An Analysis of Agency in Thai Education Policy: A Corpus-Driven Approach

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Article information	Abstract
	The most important skill in modern education is critical thinking and its necessary elements are agencies and voices which are force, ability, or power to make decisions or changes. Despite numerous efforts to increase Thai students' critical thinking skills, their ability to construct social and academic arguments is still far too weak. In addition, while these efforts mainly focus on students' critical thinking skills, little attention has been given to other education stakeholders such as education, institutions, schools, and teachers which potentially provide room for teachers and students to be critical. In this study, we investigated the ideological indexation of education stakeholders in a series of Thai educational policies (TEPs) years 2016-2018 from the Ministry of Education, Thailand. In TEPs, we utilized the corpus linguistic frequency function to locate the possible stakeholders and applied the framework of syntactic corpus analysis for agency identification (FO-SCAAI) to lexically elicit their agencies and voices which are important elements in modern education. The findings revealed an understanding of the representation of varying degrees of education stakeholders' agencies in TEPs. The implications of this study will lead to the realization that education stakeholders lack agencies and voices. We hope that upon realizing their lack of agency, the involved parties will make changes by providing more agencies to education stakeholders through modern education in Thai education policies.

INTRODUCTION

In Thai education, while efforts have been made to enhance Thai students' critical thinking skills, their deficiencies in these skills are still obvious due to the old traditional teaching method which employs lecture-based and teacher-centered learning (Boa et al., 2018). In 2015, the Thai Research Fund study revealed that over 6,000 students in several provinces of Thailand lacked logical thinking and analytical skills because only 2.09% of all students passed the critical thinking tests (Changwong et al., 2018). This was supported by the 2018 Program for International Student Assessment (PISA) results (Mala, 2019) showing that Thai students

performed below the international average in the core subjects. Out of 79 countries, Thai students' scores were ranked 56th for math, 66th for reading, and 52nd for sciences, and the most recent PISA results (2022) indicate that Thai students are performing even more poorly than in 2018, (Charoensuthipan, 2023). As a result, Thai students have a very low level of critical thinking skills.

At any rate, there were attempts (Auttawutikul et al., 2014; Boa et al., 2018; Changwong et al., 2018; Dumteeb, 2009) to offer teaching techniques (group discussions, raising questions, etc.) to solve this issue because they were able to potentially promote students' logical and analytical thinking skills in both school and higher education levels. Nevertheless, these attempts mainly focused on students' critical thinking abilities, but little (Dumteeb, 2009) has been done on other education actors or stakeholders such as *education*, *institutions*, *schools*, or *teachers* because they are also important elements (Ministry of Education, 2017) in modern education to foster students' critical thinking skills.

To lexically support this claim, this present study suggests a combination analysis of agency, critical discourse analysis, and corpus linguistics in education policies. From the policy perspective, education policy studies suggest an important understanding of learning and teaching cultures cultivated in one particular context (Von Solms & Von Solms, 2004). From the linguistic perspective, *agency* is a combination of *subjects* and *verbs* which are important elements of discourse analysis resulting in one's forces to have abilities or power to make decisions or changes (Ling & Dale, 2014). However, from a methodological perspective, since manually locating subjects and verbs separately in data has consumed a discourse analyst's time and because the agency of sentences incorporating subject and verbs *cannot be separated* in other words, *a simple sentence*, we constructed and proposed 'Framework of syntactic corpus analysis for agency identification' or FO-SCAAI (Four-Skaɪ), to solve this issue.

In addition, *frequency* function in corpus studies has not been used much in education policies (Anderson & Holloway, 2020; Mockler, 2020; Villares, 2019). Furthermore, we believed that frequency analysis in corpus studies has not been extensively incorporated into educational policies (Anderson & Holloway, 2020; Mockler, 2020; Villares, 2019), primarily due to the prevalent practice of using the corpus solely as data, rather than employing corpus functions. Elsewhere, from our observations, the function *frequency* has been mainly used as a starting point to locate stakeholders and discuss their representation in some studies (Aşık, 2017; Sert & Aşık, 2020). Interestingly, corpus-based analysis, a top-down approach, was selected to investigate the agents or stakeholders prior to performing the analysis (Villares, 2019). This could potentially lead to a bias in the study results. Hence, frequency is the main function in the present study. From theoretical perspectives, we strongly believe that Van Dijk's (2008) 'Discourse and Power' theory best fits with this present study. This present study reveals the power of language through the intuitional discourse – Education policy - which seems neutral; however, it is persuasive. Consequently, they can *manipulate* receivers' mental cognitions. This theory will be used to guide our entire interpretation.

We argue that critical thinking skills empower individuals to navigate the complexities of their personal lives and contribute meaningfully to society. These skills are not only about

problem-solving but also about fostering a mindset that is open, analytical, and committed to positive change. Individuals who have strong critical thinking skills have greater agency and are better positioned to address challenges, make informed decisions, and actively contribute to a more thoughtful and progressive society. Therefore, locating education stakeholders and revealing their agencies are subjects of our investigations employing only corpus-driven discourse analysis of agency in Thai education policies. The research questions are:

1. What are education stakeholders from corpus-driven discourse analysis in Thai education policies?
2. What are the ideologies of education stakeholders in Thai education policies?

LITERATURE REVIEW

Modern Education

Modern education known as active schools, new schools, progressive education or new education offers critical lenses, or perspectives to resolve the problems of today's society such as racism and classism by trying to change the oppressor and the oppressed' mindset and mentality towards suppressions, inequalities, etc. (Radu, 2019). The approaches of modern education mainly include cooperative learning environments, critical thinking, participation and dialogue in responses to social and contemporary issues (Gill & Niens, 2014). Not surprisingly, humanization is a core content because it is considered necessary for societal transformation and social harmony (Kester, 2009). The examples of modern education can be found in *history-based education*, an approach by sharing individual and collective violent stories, beliefs, and memories (Akman, 2016; Blanco-Fernández et al., 2014; Stapleton & Davies, 2011). *Critical education* is another philosophy of education which aims at students asking genuine and critical questions in classrooms (Gill & Niens, 2014). When students engage in critical dialogue under controversial issues or topics, they expose themselves to unfavorable answers related to social realities and try to overcome these issues (Saada & Gross, 2017; Sanjakdar, 2018).

As results of history and critical education implementations, modern education produces a *critical citizen*. To be precise, if students have acquired critical thinking skills, they will show that they care for any and all positive changes in their community resulting in them becoming a critical citizen who cares about fellow humans (Byram, 2008; Dredger & Lehman, 2020; Kinnear & Ruggunan, 2019; Norton & Sliep, 2018). Obviously, the goals of modern education are to create awareness of one group or group's painful history and current social realities, to challenge injustice and bring hope to the oppressed, and to produce people who care for their oppressed fellow man.

Modern education is necessary not only for students but also for other stakeholders, such as schools and teachers. For instance, the adoption of a modern educational approach grants schools and teachers the freedom to nurture critical thinking skills in our children. Incorporating modern education is important to promoting critical thinking skills among students and therefore should be integrated into educational policies. The next section explains the Thai education

policies, which have been greatly influenced by the Organization for Economic Co-operation and Development (OECD).

Thai and OECD Education Policies

Education *policies* are principles and policies designed, developed, and implemented in educational context that governs the operation of education systems (Bell & Stevenson, 2006).

Since education policies are conceived as texts and discourse (Anderson & Holloway, 2020), discourse analysis (DA) has gained popularity for theories and methods to study several policy contents and contexts across the globe; for example, national curriculum policy in England (Clark, 2005), teacher assessment policy in Tennessee, USA (Gabriel & Lester, 2013), pre-school policy in Victoria, Australia (Kilderry, 2014), roles and functions of higher education policy in the E.U. (Mayo, 2009), and teacher education policy in New Zealand (O'Neill, 2012).

According to the Ministry of Education, Thailand, Thai education policies serve as a blueprint to ensure national competitiveness by promoting science, technology, engineering, and mathematic (STEM) education in basic education (Pimthong & Williams, 2018), work-integrated learning (Reinhard & Pogrzeba, 2016) in higher education, and best practices and excellence in vocational education.

The Organization for Economic Co-operation and Development (OECD) works and collaborates with country members to enhance the quality of education resources, students, teachers, and the program of international student assessment (PISA) utilized to assess the proficiency of students across the world. Thailand has participated in PISA since 2000 (Organization for Economic Co-operation and Development, n.d.). In 2015, Thailand signed as an associate and a participant to be a part of Association status in the International Energy Agency of OECD. Later in 2018, the relationship between Thailand and the OECD was strengthened further by establishing the Thailand Country Program (Organization for Economic Co-operation and Development, n.d.). Consequently, Thailand's education policy content years 2016-2018 were heavily influenced by the OECD. Given that the OECD influenced Thai education policy from 2016 to 2018, it is worth examining whether this influence contributed to enhancing the critical thinking skills of Thai students. The next section shows the importance of locating education stakeholders who are crucial for driving modern education forward in educational policies.

Stakeholders and Corpus Function

Stakeholders have been located through serval methods, namely community-based analysis (Amiraslani, 2021), institutional analysis (Malik & Tariq, 2021), stakeholder analysis (Franco-Trigo et al., 2020; Raum et al., 2021) a network theoretical method, social network analysis (Pelyukh et al., 2021) and latent class cluster analysis (Blázquez et al., 2021).

In applied linguistics, corpus linguistics functions: Frequency, collocation, and keyness, are popular in locating and representing a variety of stakeholders in datasets namely, adults in personal ads (Bakar, 2014), athletes (Abid & Manan, 2015), refugees and asylum seekers

(Baker et al., 2008), and student activists (Brindle, 2016). Frequency function was widely utilized in education research, particularly, on language learners, teachers, and teaching materials (Aşık, 2017; Sert & Aşık, 2020). Such studies showed that 'frequency' was the first and most important starting point in social actor analysis. However, we were convinced that frequency function has been underutilized in education strategies (Anderson & Holloway, 2020; Mockler, 2020; Villares, 2019); namely, education policy, because they primarily used the corpus as data, without utilizing corpus features. Therefore, frequency is the main function in the present study because the choice of words in educational policies reflects the intentions and priorities of policymakers. Examining the language can provide insights into whether the focus is on academic achievement, holistic development, equity, inclusivity, or other specific goals. Moreover, educational policies often establish legal and ethical frameworks for the education system. Analyzing the language helps to understand the rights and responsibilities of various stakeholders, as well as the ethical principles that guide decision-making.

Van Dijk's Discourse and Power

The 'Discourse and Power' theory by Van Dijk (2008) suggests the power of language, which may seem neutral but is manipulative and persuasive. He emphasizes the interconnectedness of discourse and power, highlighting that the way language is used in policies can shape perceptions, reinforce social structures, and influence the distribution of power within educational systems. He also argues that discourse plays a crucial role in the reproduction, legitimation, and reinforcement of power and dominance. In the context of educational policies, this implies that the language employed is not only neutral but also manipulative. Van Dijk's perspective underscores that seemingly well-intended words and phrases in policies may carry underlying ideologies that subtly promote certain values, perspectives, or social hierarchies. This theory guided our interpretation to represent education stakeholders in Thai education policies.

Several studies use this theory to guide their interpretations, revealing a subtle linguistic bias. Recent studies (Aragbuwa, 2021; Rafiq et al., 2021; Semino & Basuki, 2017) employed Van Dijk's (2008) discourse and power framework to represent manipulative/ manipulated actors or participants through the use of lexical strategies mainly *actors* and *verbs of doing*. For example, Rafiq, Bari, and Lakho (2021) analyzed the news headlines of four newspapers in Pakistan with Van Dijk's critical discourse analysis approach. The newspapers negatively portrayed Aasia Noree, accused of doing blasphemy against the Holy Prophet Muhammad. Examples of negative headlines using lexical strategies (actors and verbs) during the protest were: "Country-wide protests *erupt* against Supreme Court ruling on Aasia Bibi." and "Protests *paralyze* cities." The two verbs showed that the public was not satisfied with the lady's dropped charges and tried to convey the message that sentencing her to death was legitimized.

In a political dimension, Semino and Basuki (2017) identified Obama's manipulative speeches on 4 June 2009 in Cairo, Egypt. Through lexical naming and verb of doing strategies, Obama's speeches appeared to project himself and America as a hero while naming Muslim fighters as killers; for example, "America has a dual responsibility to *help* Iraq forge a better future – and to leave Iraq to Iraqis." "*They* [Muslim fighters] have *killed* in many countries". The actor America

was named as a good person with the verb *help* to support this notion. Meanwhile, the actor *They* [Muslim fighters] was negatively portrayed by the action verb *killed*.

From hate in new media news, online comments to political speech, manipulative discourses can be seen as positive as well when they are shared by a person's painful and abused experiences. Aragbuwa (2021) explored Stella Dimoko Korkus's 15 domestically abused narratives from the blog's archives (www.stelladimokorkus.com), titled Domestic Violence Diary 1-4. The author looked into how Stella was negatively abused; for example, "I almost died.", "I couldn't shout.", "I couldn't call for help.", "he punched me all over and kicked me in the stomach.", etc. These excerpts may seem negative, but the author illustrated that the power of these diary entries was used positively by announcing to the public that Stella was a victim who called out to resist power abuse, so the public felt empathetic towards her.

Background of Framework of Syntactic Corpus Analysis for Agency Identification (FO-SCAAI)

Locating or identifying a *participant* is the first step a discourse analyst should take (Fairclough, 2013; Van Dijk, 1993). While stakeholders alone cannot perform any actions, locating verbs is the next most important step to show the power and action of stakeholders.

After having located stakeholders, Halliday et al. (2014) pointed out that looking into the verbal process or *doings* of stakeholders because it was ideational or experience which shaped their representation. This included *acting* and *being* of stakeholders or in other words, *verbs* of a sentence. Consequently, verbs are preferred grammatical categories for performing activities and conveying a role of stakeholders that is typically attributed to the subject of the sentence (Brown & Fish, 1983; Semin & Marsman, 1994). This is also in line with Pohlhaus's (2020) and Wilson's (2008) studies that human agency *linguistically started* with subjects and predicates. Taken together, verbs, a basic grammatical category present in almost all languages (Kroeger, 2005), are linguistic devices used to express actions and agency, *one's abilities to make their own choices concerning to best live and act in this world* (Miller & Gkonou, 2018). Since verbs are important to discourses, certain studies (Formanowicz et al., 2017; Ling & Dale, 2014; Martin, 2016) revealed how verbs were able to contribute to the actions of stakeholders in political, social, and classroom contexts.

However, locating agency (subject + verb) in discourse analysis is time-consuming because most recent studies tended to use qualitative methods to identify subjects and verbs manually and separately in discourses or data; for example, content analysis (Lee, 2020); interview (Landi, 2019; Martin, 2016); narrative inquiries (Despagne & Manzano-Munguía, 2020); multimodal analysis (Scardigno et al., 2021); manually counted frequency (Wahyuningsih, 2018); and observations (Martin, 2016). Nevertheless, little research (Formanowicz et al., 2017) has utilized corpus linguistics to quickly help retrieve agency in discourse or data. Since manually locating agency in data is time-consuming and because the agency of sentences incorporating subjects and verbs cannot be separated, we proposed 'Framework of syntactic corpus analysis for agency identification' or FO-SCAAI (Four-Skaɪ), to solve these issues.

FO-SCAAI is a smart search of syntactic corpus forms created to help a discourse analyst quickly locate agency (subject + verb) in Keyword in Context (KWIC) function in a corpus tool, #LancsBox. Applying FO-SCAAI in data does not only tackle time-consuming issues but also reveals ideological positions of dominance towards human agency in that discourse or data.

RESEARCH METHODOLOGY

Description and Preparation of Thai Education Policies Corpora

Thailand's education policy (TEPs) years 2016-2018 were collected from meetings with an education council officer and the website of the Office of the Education Council, Ministry of Education, Thailand. At the time of data collection, TEPs were only maintained and updated from the years 2016-2018. Policies from the years before were not properly documented and the year 2019 and onwards are in the process of compilation at the time of writing this article.

Each year, 10 chapters are included, concerning 1) Thai education history, 2) education management, 3) standard and quality, 4) finance, 5) teaching and teacher quality, 6) teacher quality 7) access to education, 8) learning results, 9) international collaboration, and 10) Thailand future education.

To prepare the corpora or *dataset*, all tables, figures, footnotes, etc. were manually removed and converted to plain text. The corpus consists of three texts including TEP_2016, TEP_2017, and TEP_2018. Overall, it contained 88,213 tokens.

Research Procedures

Phase 1: Locating stakeholders in TEPs. #LancsBox was employed to locate the top frequent stakeholders (Brezina et al., 2020) in TEPs. The cut-off was at the top ten frequencies (Brindle, 2016; Hou, 2015). Function words were disregarded in the top ten. This will answer the research question 1 *What are education stakeholders from corpus-driven discourse analysis in Thai education policies?*

Phase 2: Applying FO-SCAAI to locate the agency of stakeholders in TEPs. In this phase, FO-SCAAI was applied to help locate the agency of stakeholders in TEPs.
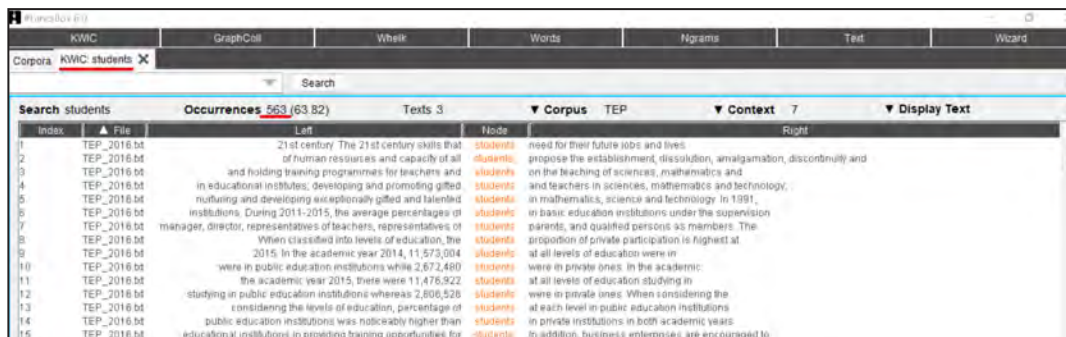
Construction of Framework of Syntactic Corpus Analysis for Agency Identification

(FO-SCAAI). In #LancsBox concordance search function (Brezina, Weill-Tessier & McEnery, 2020), the terms such as VERB, ADJECTIVE, DETERMINER, etc. are uniquely predefined terms to grant a user easy access to the word classes such as verb (VERB), adjective (ADJECTIVE), determiner (DETERMINER). In the concordance search box, we explored a searched term followed by the uniquely predefined term for the verb, VERB, (e.g., students VERB) to see what preceded them. After exploration, we noticed ten syntactic corpus forms; for example, determiners, *adjective noun phrases*, *simple sentences* with conjunction *and* as well as *that*,

reporting verb + *that*, conjunction *and*, and *comma*, etc. preceded the searched term + VERB. Therefore, ten syntactic corpus forms (Table 1) are found in the #LancsBox concordance search box to look for agency (stakeholder + verb) in a sentence. Then we coined this process as Framework of Syntactic Corpus Analysis for Agency Identification or simply called FO-SCAAI (Four-Skaɪ). Therefore, Table 1 below shows a summary of FO-SCAAI with ten steps and examples to get the most of agency in data.

Eliciting Ideologies of Stakeholders by FO-SCAAI. XXX means a searched stakeholder. It is simply replaced by any stakeholder of investigation; for example, *students*, *schools*, or *institutions*. The first and second columns are steps 1 to 10 which denote 10 FO-SCAAI syntactic corpus forms. The last column is the number of occurrences which appear in the KWIC function results in #LancsBox.

To illustrate this, Thai education policy (TEPs) years 2016-2018 in this present study were used as data and a stakeholder was *students*. In Figure 1, when running *students* in KWIC (without using FO-SCAAI), *students* appeared 563 times in TEPs. If agency is the primary investigation and because agency includes a simple sentence which takes a subject and a verb as main elements, *students* appearing 563 times do not mean that they are all simple sentences or they have agency.

Figure 1 Total frequency of students in TEPs

However, applying FO-SCAAI can get the most out of simple sentences which denote a stakeholder's agency. FO-SCAAI did not only show numbers of agency occurrences but also provided the percentage of stakeholders' agency in data. This is a highlight of FO-SCAAI. It can show how much agency of a stakeholder is when it is compared to its total frequency in data. This is important because it can reveal how much policymakers or the Thai government see the importance of giving agency to stakeholders in Thai education policies.

There are three important numbers involved in percentage calculation. In Table 1, the third row from the bottom shows the *total numbers of stakeholder's agency occurrences* (1). The second row from the bottom is the *total frequency of stakeholder* in data (2) and the last row is the *percentage of stakeholder's agency* (3). Simple calculation includes dividing the *Total Numbers of XXX' Agency Occurrences* by *Total of Freq. of XXX* and multiplying 100 to get the percentage of stakeholder' or searched term's agency. The next section shows the application of FO-CAAI to locate stakeholders' agency.

Application of FO-CAAI to Locate Agency. TEPs and a stakeholder '*students'* were still used to illustrate the application of FO-CAAI to locate stakeholders' agency. The steps below outline the complete process:

1. In Table 1, XXX is for a stakeholder or searched term in the corpus, so replace XXX with a stakeholder. In this case, students are replaced throughout.

2. Copy, and paste each FO-SCAAI syntactic corpus form in the KWIC function in #LancsBox, and click 'search'. For example, copy '. Students VERB' and paste it into the KWIC function.

3. Look at how many occurrences of concordance lines of '. Students VERB' and input its number in the 'Number of Agency Occurrences' column (Third column). In this case (Table 1), there are seven occurrences of concordance lines of '. Students VERB', so input number 7 in this column.

4. Repeat this step until step 10. Note that there may be some FO-SCAAI syntactic corpus forms which show zero results; for example, steps 4, 5, and 7. That means, there is no agency in these syntactic forms.

5. Summarise the Total Numbers of Students' Agency Occurrences and in this case, it is 42 (Table 1).

6. Run frequency test of a stakeholder 'students' in TEPs to get the total frequent numbers and in this case, it is 563 words.

7. Divide the Total Numbers of Students' Agency Occurrences by the Total of Freq. of Students and multiply 100 to get the percentage of stakeholder' or searched term's agency. In this case, it is 42/563*100 = 7.46.

8. Therefore, the percentage of students' agency in this corpus is 7.46 per cent.

Table 1
Example of FO-SCAAI 'Student'

Step	FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences
1	. Students VERB	7
2	. ADJECTIVE Students VERB	9
3	. DETERMINER Students VERB	8
4	. DETERMINER ADJECTIVE Students VERB	0
5	, ADJECTIVE Students VERB	0
6	and ADJECTIVE Students VERB	4
7	that ADJECTIVE Students VERB	0
8	that Students VERB	4
9	and Students VERB	3
10	, Students VERB	7
	Total Numbers of Students' Agency Occurrences	42
	Total of Freq. of Students	563
	Percentage of Students' Agency	7.46

FO-SCAAI does not only provide quick results on agency in data but also reveals one's ideological positions towards a stakeholder's agency in data, so FO-SCAAI will be applied in phase 2 next in the research methodology section and will be showing these results and discussing ideological stances of Ministry of Education, Thailand, towards stakeholders in Thai education policies.

Phase 3: Revealing ideologies of education stakeholders in TEPs. In this phase, the results from phase 2 discussed how the agency of stakeholders was connected to the agency in TEPs. Then Van Dijk's (2008) 'Discourse and Power' theory revealed the power of language through the intuitional discourses – Education policy - which seemed neutral, yet were persuasive. Therefore, this theory was used to guide our entire interpretation to show the overall representation of education stakeholders in Thai education policies. This will answer the research questions 2 *What are the ideologies of education stakeholders in Thai education policies?* Figure 2 shows three phases of research procedures.

Figure 2 Three phases of research procedures

RESULTS AND DISCUSSION

During 2016 and 2018, several stakeholders in Thai education policies emerged with the potential to influence changes in Thai education. However, despite their ability to make positive changes, they were found to hold positions that were negatively portrayed in Thai education.

Phase 1: Locating stakeholders in TEPs

Disregarding all function words, Table 2 showed ten important stakeholders *students*, *institutions*, *schools*, *office*, *ministry*, *teachers*, *children*, *government*, *people*, and *ASEAN* from TEPs. However, there were some words which could have been considered as stakeholders, but were not in the top ten list such as *Thailand*, *organizations*, and *agencies*. We did not consider *Thailand* (492) because it was related to geographical information which was not the whole country as a society. The concordance evidence suggested that when employing the collocation test with frequency stat, *Thailand* was frequently collocated with the preposition *in* on its left side. Similarly, *organizations* (150) and *agencies* (148) were frequently collocated with local and education administrations which were parts of the *Ministry* of Education (one of the top ten stakeholders) so they were not considered in the top ten list.

Table 2
Ten important stakeholders in TEPs

Rank	Stakeholders	TEPs Freq.
1	students	563
2	institutions	475
3	schools	412
4	office	359
5	ministry	330
6	teachers	303
7	children	253
8	government	151
9	people	131
10	ASEAN	115

The stakeholder *students* held the top rank among the others. Interestingly, after *students*, the second to fifth most common were non-human stakeholders. This showed that Thai education needed macro mechanism such as *institutions* and *schools* to move Thai education forward then the priority was given to *teachers* (six) later. The connections among stakeholders in TEPs can be described as *supporting* relationships. To be more specific, the *Ministry* of Education, Thailand is a major *government institution* which gears Thai education forward to international acceptance in *ASEAN*, better quality, and convenient accessibility for *students*, *children*, and Thai *people*. It is supported by *schools*, and local educational *offices*. Now there are ten stakeholders in TEPs and they will be used as a starting point for further analysis in phases 2 and 3

Phase 2: Applying FO-SCAAI to TEPs

Table 3 showed a summary of the agency percentage of stakeholders in TEPs after FO-SCAAI was applied (Appendix 1).

Table 3
Agency percentage of stakeholders in TEPs

Stakeholders	TEPs	
	Total Raw Freq.	Agency Percentage
1. students	563	7.46
2. schools	475	3.40
3. institutions	412	2.95
4. office	359	0.28
5. ministry	330	-
6. teachers	303	5.28
7. children	253	4.74
8. government	151	4.64
9. people	131	3.05
10. ASEAN	115	-

Phase 3: Revealing ideologies of education stakeholders in TEPs

Table 3 revealed the distribution of agency percentages among the ten stakeholders. *Students* emerged as the most influential group with a percentage of 7.46%, closely followed by *teachers* at 5.28%. *Children* and the *government* held percentages of 4.74% and 4.64%, respectively. *Schools* and *institutions* had 3.40% and 2.95%, while *people* accounted for 3.05%. Notably, the *office*, *ministry*, and *ASEAN* had the lowest percentages at 0.28%, 0%, and 0%, respectively.

However, while these stakeholders have abilities to make changes in Thai education policies, they were revealed interesting positions which seemed to represent Thai education in a particular way. Therefore, the followings discussed how these ten stakeholders were ideologically portrayed in Thai education policies at the macro, meso, and micro levels and this will reveal the ideologies of education stakeholders in Thai education policies.

Possible Lack of Modern Education. At a macro level, the *Ministry* of Education designs education policies and has *institutions* and educational *offices* implement it in *schools*. This is a working relationship among the four stakeholders in TEPs. Their agency is 3.40 (schools), 2.95 (institutions), 0.28 (office), and zero (ministry) which are considered significantly low compared to their total frequency in TEPs (Table 3). In addition, according to Figure 3, while *office* (0.28) and *ministry* (zero) reported little and no agency respectively, concordance line examples of schools suggested that their duties were mainly about "offer religious instruction …" (Index 2), "provide traditional Islamic education…" (Index 3), "have increased the number of branches …" (Index 5), "must teach their children to have a positive …" (Index 10), etc. Further, Figure 4 indicated that education *institutions* primarily concerned "shall enjoy autonomy …" (Index 1), "are offering a dual …" (Index 4), "can conveniently carry out …" (Index 6), "created or selected tests that …" (Index 8), etc.

Index	Left	Node word	Right
1	students, teachers, and school directors are the	focus. Schools are	independent to arrange effective management to meet
2	laymen in Buddhism as well as general	education. These schools offer	religious instruction at the preparatory, basic, intermediate,
3	Education Commission with 43,767 students and 1,802	teachers. These schools provide	traditional Islamic education. There were 156 Islamic
4	skills and excellence in musical or dramatic	arts. These schools are,	for example, Matthayom Sangkeet Wittaya Bangkok School,
5	riculum based on renowned and internationally recognised	schools. Some schools have	increased the number of branches and open
6	disabilities will be accepted in these schools.	However, special schools are	essential for students with disabilities who need
7	educational institutions in Thailand is high. In	Thailand, international schools providing	basic education and international programmes in higher
8	disabilities enrolled at special schools, special centres	and inclusive schools; disadvantaged	students through Welfare Schools, and Border Patrol
9	Commission nationwide. The DLIT system for medium	and large-sized schools installed	via the website www.dlit.ac.th includes: 1) DLIT
10	job- have an occupation 1) Both families	and schools must	teach their children to have a positive

Figure 3 Concordance line excerpts of schools

Index	Lef	Node word	Right
1	specialised education referred to in the Section	21. The above institutions shall	enjoy autonomy; be able to develop their
2	the Section 45 of the National Education	Act, Private institutions providing	education at the degree level shall be
3	of all types of education. Relevant agencies	and educational institutions are,	therefore, working to create links between formal,
4	opportunities for students, a number of entrepreneurs	and educational institutions are	offering a dual education programme, where students
5	promotion of gifted children and related agencies	and educational institutions held	the meeting during 18-19 August 2018 at
6	level and type of education and ensuring	that educational institutions can	conveniently carry out duties to achieve the
7	of values and culture should be emphasised	that social institutions should	be a part to instil the desirable
8	provide students a standardised English Proficiency Test	that institutions created	or selected tests that are compatible to
9	in educational administration. So as to ensure	quality, institutions are	expected to develop excellence within the domain

Figure 4 Concordance line excerpts of institutions

While *schools* and *institutions* saw these concordance line excerpts as important for Thai education, we argued that they should have mentioned, concerned, or taken some parts in modern education. Previously defined in the literature review, modern education aims to point out perceptions towards social hierarchy which facilitates dominant groups' access to certain privileges by raising an awareness of humanization (Salomon, 2011). In addition, it takes diversity priority (Golz et al., 2019) which involves around intercultural and multicultural education to offer equal access to educational opportunities for those who are of a diverse racial, ethnic, social class, and cultural groups. Moreover, these approaches have been successfully implemented in several studies (Akman, 2016; Blanco-Fernández et al., 2014; Borer et al., 2006; Challenor & Ma, 2019). For example, Akman (2016) showed how to utilize achieves in educational *institutions* to develop students' thoughts of observations, analysis, and synthesis. Similarly, Stapleton and Davies (2011) pointed out how *schools* allow teachers to use teenage survivors' diaries for Holocaust Education and had the participants discuss about the tragic event. These are examples of how educational *institutions* and *schools* have the agency to implement modern education in classrooms. However, none which was found in these excerpts in Figures 3 and 4.

Equal access to educational opportunities is mandatory for everyone because it can help reduce dehumanization, as evidenced by research. There is likely no evidence to suggest otherwise from *schools*, *institutions*, education *offices*, and *ministries*. Therefore, we strongly argue that these stakeholders play a significant role in implementing modern education policies in Thailand.

Possible Lack of Critical Education in Classroom. At a meso level, little sign of modern education was found within the classroom context. That is, while teachers' agency percentage in TEPs was 5.28%, the second top, its concordance line in Figure 5 suggested otherwise.

Index	Left	Node word	Right
1	the met qualifications of teachers are as	follows. Teachers _should_	be able to encourage students in searching
2	could be able to meet their full	potential. Teachers _could_	be able to develop learning and teaching
3	individuals who truly have teacher spirit and	knowledge. Teachers _should_	*receive appropriate compensation* with their capability and
4	memo to the Ministry of Education for	approval. Foreign teachers aged	over 70 years are not accepted. Table
5	foreign languages, Thai language, science and social	studies. Most teachers _choose_	*to work in large schools* in urban
6	learning group and creates harmony for mutual	learning. The teachers will	have a role in monitoring, supervising, evaluating,
7	and additional activities both in school and	community. Some teachers _have_	to teach the courses that do not
8	required to meet regulations issued by the	Ministry. All foreign teachers possessing	eligible qualifications and teaching experience that meet
9	learning activities, curriculum, and assessment, in order	that teachers _can_	design teaching and learning to correspond with
10	standing as stated in the new criteria	that teachers had	to attend training for self-development at least
11	and teaching for the general public, students,	and teachers using	the application called Echo English, which is
12	life for their own and social benefits.	Therefore, teachers _have_	to adjust the learning and teaching process
13	and flexible education institution management. As a	result, teachers _shall_	have time to train, teach, and develop

Figure 5 Concordance line excerpts of teachers

Figure 5 pointed out that in Index 1, 2, 9, 12, and 13, there were modal verbs (underlined in node column) such as should, could, can, have to, and shall, to denote policy recommendations for teachers that they; for example, "*should* be able to encourage students…" (Index 1), "*could* be able to develop learning and teaching …" (Index 2), "*can* design teaching and learning …" (Index 9), "*have to* adjust the learning …" (Index 12), and "*shall* have time to train …" (Index 13). These are, of course, important qualities and abilities that teachers normally have. These modal verbs may seem positive but they are manipulative to convince the public that these

are recommendations of qualities for the teachers to have. To be more specific, authorities employ a top-down education policy through the use of these modal verbs to influence public views and expectations regarding teaching standards. While these may seem convincing to the public, they have taken teachers' critical power away from classrooms. This is what Van Dijk (2008) suggested the power of manipulative texts.

In addition, this does not correspond to the ideal of critical education theories in classrooms where challenging unequal social structures is a key critical education point by addressing the roots of dehumanization and at the same time creating hope among the oppressed for social changes (Apple et al., 2009). Critical education suggests that teachers should have the ability to ask several genuine and critical questions. This is a basic component fostering students' critical thinking skills (Gill & Niens, 2014). The examples of controversial topics which helped facilitate teachers to ask critical questions were found in Saada and Gross's (2017) and Sanjakdar's (2018) studies. For example, they applied a concept of Liberal and Progress Islam in classrooms which focused on students' rational thinking, theological innovations with a critical understanding of religion, history, and politics. The results indicated that students developed critical thinking through the Quran teaching. Similarly, Sanjakdar (2018) questioned students' traditional view that religion and sex education were never crossed paths and argued that learning other religions enabled students to understand different beliefs and thoughts. These qualities are not found in concordance line excerpts of teachers in TEPs.

Therefore, while the ability to ask genuine and critical questions to students is an important agency for teachers because engaging students in critical dialogues can help foster students' critical thinking skills (Saada & Gross, 2017; Sanjakdar, 2018), these agency qualities were not probably encouraged in teachers in TEPs.

Possible Lack of Critical Thinking Skills. At a micro level, *students*, *children*, and *people* were stakeholders whose agency percentages were only involved around general abilities which yet were necessary for their education. For example, concordance line excerpts in Figure 6 indicated important skills in the 21st century such as English proficiency (Index 5 and 14), and information communication and Technology (Index 13). However, while TEPs recognized students' diverse backgrounds (Indexes 8 and 12), students' agency (Indexes 2, 6, and 7) suggested that they were objects which showed little real agency. For example, Index 2 revealed that they were provided with free tuition, food, clothing, and textbooks. Moreover, Index 6 showed that students "receive full supports and development to become …" and Index 7 suggested that while agency mostly showed positive abilities, this concordance line revealed "students cannot learn happily because they spend too much…".

Index	Left	Node word	Right
1	average learning in all subjects. Both teachers	and students are	able to easily tap to modern teaching
2	education equality. Specialised schools have been established,	and students are	provided with free tuition, food, clothing, textbooks,
3	experts as mentor. Class hours for gifted	and talented students are	organised in regular class hours. 6) Provision
4	for gifted and talented students in various	fields. Students will	take courses of first-year university students and
5	new trend of English learning and teaching	innovation, students can	practice communication and correct English pronunciation. It
6	is used as the main medium of	instruction. Students will	receive full support and development to become
7	inappropriate academic class hours in teaching and	learning. Students cannot	learn happily because they spend too much
8	being educated in Border Patrol Police Schools	nationwide. Most students came	from farming families and belonged to diverse
9	offered for graduates in education fields and	others. The students have	to attend two years of coursework and
10	of skilled manpower and to current technological	progress. Vocational students can	choose appropriate learning systems and approaches relevant
11	to Thailand 4.0 policy and higher education	reform. The students should	learn in class and have practical work
12	Education Commission were 216,719, 12,936, and 4,097	respectively. Most students studying	in Inclusive Schools were learning-disabled children which
13	textiles, information and communication technology, and life	skills. Students studying	in these fields will have an opportunity
14	English learning through both smart phones and	tablets. All students will	undergo assessment for proficiency in English language
15	activities are added in the curriculum so	that students are	able to apply all knowledge when they
16	the 21st century. The 21st century skills	that students need	for their future jobs and lives are
17	diploma courses entered the labour market directly	thereafter. Most students furthered	their study at bachelor level due to

Figure 6 Concordance line excerpts of students

While students in TEPs were focused on necessary skills for the 21st century, *children* in Figure 7 seemed to be in good hands of Thai education because they were guaranteed to have a 12-year education (Index 2). Most of the concordance lines suggested that they "are expected to be enrolled …" (Index 1), "should be developed in terms of physical …" (Index 3), and "are taken care of …" (Index 5). These were evidence that children were provided education. However, *people* in Figure 8 tended to have neutral agency because they were just generally portrayed as they were "developed according to their potential …" (Index 1), and "are qualified human beings." (Index 2).

Index	Left	Node word	Right
1	to the Compulsory Education Act B.E. 2545	(2002), children are	expected to be enrolled in basic education
2	Thai people to have efficient lifetime learning	capability. All children shall	receive 12-year compulsory education. The people are
3	enrollment as mentioned in Section 54, second	paragraph. Small children should	be developed in terms of physical, mental,
4	the nature of parenting and education so	that children shall	develop physical, intellectual, emotional, and social skills
5	below. 1) There should be the operation	that small children are	taken care of and developed before education
6	further stipulates about financial support: To ensure	that young children receive	care and development or to provide the

Figure 7 Concordance line excerpts of children

Index	Left	Node word	Right
1	pability. All children shall receive 12-year compulsory	education. The people are	developed according to their potentials or as
2	childhood group, it operates under the vision	that Thai people are	qualified human beings. They are disciplined citizens,

Figure 8 Concordance line excerpts of people

Given lexical phrases concerning *students*, *children*, and *people* in concordance lines, this was another example of manipulative discourses of Thai education policies which positively portrayed students to have 21st century skills and children were guaranteed to receive education to the public. While this tends to be promising, Van Dijk (2008) suggests it will cause the public to believe in this message. Definitely, it is a good thing for the public to believe, but this has a direct impact on *students*, *children*, and *people* which reduces their abilities to think critically. For example, while *students* have agency to develop their 21st century skills, it is promising that *children* have agency to receive care and a 12-year education, we may not see how this agency is related to critical thinking skills. In other words, Thai education policies do not probably see the importance of critical thinking skills. This is contrary to what Byram (2008) attested that education should have produced a critical citizen. That is, if students have acquired critical thinking skills, they will show that they care for any changes in their community resulting in making them become a 'critical citizen' who cares about fellow humans. Dredger and Lehman (2020), Norton and Sliep (2018), and Kinnear and Ruggunan (2019) also agree with Byram.

Precisely, they 1) included 'Dialogue multimodal paired presentations' techniques in their classrooms to promote students' critical thinking skills; 2) adapted the critical reflexive model to their curriculum by asking tertiary education students to narrate their life stories as to how their actions were formed by their contexts, their relationship and others; and 3) challenged students by asking reflective questions related to the performativity assumption at the core of management studies and the ideas to increase performativity.

Therefore, while producing a critical student is mandatory in education and because critical students care for any changes in their community and care about fellow humans (Byram, 2008; Dredger & Lehman, 2020; Kinnear & Ruggunan, 2019; Norton & Sliep, 2018), these were not seen in the excerpts above and elsewhere in TEPs. This can be inferred that Thai education policies do not cultivate criticality in Thai students.

Thai Education Stakeholders' Possible Lack of Agency and Voices. Disregarding ASEAN due to zero agency percentage, the remaining stakeholders in TEPs *students*, *institutions*, *schools*, *office*, *ministry*, *teachers*, *children*, *government*, and *people* had agency percentages of less than ten (Table 3), suggesting that they barely had *agency* and *voices*. In fact, these percentages represented their agency and voices which related to general abilities in education; however, little of which suggested agency abilities to include modern education and critical education. That means, all stakeholders are positioned as having no agency, abilities, and voices to be critical; especially, *students*. This is what Freire (2018) attested to that if students were not taught to be critical, teaching and learning in that particular context tend to be passive or 'Banking education'. And when this was a discursive process, it had subtly made students less critical. Presuming that education stakeholders; especially, *students*, are passive and need to be banked with education is to ignore and deny their agency and voices. Ignoring and denying one's agency and voices are considered 'dehumanization' and this has been seen elsewhere in studies concerning human rights. For example, White (2006) pointed out that Third World people needed development power from the Whites because they were assumed powerless to have no agency and abilities to develop themselves. In addition, Wilson (2008, p. 84) made clear that:

To assume that the multiple voices of women are not shaped by domination is to ignore social context and legitimate the status quo. On the other hand, to assume that women have no voice other than an echo of prevailing discourses is to deny them agency and simultaneously, to repudiate the possibility of social change.

These two studies highlighted third-world people and women as oppressed which implied that they were denied agency and portrayed as victims. This is called 'dehumanization' (Freire, 2018).

However, there are certain connections among the concept of banking education by Freire (2018), the marginalized groups in the two studies, and the stakeholder *student* within Thai education policy. First, the concept of banking education by Freire (2018) results in *students* becoming passive learners who are not engaged in meaningful learning processes. This mirrors the silencing of oppressed groups, who are considered incapable of self-determination. Second, both the marginalized groups and *students* are assumed to be powerless and denied the

ability to make better changes for their own development. Additionally, Third World people, women, and *students* are portrayed as victims whose agency, voices, and critical thinking skills are deprived.

Overall, when students are assumed no critical agency, and when there are no critical students in Thai education, this might result in Thailand having no critical citizens in the future. Consequently, when it comes to human rights or social issues, *students* may not be able to question what is right or wrong. Subtly instilling dehumanization in all stakeholders; especially, *students* has answered research question 2 *What are the ideologies of education stakeholders in Thai education policies?*

CONCLUSIONS AND RECOMMENDATIONS

This study has argued that a combination analysis of agency, critical discourse analysis, and corpus linguistics in education policies is able to locate frequent stakeholders and their agency. After investigating all stakeholders *students*, *institutions*, *schools*, *office*, *ministry*, *teachers*, *children*, *government*, *people*, and *ASEAN* in Thai education policies (TEPs), the results seemed to suggest their negative positions in Thai education policies. Moreover, a closer look at each of the stakeholders' concordance evidence has also ideologically revealed that: 1) at a macro level, there could be a lack of *modern education* in TEPs; 2) at a meso level, there is possibly no *critical education* in the classroom; and 3) at a micro level, the results from the macro and meso levels have direct effects on human stakeholders such as *students*, *children*, and *people* who do not have sign of critical citizens because TEPs do not see the importance of critical thinking skills.

Overall, this study has strengthened the view that, at a macro level, the suppression of education stakeholders' discourses by the Ministry of Education in Thailand has led to a realization that students and other education stakeholders lack their agency to make decisions or changes. Once they recognize their lack of agency, we hope that the involved parties will make changes by providing more agency to education stakeholders through modern education in Thai education policies. At a micro level, particularly in classroom practice, once the policies are implemented, both teachers and students have their own agencies and equal status in becoming co-investigators in their own education.

However, there are some major limitations in this present study. First, a series of Thai education policies were obtained from the years 2016-2018 only. While they are the most updated and maintained upon writing this article, they may not be used to represent Thai education policy as a whole. Future research may consult education officers at the ministry of education whether education policy years 2019-present are updated and available or not. In addition, future research may ask for any other documents which are related to education policymaking, so data are diverse and representative of Thai education policies. Second, the results from this study are generalized based on Thai education policies (TEPs 2016-2018) using #LancsBox corpus software to generate results. Therefore, all stakeholders are portrayed only in TEPs and cannot be generalized elsewhere unless there are further researchers conducting dehumanization in the classroom.

Further, there are some limitations for FO-SCAAI. It can only be used in #LancsBox because these special syntactic corpus forms are derived from this corpus software. Nevertheless, FO-SCAAI can be applied for other corpus software or web-based corpus by checking syntactic corpus forms or parts of speech tags in that corpus tool then apply FO-SCAAI to it. For example, ADJECTIVE and VERB denote adjective and verb in #LancsBox. In AntConc and CQPWeb, they have particular forms of adjective and verb such as JJ for adjective and V for verbs, so check individual forms of parts of speech tags first and apply FO-SCAAI to them.

Moreover, after having located key stakeholders, future research can look beyond the top ten frequency list to see whether there are any possible emerging key stakeholders or can do a collocation analysis to see semantic preference and prosody which represent stakeholders' positive, neutral, or negative characteristics. Then, stakeholders can be interpreted through situational analysis (Biber & Conrad, 2019) or critical discourse analysis (Fairclough, 2001; Halliday et al., 2014; Van Dijk, 2008; Van Leeuwen, 2013). These options can be done to find out whether the results meet the foci of Thai education policy which are to create learning opportunities, increase learning efficiency (Pimthong & Williams, 2018), close the gaps of unequal access to education (Keawsomnuk, 2017; Nawarat, 2012) with digital transformation (Reinhard & Pogrzeba, 2016). In addition, there may be occasional cases in which the agency is embedded in complex sentences. This is a limitation of FO-SCAAI which cannot elicit the agency in the complex sentences. The future research may construct other syntactic forms of complex sentences. Additionally, the future research may conduct comparison research adopting the utilization of FO-SCAAI between TEPs and other global education policies. They can be collected from the Organization for Economic Co-operation and Development (OECD) website where most of a series of education policies are updated and freely available for downloading.

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APPENDIX 1

Agency percentage of stakeholders in TEPs

Percentage of Students' Agency

Steps	Students' Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Students VERB	7
2	. ADJECTIVE Students VERB	9
3	. DETERMINER Students VERB	8
4	. DETERMINER ADJECTIVE Students VERB	0
5	, ADJECTIVE Students VERB	0
6	and ADJECTIVE Students VERB	4
7	that ADJECTIVE Students VERB	0
8	that Students VERB	4
9	and Students VERB	3
10	, Students VERB	7
	Total Numbers of Students' Agency Occurrences	42
	Total of Freq. of Students	563
	Percentage of Students' Agency	**7.46**

Percentage of Schools' Agency

Steps	Schools' Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Schools VERB	1
2	. ADJECTIVE schools VERB	0
3	. DETERMINER schools VERB	5
4	. DETERMINER ADJECTIVE schools VERB	0
5	, ADJECTIVE schools VERB	3
6	and ADJECTIVE schools VERB	4
7	that ADJECTIVE schools VERB	1
8	that schools VERB	0
9	and schools VERB	1
10	, schools VERB	0
	Total Numbers of Schools' Agency Occurrences	14
	Total of Freq. of Schools	412
	Percentage of Schools' Agency	**3.40**

Percentage of Institutions' Agency

Steps	Institutions' Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Institutions VERB	0
2	. ADJECTIVE institutions VERB	0
3	. DETERMINER institutions VERB	0
4	. DETERMINER ADJECTIVE institutions VERB	2
5	, ADJECTIVE institutions VERB	2

Steps	Institutions' Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
6	and ADJECTIVE institutions VERB	5
7	that ADJECTIVE institutions VERB	2
8	that institutions VERB	1
9	and institutions VERB	0
10	, institutions VERB	2
	Total Numbers of Institutions' Agency Occurrences	14
	Total of Freq. of Institutions	475
	Percentage of Institutions' Agency	**2.95**

Percentage of Office's Agency

Steps	Office's Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Office VERB	0
2	. ADJECTIVE office VERB	0
3	. DETERMINER office VERB	1
4	. DETERMINER ADJECTIVE office VERB	0
5	, ADJECTIVE office VERB	0
6	and ADJECTIVE office VERB	0
7	that ADJECTIVE office VERB	0
8	that office VERB	0
9	and office VERB	0
10	, office VERB	0
	Total Numbers of Office's Agency Occurrences	1
	Total of Freq. of Office	359
	Percentage of Office's Agency	**0.28**

Percentage of Ministry's Agency

Steps	Ministry's Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Ministry VERB	0
2	. ADJECTIVE ministry VERB	0
3	. DETERMINER ministry VERB	0
4	. DETERMINER ADJECTIVE ministry VERB	0
5	, ADJECTIVE ministry VERB	0
6	and ADJECTIVE ministry VERB	0
7	that ADJECTIVE ministry VERB	0
8	that ministry VERB	0
9	and ministry VERB	0
10	, ministry VERB	0
	Total Numbers of Ministry's Agency Occurrences	0
	Total of Freq. of Ministry	330
	Percentage of Ministry's Agency	**0**

Percentage of Teachers' Agency

Steps	Teachers' Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Teachers VERB	3
2	. ADJECTIVE teachers VERB	4
3	. DETERMINER teachers VERB	2
4	. DETERMINER ADJECTIVE teachers VERB	2
5	, ADJECTIVE teachers VERB	0
6	and ADJECTIVE teachers VERB	0
7	that ADJECTIVE teachers VERB	0
8	that teachers VERB	2
9	and teachers VERB	1
10	, teachers VERB	2
	Total Numbers of Teachers' Agency Occurrences	16
	Total of Freq. of Teachers	303
	Percentage of Teachers' Agency	**5.28**

Percentage of Office's Agency

Steps	Office's Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Children VERB	2
2	. ADJECTIVE children VERB	1
3	. DETERMINER children VERB	1
4	. DETERMINER ADJECTIVE children VERB	0
5	, ADJECTIVE children VERB	0
6	and ADJECTIVE children VERB	0
7	that ADJECTIVE children VERB	3
8	that children VERB	1
9	and children VERB	3
10	, children VERB	1
	Total Numbers of Office's Agency Occurrences	12
	Total of Freq. of Office	253
	Percentage of Office's Agency	**4.74**

Percentage of Government's Agency

Steps	Government's Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. Government VERB	0
2	. ADJECTIVE government VERB	0
3	. DETERMINER government VERB	7
4	. DETERMINER ADJECTIVE government VERB	0
5	, ADJECTIVE government VERB	0
6	and ADJECTIVE government VERB	0
7	that ADJECTIVE government VERB	0
8	that government VERB	0

Steps	Government's Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
9	and government VERB	0
10	, government VERB	0
	Total Numbers of Government's Agency Occurrences	7
	Total of Freq. of Government	151
	Percentage of Government's Agency	4.64

Percentage of People's Agency

Steps	People's Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. People VERB	0
2	. ADJECTIVE people VERB	0
3	. DETERMINER people VERB	1
4	. DETERMINER ADJECTIVE people VERB	0
5	, ADJECTIVE people VERB	0
6	and ADJECTIVE people VERB	0
7	that ADJECTIVE people VERB	1
8	that people VERB	0
9	and people VERB	2
10	, people VERB	0
	Total Numbers of People's Agency Occurrences	4
	Total of Freq. of People	131
	Percentage of People's Agency	3.05

Percentage of ASEAN's Agency

Steps	Agency Identification FO-SCAAI Syntactic Corpus Form	Numbers of Agency Occurrences (TEP)
1	. ASEAN VERB	0
2	. ADJECTIVE ASEAN VERB	0
3	. DETERMINER ASEAN VERB	0
4	. DETERMINER ADJECTIVE ASEAN VERB	0
5	, ADJECTIVE ASEAN VERB	0
6	and ADJECTIVE ASEAN VERB	0
7	that ADJECTIVE ASEAN VERB	0
8	that ASEAN VERB	0
9	and ASEAN VERB	0
10	, ASEAN VERB	0
	Total Numbers of ASEAN's Agency Occurrences	0
	Total of Freq. of ASEAN	115
	Percentage of ASEAN's Agency	0