most beautiful.

Can you find it?

## **Panombenja Mountain**

by Kiat Chuaykarn



Panombenja is a mountain. It is in Khaopanom District, in the north of Krabi province.

They say that the highest point of Mount Panombenja is 420 metres high. But I think that it is much higher than that.

Mount Panombenja is very important. It is the beginning of many rivers in Krabi. These rivers are big sources of water. There are many communities along two sides of these rivers.

People grow rice, rubber trees, palm trees and many other kinds of trees and vegetables by these rivers.

On some days, we can see clouds over the top of Mount Panombenja. It is very beautiful, and it gives us rain.

If we look at Panombenja from Khaopanom District, we will see that it looks like a beautiful lady lying gracefully.

We need rain, we need water, so we need Panombenja Mountain.

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By now, I have received six letters from our teachers of English. They can write good English. But it is not our own language, to make mistake is 'common.'

In this sheet, I will show some sentences that can be improved. Please do not be discouraged, when we know what is not right, we will not repeat it again.

I don't tell you whose sentences they are. The owners know them anyway.

A: Stands for the sentences from your friends.

B: Stands for my rewrite, changing as few things as possible.

C: Will be the best one, you can re-rewrite it, can't you?

-----

A: I am always practice my English because two things:

B: I always practice my English because of two things:

A: It will be pleaser to have it more.

B: It will be more pleasing to have it more.

A: The reason is not used to for them and because of their environment too.

B: The reason is that they (students) are not used to them (dialogues)...

A: What happen now?

B: What's happening now?

A: This is second letter.

B: This is the second letter.

A: I jot down to you.

B: I write to you.

A: I think so you make Ramadon.

B: I think that you fast in Ramadon.

A: I hope so you can enjoyed my books.

B: I hope that you can enjoy my books:

A: I think so "One Hundred Years of Solitude" very good book.

B: I think that "One Hundred Years of Solitude" is a very good book.

A: I don't know you like or not.

B: I don't know if you like it or not

I don't know whether you like it or not.

A: May be you don't have time for read.

B: Maybe you don't have time to read.

A: Mr D employee in my school.....

B: Mr D, an employee in my school....

Mr D is an employee in my school....

A: He was backed home.

B: He was back home.

He was taken home.

A: Thank you everything you told me before.

B: Thank you for everything you told me before.

A: We are very surprise.....

B: We are very surprised.....

A: That will be improve our English too.

B: That will improve our English too.

A: I prefer to read something in English.

B: I like to read English.

A: Your letter you give us some dialogues which will be useful.....

B: In your letter, you give us some dialogues.....

A: It's mean

B: It means.....

Its meaning is.....

Prefer: I prefer tea to coffee. Sombat prefers football to volley ball.

Please don't be discouraged. Try to avoid these mistakes.

Practice makes perfect.

Practice your writing and your writing will be perfect some day.

Now, are you ready to re-rewrite C?

DMS 4/1994

Supervisory Unit, Krabi.

May 30, 1994

Dear English Teachers,

Now, we are back to school again! Did you have a good summer holiday? I hope you did. Did you miss your students? Some teachers miss their students. They want to meet the students. And the students miss their teachers.

During May 3-7, 1994 some of our English teachers had been selected, from each school cluster, to join us at the English Summer Camp for Teachers, at Utrakit School. We had four Peace Corps Volunteers to help us. They were very helpful.

Our English teachers reported they had more confidence in teaching and speaking English. And we saw that they did speak English very well.

We, at the province, want to give the same opportunity to all teachers of English. But if we can have an English Camp once a year, or 40 teachers a year, it will take about 6 years to finish. It's such a long time!

We want to train all English teachers in one year. How can we do that?

We have some problems of where to get money to pay the teachers, and where to have a peace corps volunteer. If we have a volunteer, but no money to pay you, are you willing to join the training camps? Will you let us know if you say yes or no?

In our camp we had many activities. "One Minute Speaking" is one of them.

The aim of One Minute Speaking is to help students gain confidence in speaking English. It is easy to do;

1. Divide your students into five groups, each group takes turn to speak, on Monday, Tuesday, and so on.

2. Give each student a topic to speak for one minute. They may be: a cat, a dog, a pet, a rose, my family, rain, water, fish, sea, Phi Phi Island, etc.

3. Ask each student to come to speak in front of the class about the topic he/she is given.

In the beginning, they may need more help from you. So, you can help them to form the idea or to choose the words, the sentences. You can write some topics as the examples for them.

Your class must have good English dictionaries, books of conversations, stories, picture dictionaries, grammar books, newspapers, and many things.

After a period of practice, they will have more confidence. Then you can have them choose the topics and speak in front of the class.

Please remember that in each school year we have 40 weeks to teach. If a student comes in front of the class 30 times a year, to speak English, I am sure that he will be able to speak English. Don't you think so?

I have some short topics for One Minute Speaking.

A student comes in front of the class with a twenty-baht note:

"This is money.

It can buy bananas.

It can buy ice-cream.

It can buy many things.

Money is useful.

Everybody likes money.

Do you like money?"

Another student comes in front of the class with a flower:

"This is a flower

It is yellow.

It is beautiful.

There are many flowers in our school.

Our school is beautiful.

Do you like flowers?

I love flowers."

You can do many things with One Minute Speaking. Just try, and you will like it.

Did you have good lesson plans this year? I think you will have better lesson plans this year.

If you have better lesson plans, your students will learn better, do you agree with me?

Are you teaching in Pratom Five? A Pratom Five teacher has new students to learn English. Try to make your students like English. If they like English, they will enjoy learning English. To make your student like English is your first job.

I hope you are having a good time at school. I am having a good time at my office. I am looking forward to reading your letters. I hope to hear from you soon. I will try to visit your schools, too.

Truthfully yours,

(Signature)

(Kiat Chuaykarn)

P.S. I asked Miss Annika Powell, a Peace Corps Volunteer, to read my letters, from the first to this one, she said, "It's OK." And she did not change a word.

So, I think that I must write to you more and more. I have more confidence to write. And I hope that you have some confidence to write to me.

I do hope, I will receive your letters, soon.

## Pee Pee or Phi Phi

by Kiat Chuaykarn



In the beginning, we usually spell "Pee Pee Island." But now, you may see that many people spell "Phi Phi Island."

Which is better?

Please study these.

Pee Pee is easy to read. Nobody will read it incorrectly.

Phi Phi can be read Fee Fee, because Ph in English sounds F, for example; Photo - Foto, Physic-Fisik, etc.

But "pee" has a certain meaning in English. And the meaning is not appropriate for a beautiful place like PP Island.

You see, when someone pees, they urinate. Some speakers consider this usage to be rude and unacceptable.

Please look at these sentences.

Pee; urinate (verb), urine(noun), an act of urinating.

He is going for a quick pee.

He will have a pee.

A dog is peeing against the fence.

I must go pee.

I must have a pee.

Now, you know something about "Pee Phi", do you like to spell Pee Pee or Phi Phi, or something else?

From now on, I will spell Phi Phi Island.

-----

## Phi Phi Island

by Kiat Chuaykarn



There are about 130 islands in Krabi Province. But there are only 13 islands where people live. Phi Phi Island is one of them.

Phi Phi is said to be one of the most beautiful islands in the world.

People all around the world know Phi Phi Island. Many of them have come to visit it.

Phi Phi Island is in the Andaman Sea. It is almost at the midway from Krabi to Phuket. Many people came to Phi Phi from Phuket. So, some people think that Phi Phi Island belongs to Phuket Province.

When you go to Phi Phi Island, you will see clear water, clean beaches, beautiful corals, and beautiful mountains. Viking Cave is one of the very well-known mountains.

When you go to Phi Phi Island, you can climb a mountain up to the place called "viewpoint", where you can see the most beautiful views of Phi Phi Island. You may lose a lot of sweat, but when you reach the viewpoint, you will feel very happy. And it is worthwhile.

Have you been to Phi Phi Island?

Try to take a trip there, and be proud that you have "arrived" to Krabi

-----

## **Pakya Dam**

by Wilai Keawanan

Watnateemukharam School

Pakya Dam is in Plaipraya District, Krabi. It is a small dam, but it is very important.

People grow rice, rubber trees, and palm trees by this dam. Moreover, Pakya Dam is very fascinating. If we look at Pakya Dam from high land, we will see that it looks like a silent lake in the fable.

In the morning of winter, we can see fog over the water. It is very beautiful and it can make tourists surprised.

There are many fish, turtles, and other animals. The water is clean and peaceful. We can swim and fish and enjoy ourselves there.

Why not come to visit us?

-----

DMS 5/1994

Supervisory Unit, Krabi.

June 26, 1994

Dear English Teachers,

How have you been? Do you enjoy your work as an English teacher? Do your students enjoy studying English? I hope everything is going well.

I have something to tell you.

On Wednesday 22th of June, I was invited to be a lecturer in a meeting of all English teachers of Kantang District, Trang. The topic I was given was, "Techniques of teaching spoken English."

I showed them some activities that we learned from the English camp. And "One Minute Speaking" is a favorite one.

They agreed that if our students practice speaking in front of the class every day like that, the students will be able to speak.

Their reception made me feel that One Minute Speaking (OMS) should be used in every classroom in Krabi. And it is not difficult to use.

I'll write something about OMS in order that all teachers of English in Krabi can do it well, and use it as an activity of teaching

When I visit your classroom, I'll ask your students to speak in front of the class.

And to make OMS more interesting, I plan to have a "One Minute Speaking Contest" or OMS Contest, on the National Primary Education Day, November 25, 1994, in the province.

To do this, there should be contests at every level; in the classrooms, in schools, in school clusters, in the district and finally, in the province.

We can do step by step like this:

1. Every classroom will use OMS every day, about 5-10 minutes a day. The class will name the best speakers of the week or of the month, every week, every month.

2. Every school will choose 2 best speakers to join the contests at the school clusters.

3. Every school cluster will choose 2 best speakers to join the contests at the district/subdistrict.

4. Every district/subdistrict will choose 2 best speakers to join the contests at the province, on November 25, 1994.

We will have good speakers of the class, the school, the cluster, the district and the province. We'll have a lot of good speakers!

You may be in doubt why I ask you to teach speaking, why not listening, reading and writing? You will see the answer in Sman Sakornchit's writing. However, I have some theory for this.

It is accepted that these four skills are interrelated. And they can be grouped into two sides of skills:

1. Receptive skills; Listening and Reading
2. Expressive or productive skills; Speaking and Writing

F.G. French, a successful English teacher in Burma said,

"Language is a spoken thing, not something written or printed by means of letters." He also said,

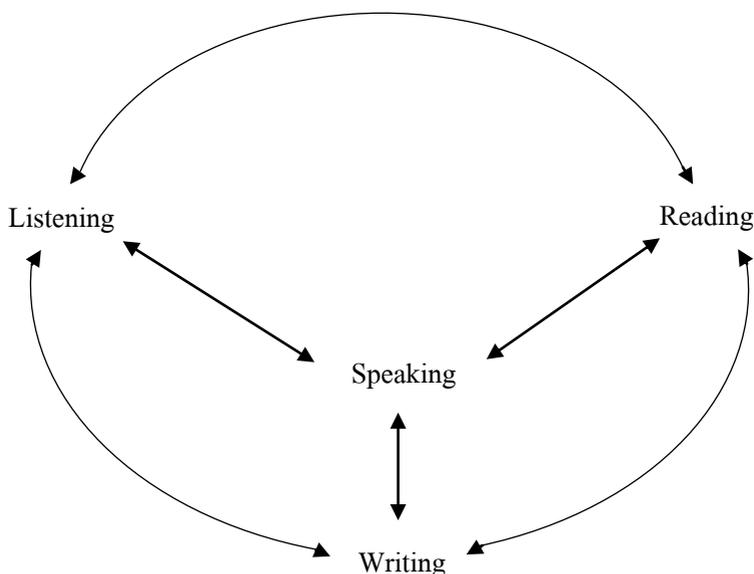
"Speaking is necessary for every stage of learning English; that by speaking the pupil will be able to make all the links in the mind to new words; will build up the habit of using the correct sentence-patterns, so, he should never be asked to read, or to write, anything which he has not first learned through speaking it."

He added that,

"If a headmaster, or an inspector of schools, wishes to judge a teacher's ability to teach English, he will ask to hear a lesson in which most of the time is given up to talking by the pupils, rather than a lesson spent entirely on reading from the reading-book."

An author said that if we wanted to know the level of English of any person, we can do it easily by asking him to speak for 5-10 minutes or ask him to write in a piece of paper. So, speaking is very important.

In OMS, we consider speaking as the centre of the four skills, like this:



You'll understand this diagram better, when you read, OMS at Klongprasong.

It means that if you have to speak every day or every week, you must listen, read or write something as a preparation for speaking.

Remember, when you have to teach every day, you have to prepare something. It's the same with the students.

Is this letter too long? It takes more time to write than to read, doesn't it?

Many people want to know about Tarnboke Karanee, Huayto Waterfall, Koh Lanta, Lamsak, Bangteaw, and many places of interest of Krabi. So, I ask you to write something about it. I'll send it to your friends in the following letters.

Now I have received 16 letters from our teachers, who will be the next?

I hope to see you soon. Have a good time.

Truthfully yours,

(Signature)

(Kiat Chuaykarn)

## **One Minute Speaking**

### **At Klongprasong School**

by Sman Sakornchit

One Minute Speaking is a good teaching method. Students have the opportunity to speak, listen to English, at last they have more confidence.

I think if our teachers use this method every day, our students will be able to speak English very well. In OMS method, students can learn four skills at the same time, because:

1. Students must write something for speaking, they learn writing skill.
2. Students speak after writing; they learn speaking skill.
3. Students must listen to what their friend is saying, they learn listening skill.
4. Students read before speaking, they learn reading skill
5. By speaking English in front of the class many times a month, finally, they will have more confidence in speaking English.

After using OMS for some time, when I asked them about English, they answered, "English Is Fun."

Do you want your students to speak English?

Please try OMS...One Minute Speaking.

-----

## **One Minute Speaking and Vocabulary**

by Kiat Chuaykarn

Some English teachers complained that their students did not like to learn vocabulary. If you do not learn vocabulary, what will you learn, dear?

One Minute Speaking (OMS) can be used to teach vocabulary.

Try this way:

1. Form your students in groups of five. If you have 30 students, you have 6 groups of 5 students.

2. Give 5 words to each group in a week. They will share one word for one student. Ask them to help each other in the group.

Each student must learn the meaning, reading, spelling, and using of the word he/she has.

3. On each day, one student from every group will take a turn to come in front of the class and read, spell, give the meaning, do the action, make a sentence, or make a phrase by using that word. For

example, if a student has the word "Window", he will hold a word card in his hand and say,

"Window, Window, W-I-N-D-O-W, Window"

He points to the window and says "Window."

He makes a sentence, "That is a window." etc.

One student uses one minute for one time.

If you have 6 groups, they will learn 6 words a day, 30 words a week. It's not bad.

4. During this time, the teacher observes, writes down something of importance; pronunciation, grammar, stress, intonation, etc.

5. After every student has finished doing OMS, the teacher tries to correct the mistakes.

This should be done in 10-15 minutes.

Students have a lot of practice. The teacher is the helper.

It is a student-centered class, or an active learning class.

Is it too difficult for you? I hope not.

-----

DMS 6/1994

Supervisory Unit, Krabi.

September 2, 1994

Dear English Teachers,

I met some English teachers of Krabi. They smiled sweetly and told me that they wanted to write English letters to me, but, "I dare not write it, I'm afraid I'll make mistakes. I'm poor in grammar."

This is a lovely manner of our Thai people, including Thai teachers, Thai supervisors, and me, too.

We're afraid to make mistakes. So we dare not do many easy things. It's a pity.

Writing letters in English is not an easy thing. But it's not too difficult. You can do it, if you try.

I say this, because I have tried it myself, and find that it's not too difficult.

The first thing to do is to try to think, "I can do it." And then try to do it.

If you think you can, you can.

If you think you can't, you can't.

The second thing is to think, "What to write."

Then begin to write.

What you think will move from your head to your hand, and to your paper.

They will be a letter, an English letter!

In this letter, I present to you two dialogues and a short essay about Pakya Dam.

I also send you an evaluation form that I ask you to fill out and then send back to me by mail. Please do it immediately.

It will be useful to you and to me.

I hope to see you soon.

Truly yours,

(Signature)

(Kiat Chuaykarn)

## INVITATION (1)

A: Hello, John. How are you enjoying your stay here?

John: I'm enjoying it very much, thank you.

A: By the way, what are you doing tomorrow afternoon?

John: Nothing special as far as I know.

A: Well, would you care to come for a ride to the beach?

John: Thanks, I'd love to.

A: Let's meet here about two o'clock, shall we?

John: That would be very nice.

About two o'clock then?

A: Good. See you tomorrow.

John: Fine.

**INVITATION (2)**

A: Hello, Ann.

Ann: Hello.

A: Look, I wanted to ask you,

I wonder whether you could come out to lunch with me some day.

Ann: Yes, I'd like to very much.

A: How about tomorrow?

Ann: Thank you, but I'm afraid I'm tied up tomorrow.

A: What about Tuesday then?

Ann: Just a minute. Let me see.

Yes, Tuesday would be fine.

A: Good. Let's meet here, shall we?

Ann: What time?

A: Would twelve thirty be all right?

Ann: Yes, that will be fine.

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## A Visit to Pakya Dam

by Kiat Chuaykarn

Pakya Dam was introduced by Wilai Keawanan in the letter of May 30, 1994. She says it is very beautiful. I had a plan to visit it one day.

On August 17, 1994, a group of supervisors and teachers went to the dam. It was an afternoon, about half an hour after rain.

We could be there for a very short time. We could not even get off the van. We agreed that it is a very beautiful lake. We will come here again.

Wilai should be proud that her writing could bring some "Tourists" to the dam. She is a good guide.

We know that there are many places of interest in Krabi. Some places are not well-known. If our teachers write something like this, we will know all places in Krabi.

As a teacher of English, will you introduce some places near your school to your friends?

We are very eager to read them.

-----

## **Ten Principles of Teaching English**

1. Never translate : demonstrate.
2. Never explain : act.
3. Never make a speech : ask questions. (Never speak too long.)
4. Never imitate mistakes : correct them.
5. Never speak with single words : use sentences.
6. Never speak too much : make students speak much.
7. Never use the book : use lesson plan.
8. Never go too fast : keep the pace of the students.
9. Never speak too slow : speak naturally.
10. Never be impatient : take it easy.

(From Berlitz Schools)

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DMS 7/1994

Supervisory Unit, Krabi.

October 28, 1994

Dear English Teachers,

I have received some Evaluation Forms from our teachers, thanks for your cooperation. As for those who forgot to send it back to me, please do it now. I'm still waiting.

Each year we have a test of English in 6 capacities: grammar, listening, speaking, reading aloud, silent reading, and dictionary usage.

Some capacities go up, some come down, from the year before. You should see the grades of your students.

Last year, we had the problems of Speaking, Listening, and Reading Aloud. We tried very hard to solve the problems of speaking last year. So speaking is less serious this year.

This year we have the problems of Writing and Silent Reading.

But the capacity that is always the lowest is Grammar.

So, we should try to solve the problem of grammar every year.

To teach grammar is not just to teach the rules, but to practice them using the real language.

One Minute Speaking is a way to solve this problem.

Have you prepared your students for "One Minute Speaking Contest" on National Primary Day? I hope you have.

During October 17 - 22, 1994, some of us went to Malaysia and Singapore, and we saw many interesting things. You should hear of them from your friends.

When you receive this letter, I might be working in Phang-nga, because I have been appointed the Chief of Supervisory Unit, Phang-nga, from November. So, this letter is a goodbye letter to you, my dear English teachers.

The schools begin, the students will come to you again. You'll have a lot of fun. Have a good time, my dear English teacher and good bye.

I miss you,

(Signature)

(Kiat Chuaykarn)

Pa 1

Phang-nga Office of Provincial  
Primary Education  
Petkasem Rd, Phang-nga 82000

November 18, 1994

Dear English Teachers,

Are you surprised? Who sent you this letter, an English one?

I'd like to introduce myself to all teachers of Phang-nga. And I start introducing myself to you, the English teacher, first.

I've been the Chief of Supervisory Unit of Krabi, and from November 16, 1994, I've been appointed the Chief of Supervisory Unit of Phang-nga.

I'll try not to be a "Morning come-evening go" person. I'll be, at least, a "Monday come-Friday go" one, with extra Saturdays and Sundays, if necessary.

Krabi and Phang-nga are brotherhood Provinces. I know many people and many of them are my beloved ones.

This is my first letter to you, and if you think it's useful, there will be many more.

The next letter, if there will be, will be about teaching of English, short descriptions of some places of interest, such as; Panyee Island, Tapoo Rock, Tam Lod, the Andaman Sea, etc.

Do you like reading this letter?

Reading the "Report of Student Achievement, School year 2536", it's found that the most serious problems of English outcomes are writing and grammar (6.17 and 6.56 from 10).

So, our English teachers should pay more attention in the teaching of writing and grammar.

But writing and grammar cannot be taught separately. They must be taught integratedly with listening, speaking, and reading.

There is a basic rule that the students should not be asked to write what they have not read, to read what they have not spoken, to speak what they have not listened.

So, listening and speaking should be the first skills to teach.

I have some activities of how to teach listening and speaking. It'll be a secret now, I'll share them with you in the following letters, if you ask for them. I'll write the next letter only if some of you answer this letter, in Thai, or in English.

Now, we are in the second term of the year, I hope you are working very hard to help your students. May success be with you. And have a good time.

Please write to me, if you want to read more letters.

Sincerely yours,

(Signature)

(Kiat Chuaykarn)

Pa : Phang - nga

Pa 2

Phang-nga OPPE.

December 19, 1994

Dear English Teachers,

On November 18, 1994, I wrote an English letter to all English teachers in Phang-nga primary schools. I wrote that, "I'll write the next letter only if some of you answer this letter, in Thai, or in English".

And on December 12, I received the first letter from Sompong Kooniard, Wat Koksuy School, and on December 13, I received one more letter from Laiad Sinjumrearn, Anuban Phang-nga School. Both letters are in English.

Some sentences from Sompong's letter are, "I'm so surprised that you sent me the good idea letter...Now I'm willing to join you about the English teaching...."

And Laiad's letter says, "Thank you for your letter. I was very surprised when I received it. I think this letter is very useful for the readers...."

These letters made me feel eager to write more letters.

If you want me to write about something you'd like to know, please feel free to let me know. Just tell me, and you'll have it.

I hope to receive your suggestion, and I'll be glad to follow it.

The first activity I'd like to present to you is, "One Minute Speaking" or OMS. The aim is to help the students to speak with confidence.

So they must speak IN FRONT of the class.

This is how to do it.

1. Form your students into five groups. If you have 30 students in your class, you'll have 5 groups of 6 students. Let the students in each group help each other.

2. Give them something to speak; an object, a picture, a word, a topic or anything. (You should give them at least one or two days before speaking.)

3. Ask one student from each group to come to speak in front of the class. If you have 5 groups, 6 students will speak each day. It takes about 6-10 minutes a day, and each student will have a chance to speak once a week.

4. While the student is speaking, you can write down their mistakes in pronunciation, stress, using of words, or grammar. You'll know what to be corrected.

I want to have your suggestion; should I send the letter directly to you like this or write it in Warasan Saw Paw Jaw?

Please turn over, and see the examples of OMS.

Sincerely yours,

(Signature)

(Kiat Chuaykarn)

You'll understand better when you see some examples:

A student comes in front of the class, she has a rose in her hand.

“Good morning teacher, and my friends.

This is a rose.

It is red.

It is beautiful.

Do you like it?

I like it very much.”

Another student walks to the front of the class, he has a twenty-baht note in his hand.

“Good afternoon teacher, and my friends.

I have some money.

It is twenty baht.

It can buy bananas.

It can buy ice-cream.

It can buy many things.

Do you like money?

I hope you do.”

A Matayom student comes out with a picture of Panyee Island. After greeting the class, begins:

“Last Sunday, I went to Panyee Island with my father, mother, and sister.

We went there by boat.

On the way to Panyee, we saw many trees, birds, and mountains.

One mountain looks like a hairy dog:

We had lunch at Panyee Island.

My father told us that strong drinks are not allowed there.

I think it's a good idea and I wonder why people drink strong drinks.

Maybe it's because of advertisement.

The advertisers can lead people to do anything, good or bad,

I've been there many times, but I think,

I'll be there again.”

-----

Pa 3

Phang-nga OPPE.

January 11, 1995

Dear English Teachers,

This is the third letter to you. By now I received three letters from our teachers. The last one is from Nantawan Krajangsri, Wat Suwannawas School, Thaimuang. She asked me some questions and I wrote the answers to her directly.

In this letter, I'll tell you about the bare bones of English, or the most important things in English.

If you know the bare bones of English, you'll know what should be emphasized. It will save a lot of time and energy.

F.G. French, a successful teacher and other authors agree that the bare bones of the English language are of three kinds:

- (a) Word-order
- (b) Structural words,
- (c) Inflexions or changes,

Let's see the examples.

- (a) Word-order: It's a long foot. It's a foot long.

Her eyes are blue. Are her eyes blue?

Can you see the difference?

(b) Structural words: At the house, to the house, in the house, from the house.

At, to, in and from are structural words. There are some more structural words, they are used in every sentence. They are:

- (1) the pronouns: I, me, he, her, some, any, etc.
- (2) the prepositions: in, on, under, etc.
- (3) the helping verbs: do, have, be, etc.
- (4) adjectives and adverbs: a, the, this, that, all, each, etc.

Ago, again, also, even, ever, etc.

It is said that, in 100 ordinary sentences there may be as many as 300 prepositions, 200 pronouns, and 100 other structural words; a total of 600 structural words in 100 sentences.

Please try to prove it. Is it true?

(c) A few changes:

- (1) in verbs: I go, you go. She goes, he goes, it goes.

I walk every day.

I walked yesterday.

- (2) in nouns: One boy, two boys.

- (3) in adjectives and adverbs: fast, faster, fastest.

These changes have to be learned

So, the bones of English must be taught as early as possible and must be constantly practiced.

Now, have you tried to use OMS? Does it work?

In the next letter, I'll show you some games and techniques of teaching. See you later.

Faithfully yours,

(Signature)

(Kiat Chuaykarn)

Pa 4

Phang-nga OPPE.

February 1, 1995

Dear English Teachers,

This is the fourth English letter from me. So far, I have received six letters from five teachers. They are from Nantawan Krajangsri, Wat Suwannawas School, her second letter, Thanomjit Kaeophong, Kuraburi Primary School, and Phanadda Inthararak, Banhinlad School, Kuraburi.

Nantawan told me about her joyful camping at Thaimuang beach, Thanomjit sent me two stories for OMS, which I chose one for the readers. Phanadda has some problem about her students. I wrote to them directly.

Have all of you used OMS? If not, can you say WHY?

I went to some schools, some English teachers had not received any letters. Have you received them?

I have two stories for you in this letter. I am sure you can write something like these. See you later.

Faithfully yours,

(Signature)

(Kiat Chuaykarn)

## OMS in Action

by Thanomjit Kaeophonng

A student with a picture in his hand:

“Good morning teacher, and my friends.

This is a picture.

The woman in this picture is my mother.

Her name is Pranee.

She is a fruit seller.

She sells bananas, pomeloes, apples, and papayas.

Do you like fruits?

I like them very much.”

-----

## TAPOO ROCK

by Kiat Chuaykarn



Tapoo Rock, the rock that looks like a crab's eye or a nail, is very well-known to all people. It is a unique and precious rock of Phang-nga.

When we look at Tapoo Rock, what do we feel? I feel the past and the future of Tapoo Rock. It has been burned by the sun, blown by the wind, washed by the waves and the rain, for a very long, long time.

The lower part looks thinner and thinner.

For how long can you bear the weight of the upper part?

What will your future be, oh Tapoo Rack?

Can we help Tapoo Rock, our unique one?

Pa 5

Phang-nga OPPE.

March 21, 1995

Dear English Teachers,

You are going to have summer holidays. I don't want to disturb you. So, I write a very short letter and give you two stories, by Nantawan and myself.

See you again next term.

Sincerely yours,

Kiat Chuaykarn

\*\*\*\*\*

## **Khao Nang Hong : The forgotten**

by Kiat Chuaykarn

Khao Nang Hong was a very well-known mountain in those days, because it was the only road to Phang-nga from Tapput, Krabi, Trang, Hadyai, and other provinces in the South.

Nowadays, most of the buses and cars use, "New Road," passing through Bosaen, Khao Nang Hong is almost forgotten.

Anyone having been to Genting Highland in Malaysia, will think that Khao Nang Hong could be made well-known again.

Khao Nang Hong could be a Highland Resort for tourists around the world. To stay near the sky is interesting, isn't it?

But these resorts must be run by business men who have awareness of environmental development

Can we give new hope for Khao Nang Hong again?

\*\*\*\*\*

## Relay Recall : A Teaching Game

by Nantawan Krajangsri

Wat Suwannawas School

Relay Recall is a good game for a short time. This is how to do it:

1. Divide your students into groups of five.
2. Each group chooses a leader
3. Teacher gives each leader a piece of paper.
4. Teacher puts English words in another place.
5. Teacher says, "go"

One student from each group runs to read the words (put by the teacher) and comes back to tell his group (What word he saw). The leader writes the word on his paper.

6. The next students do the same as the first one, until the game is over.

7. The leader writes all the words he has on the blackboard.
8. The other group counts the right words.
9. The group which has the most right words is the winner.

This game can teach the four skills.

Will you try it?

-----

Pa 6

Phang-nga OPPE.

April 17, 1995

Dear English Teachers,

I have been told that some of our readers are not teachers, but they like to read my letters in Warasan SPJ. I'm very glad to hear that.

I have made up my mind not to write a long letter any more, because I want to spare some space for stories from readers.

And I'll use more space for writing about beautiful Phang-nga.

Have you seen something interesting enough to share? If you have, please write about them and send them to me. They will be presented in Warasan SPJ.

And our students will have a lot of things to learn in English.

Let us join our hands to make Phang-nga better known to tourists around the world.

I'm here, waiting for your letters.

Faithfully yours,

(Signature)

(Kiat Chuaykarn)

## Viewpoints in Phang-nga

by Kiat Chuaykarn



Phang-nga has a lot of viewpoints (Jud Chom View). Travelling from Kapong to Muang District we can see the figure of Nang Hong, a beautiful lady lying down on her left side, with a big bun of hair, Muay Phom, on the back of her head.

On the opposite side of Khao Nang Hong, behind Ban Bosaen School we can see a very old man, lying with his mouth open, and he has no teeth!

Near the entrance to Phang-nga town we can see the head of a very big elephant.

They are figures formed by the mountains at a specific point. The point can be called a viewpoint.

And there are a lot more viewpoints in Phang-nga.

Phang-nga could be more popular for the tourists if we put up a notice, an attractive board, or a Pai at every point.

Photographers should take photographs, teachers and students should draw pictures from the points.

And sell them for Happy New Year cards.

They will be known to more people. They will be good for Phang-nga's tourism.

Don't you think so?

-----

Pa 7

Phang-nga OPPE.

June 26, 1995

Dear English Teachers

On June, 23, 1995, I proposed to the meeting of administrators of Office of District Primary Education (ODPE) that on National Primary Day, in November, there should be One Minute Speaking Contest, as an activity to promote English teaching. The meeting agreed to do it on that day.

So, it is your opportunity to show that your students can speak English. To win the contest is not the final goal; the goal is to help our students to speak English better.

If your students have more practice in speaking everyday, they will be able to speak English, I'm sure.

Please prepare your students for the contest, the details will come to you soon.

I hope that you will do your best.

Yours truly,

(Signature)  
(Kiat Chuaykarn)

## OMS Contest

by Kiat Chuaykarn

One Minute Speaking Contest will be held on National Primary Day Fair, in November, in the districts.

To train your students to speak, you should train them to divide their speaking into three parts:

1. Greeting and introduction or beginning
2. Content or body
3. Conclusion or summing up or ending

These three parts must be kept in mind all the time, even though it is a short speaking.

The beginning must be short and interesting.

The content must be clear and in good order.

The ending must agree with all that they have said. And it must give the listeners some good ideas.

And they should not use big words, or the difficult words.

Please begin now. The early bird catches the worm.

-----

Pa 8

Phang-nga OPPE.

August 3, 1995

Dear English Teachers,

Have you trained your students to speak English for OMS Contest? I hope you have.

If you turn to the next page, you'll see an example of OMS in "OMS in USA", OMS in USA has three parts:

1. Greeting and beginning

"Good morning, children.

I'm very glad to meet you here."

2. Body or content,

"I'm from Thailand.

-----

Because it is midnight in Thailand now."

3. Conclusion or ending,

"I hope you'll visit Thailand... one day. Thank you."

My OMS in USA took less than one minute. Before speaking, I was not sure if the children would laugh, but they did laugh. I was very happy that I could make them laugh.

If you have a good OMS story, please do not hesitate to send it to me. I'll present it in Warasan SPJ, in your name.

I'll be very happy if I receive your letters.

Are you kind enough to make me happy?

See you again

Sincerely yours,

(Signature)

(Kiat Chuaykarn)

## OMS in USA

by Kiat Chuaykarn

In September 1993, I had a study trip to the USA with a group of supervisors and teachers, led by Dr. Kowit Prawalapruerk, to study the theory and practice of Professional Development Schools, PDS. One day, we visited Lakeview School, an elementary school in Michigan.

At lunch time, we went to see the school lunch room.

While the students were about to eat their lunch, a teacher said to me,

"Would you like to say something to the children?"

"OK", I said to her.

She clapped her hands and said. "Children, please stop for a while. Our guest will say something to us."

I stepped out to stand near them and said,

"Good morning, children.

I'm very glad to meet you here

I'm from Thailand.

Do you know where Thailand is?

Thailand... is on the opposite side of the globe.

So, while you're having lunch here,  
your friends in Thailand are...sleeping. (They laughed.)

Because it is midnight in Thailand now.

I hope you'll visit Thailand...one day, Thank you"

"It's a very good speech." The teacher smiled to me.

"Thank you." I smiled, too.

-----

## **Thinking In English**

### **and OMS**

There are 15 letters in **Dear English Teachers**, 7 in Krabi and 8 in Phang-nga.

The first one was written in Krabi, on January 27, 1994, and the last one in Phang-nga on August 3, 1995.

From the first to the last one it took one year and seven months.

And from the first publishing in B.E. 2540 up to nowadays, B.E. 2563, it took 23 years. It's a long, long time. There must be a lot more things changing about the teaching of English.

It is accepted that the products of teaching English is rather successful in grammar and vocabulary. Our students have done a good job in grammar and vocabulary. They can make good grades. That means they know the **rules** of the language very well.

But they are very weak in listening and speaking.

It has been found that most English teachers spend their time in teaching reading books and testing to get the grades, to judge their level of success.

*But they do not care whether their students can speak English or not.*

*Is it true to you? Are you happy just to see their good grades?*

*They say most of us, “Teach for test not for use.”*

*Are you happy to hear this?*

It has been like this since the day it was introduced to Thai education, a long time ago.

Will we let go like this forever or stop it?

No more, no more. Promise to yourself now.

No more in my class, no more for my students.

My students must be able to speak English. Whatever happens, they must.

Their success is in my hands and my students alone, nobody else!

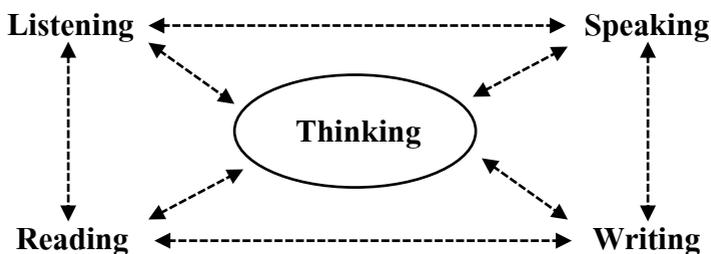
Have you promised?

Our students do not have enough time to practice listening and speaking.

If this is not true to some teachers, please forgive me, the writer.

Let us turn back to DMS 5/1994 and look at the diagram, comparing with this one.

### The Five Skills



The first diagram has four skills, this one has five. The fifth skill is **thinking**. It is in the center of all.

What does the diagram mean?

It shows that, when we listen we think and when we speak or read or write we think as well.

Thinking is the joining, the connecting or the linking of all skills.

So, thinking is very important in learning English and learning anything.

It is said that, “He who thinks, learns.”

In another words, “He who thinks not, learns not.”

First of all, please begin Thinking in English yourselves, to confirm that it is true, then teach our students to think in English.

I will give you some examples to show you that it is not difficult. Any teacher, new or old can do it.

1. Show your students some pictures or something interesting and ask them,

Example: Teacher shows a rose or a picture of a rose, and ask...

T: What is it?

S: A rose.

T: What color is it?

S: Red.

T: Is it beautiful?

S: Yes.

T: Do you like it?

S: Yes.

T: Now, speak something about the rose.

ETC.

2. Take your students outside to see something interesting, like flowers, animals, etc.

Then ask them to say something about that.

Someone will say one word, a group of word, or a sentence, or more, according to their **Thinking** and their **level of skills**.

Turn back to the class and have them write in their note books and read. Then, ask them to speak in front of the class about what they wrote.

They will have confidence to speak, because they speak what they see, think, read and write it themselves.

They are not forced to speak something not related to their experiences.

That is the nature of learning any languages, our own or foreign languages.

A baby cries to tell his Mom when he needs help.

He says something in words, a group of words or sentences, when he grows older.

He does not say anything if he does not want to communicate anything to anyone.

It is the same with the learning to speak English.

If we don't think of using it, what on earth will we learn to speak it?

The teacher takes the roles of a guide, a moderator and a motivator. The students take the role of the **active learners**.

The students think, act and learn.

3. After learning to speak about the things around them, they can come up to the stages of speaking about what they have read.

What they have seen, what they have experienced, something abstract, something in their imagination or their ideas.

.....

## **Learning English Today, the tools in your hands**

In those days, more than twenty years ago, most boatmen carrying the tourists from Krabi Town to Railay, a popular place for tourists. Their education is only primary education from a school on a small island near the town.

They learned a bit English in school and spoke in words, not sentences. But they could communicate with foreigners and they can do their jobs. I heard it myself like this....

Seeing the foreigners coming near the pier, they said,

“Hello, Railay?”

“Yes, how much?” Replied the tourist.

“Five hundred” Showing his five fingers.

“OK.”

“Go, this way.” His job is finished.

Nowadays, the scene is different. The boatmen can speak English much better. They can describe, explain, discuss and bargain with their guests fluently, with good accent and intonation.

They are forced to speak English by career, having more opportunities to speak it and they have mobile phones, the helpers in their hands.

In some schools, students are not allowed to take mobile phones to school. Some are not allowed to use it in class.

Should we rethink, which is more useful educationally, to forbid or to guide? To guide them to use it as a tool or to leave them use it freely at home.

In those days, the schools claimed for English Lab., Desk Tops. Now most students have their own mobile phones, ready to be used. But they are not allowed to use it at school.

Is it a loss or a gain?

I think that if we use it creatively, it will be an easy thing to help them improve their English, by themselves.

Example : Teachers select the clips suitable for each class or each student.

Ask them to listen to the clip with the teacher guiding.

Have some of them coming up to speak in front of the class, changing the speakers every day, or assign the clips to them to practice at home.

The more they learn, the more they love English.

.....

## **To teach is to love.**

I have read many definitions of TEACHING, but I love this one. It is meaningful and clear in itself. It is from a book of an educationist, sorry to forget her name. She says, **“To teach is to love.”**

Look at the hen and its new born chicken. The hen teaches her children how to dig the ground to find food. Digging here and there and says, “Kook, Kook” to come eat and to learn how to find food.

She does it with love, and be prepared to help themselves in the future.

All human and animal mothers do the same thing as the hen.

Some people believe that it is by nature for the survival of life.

Some people believe that it is by the Will of God.

But, anything we do with love, we will not get bored.

A novel described a teacher who loved teaching so very much says,

“I will be very proud, if I die while teaching, with a piece of chalk in my hand.”

And Suntorn Poo who loved writing poetry with all his heart says,

“Nak Laing Klou Nonplao Ko Saojai.” Being a poet, lying down, writing nothing, is so sad.

As a father of five children, when I send each one to school I will not forget to tell them, at least, two things to love:

One, to love their teachers.

Two, to love the subjects they learn.

And they will be happy at school and good students.

And in teacher meeting or training I often mention the ideas of “To teach is to love”, the PDS belief that, “All children can learn and achieve success,” and to help the students to have self-confidence.

We have heard many young teachers, when asked, “Why do you want to be a teacher?”

“Because, I love children” or “I love to teach the kids” they often answered.

Now, you are what you love.

Enjoy it. And do your best.

For your happiness and the growth of your students.

*A teacher teaching without love,  
should we call him/her a teacher  
or a teaching machine?*

.....

## The Goals

An anonymous says,

“Try to find the Goal of life as early as possible,  
the same person will be different between, before  
and after he has got a goal.”

And someone says,

“A goal without a plan is only a dream.”

And General George S. Patton says,

“A good plan today is better than a perfect plan tomorrow.”

Looking back to the days of teaching, I can see that most of us have not mentioned about the goals of our students. We often talked about the goals of the subjects we taught, and the goals for higher education of our students.

And we had them plan for learning, not for living.

Some students have their dreams or their goals, but they do not have a plan to achieve their goals.

*So, a goal without a plan is only a dream or a daydream.*

If some teachers have helped their students to set their goals and make their plans to achieve their goals, I admire them, both teachers and students.

All schools have goals and plans. All organizations do have. So, it is not difficult to help our students to set their goals and make their plans.

Seeing some students or someone working passively, we often name them the lazy ones, and seem hopeless to make them diligent.

But if we think they are the goalless ones, we can help them to be the goal-directed.

And we can change them from the passive ones to the active ones more easily. Let us try this way.

And see the changes.

A goal is a great creative power.

Life without a goal is like the lifeless.

Keep the goals in sight and fight for goals.

As a supervisor responsible for English teaching, my goal is to help teachers and students to improve their English speaking more fluently, no matter where their schools are, in the urban or rural areas.

To write these letters is an action to this goal.

Just be aware of the needs of the goal and the plan will be done.

*However, a perfect plan without action is only  
a waste of time and energy.*

So, a plan must be followed by action.

This is the eternal law of success, everywhere.

.....

## **OMS for FUN**

**(1)**

### **John Green**

It is raining outside.

A very thin man seeing that his umbrella is in the hand of a very big man.

“Excuse me, are you John Green?” Asked the thin man.

“No, why?”

“The umbrella belongs to John Green, sir.”

“Who is John Green?”

“I am, sir.”

**(2)**

### **Fishing**

A tourist seeing an old man fishing in a pond, asked,

“Plenty of fish there?”

“No, no fish.” The old man replied.

“Why are you fishing, then?”

“Because it’s near my home.”

They both smiled.

(3)

**English Camp**

I can remember an OMS of a teacher in an English camp, a long time ago. He said:

“When I come out to school, I must be sure to have my glasses, my pen and my wrist-watch, he pointed to each item.

“Oh, one more thing, I must have some money too.”

(The listeners laughed).

(4)

**The Longest Word**

Teacher : “What is the longest word? Do you know?”

Suda : “Happiness.”

T : “Only nine letters.

Sutat : “Beautifully.”

T : “Only ten.”

T : “Anyone else? No one more?”

T : “S M I L E S.”

Manee : “Only six.”

T : “But it is a Mile from the first S to the last S.”

.....

## (5)

**A Vendor**

- A vendor : Knocking at the door.
- A woman : Opening the door.
- V : “Good afternoon, madam.”
- W : “Afternoon, what do you want?”
- V : “Many things to show you.”  
Showing each item in his big bag.
- W : “I don’t want anything.”
- V : “How about this...and this...?”
- W : “No, no, no, if you ask one more  
question I will whistle to call  
a police man!”
- V : “Do you want a whistle?”  
He shows a whistle!
- W : “I want one.” The woman gave him the  
money.
- V : “Thank you. I must go right now!”  
smiled the vendor.
- W : The woman smiled and closed the door.

.....

(6)

**Democracy**

Democracy's Supreme Value:

**“A method of peaceful social change.”****Neil H. Jacoby**

Democratic education should develop citizens who are,

**”Easy to lead, but difficult to drive;****Easy to govern, but impossible to enslave.”****Henry Ehlers**

Do you believe that,

the political leaders who led their followers

to fight violently and to be their slaves,

are truthful to the value of Democracy?

.....

Practice Makes Perfect.

*Please write more OMS for yourself and your students.*

(7)

## In a Conference Hall

A politician: In modern democracy, we believe that, the voter is always right. And Thailand must be changed for the better. It must be changed by the hands of the voters.

A voter showing his hand to speak.

The voter: I agree with you that Thailand must be changed by the hands of the voters.

But the politicians often fool the voters. This is the problem.

A great politician says,

*“We can fool some people all the time,*

*all people for some time,*

*but we cannot fool all people all the time!”*

We, the voters have been fooled by the politicians all the time!

Thailand must be changed.

Thailand must be changed for the better, by the hands of us, the voters.

So, we must change our voting.

We must vote for the party opposite to yours, next time.

Thank you.

## **Names of the English Teachers**

### **Who Wrote English Letters to the Supervisor**

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Sa-nga Tongsongserm. Klongmuang School, Muang, Krabi.  
 Chalearm Chanpong, Tapplik School, Muang, Krabi.  
 Kanya Bootpaew, Langsod School, Koh Lanta, Krabi.  
 Maliwan Pheanmanakul, Prutoey School, Klongtom, Krabi.  
 Pleamchit Ngopradit. Prutoey School, Klongtom, Krabi.  
 Narumon Thongtip, Klongtomtai School, Klongtom, Krabi.  
 Arporn Pongcho, Banghian School, Plaipraya, Krabi.  
 Areerat Sonthiwong, Wat Bangleo School, Plaipraya, Krabi.  
 Wandee Morrakot, Kuanmuang School, Khaopanom, Krabi.  
 Gaewgarn Plodtong, Thungsarnet School, Klongtom, Krabi.  
 Sutthiya Parmentier, Klongya School, Aoluk, Krabi.  
 Wilai Keawanan, Watnateemukharam School. Plaipraya, Krabi.  
 Ladda Limpanawatanakul, Bannua School, Klongtom, Krabi.  
 Junya Keawpan, Thumkob School, Khaopanom, Krabi.  
 Sman Sakornchit, Klongprasong School, Muang, Krabi.  
 Wirat Hobut, Talingchan School, Nuaklong, Krabi.

Swat Punporn, Huayplunang School, Klongtom, Krabi.

Kiangjit Nakawisuth, Klongwailek School, Nuaklong, Krabi.

Sopida Rattanakeaw, Saikhao School, Klongtom, Krabi.

Wanlaya Kritep, Likee School, Koh Lanta, Krabi.

Oranuch Longlert, Mamuang-ain School, Khaopanom, Krabi.

Sompong Kooniard, Wat Koksuy School, Tapput, Phang-nga.

Laiad Sinjumrearn, Anuban Phang-nga School, Muang, Phang-nga.

Nantawan Krajangsri, Wat Suwannawas School, Thaimuang, Phang-nga.

Thanomjit Kaeophong, Kuraburi School, Kuraburi, Phang-nga.

Phanadda Inthararak, Hinlad School, Kuraburi, Phang-nga.

Prapapan Thamkaruna, Bangkrang School, Kuraburi, Phang-nga.

Mayura Sawatdiwong, Thungrak School, Kuraburi, Phang-nga.



## *TAPOO ROCK*

*Burned by the Sun,  
Blown by the Wind,*

*Washed by the Waves,  
And the Rain,*

*Rubbed by the sand of time,  
Thinner and thinner.*

*For how long,  
Can you stand,*

*Before you rest down the sea.  
Oh, Tapoo Rock?*

*Kiat Chuaykarn*