

**THAI STUDENTS AND TEACHERS' PERCEPTIONS OF
LEARNING AND TEACHING ENGLISH THROUGH THE
COMMUNICATIVE LANGUAGE TEACHING APPROACH**

Natthawut Promptara

**A Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of
Master of Arts (Language and Communication)
School of Language and Communication
National Institute of Development Administration
2016**

**THAI STUDENTS AND TEACHERS' PERCEPTIONS OF
LEARNING AND TEACHING ENGLISH THROUGH THE
COMMUNICATIVE LANGUAGE TEACHING APPROACH**

Natthawut Promptara

School of Language and Communication

Assistant Professor.....*Kasma Suwanarak*.....Major Advisor
(Kasma Suwanarak, Ph.D.)

The Examining Committee Approved This Thesis Submitted in Partial
Fulfillment of the Requirements for the Degree of Master of Arts (Language and
Communication).

Assistant Professor.....*M.L. Jirapa Abhakorn*.....Committee Chairperson
(M.L. Jirapa Abhakorn, Ph.D.)

Assistant Professor.....*Kasma Suwanarak*.....Committee
(Kasma Suwanarak, Ph.D.)

Assistant Professor.....*Sureepong Phothongsunan*.....Committee
(Sureepong Phothongsunan, Ph.D.)

Assistant Professor.....*Jaray Singhakowinta*.....Dean
(Jaray Singhakowinta, Ph.D.)

July 2017

ABSTRACT

Title of Thesis	Thai Students and Teachers' Perceptions of Learning and Teaching English through the Communicative Language Teaching Approach
Author	Mr. Natthawut Promptara
Degree	Master of Arts (Language and Communication)
Year	2016

This study is designed in attempt to explore Thai students and teachers' perceptions of English learning and teaching through the communicative language teaching approach (CLT) in Loei Primary Educational Service Area Office 2, and to compare students and teachers' perceptions of English learning and teaching through the communicative language teaching approach. Both quantitative and qualitative methods were used in the study. The researcher used a quantitative questionnaire survey to explore 295 students and 20 teachers' perceptions of English language learning and teaching through the CLT approach. A semi-structure interview with 10 students and 5 teachers to elicit their views on English learning and teaching through the CLT approach was also conducted. The results of this study indicated that the students and teachers supported the CLT principles and displayed characteristics of CLT through their reported perceptions. However, the results showed that the students and teachers in the context of this study had misunderstandings of using the CLT approach in communication class. Implications which could be used as the strategies for exploring the students and teachers' perception of the CLT approach are suggested.

ACKNOWLEDGEMENTS

First of all, I wish to acknowledge and express my appreciation of all the people involved in this study for their invaluable contributions. Without their assistance and support, this thesis could not have been completed.

I would like to give thanks to my beloved family for being my source of strength and inspiration during this journey. My father, mother, and brother have all been supportive in many ways. I am really grateful for having them in my life.

I would also like to take this opportunity to express my sincerest gratitude to my primary supervisor, Asst.Prof.Dr. Kasma Suwanarak for her dedication, professional support and guidance as well as valuable comments during the research. Her patience and knowledge showed me an academic researcher's pathway went beyond the mainstream studies to see the best in me. Thank you so much for simply being there. You have been a constant source of motivation throughout this thesis. I could not have asked for a better advisor.

Many thanks would go to my secondary advisors for their contributions and comments as well as motivational encouragement from the initial stage until the completion of this thesis. Furthermore, I would like to thank all staff at the School of Language and Communication, and the staff from the NIDA library who gave me good support during my study.

Many thanks also go to my dear friends and colleagues who did not hesitate to offer a hand or suggestions during difficult times. I cannot thank them enough for their unfailing support and friendship.

Finally, my sincere appreciation is also extended to the two hundred and ninety-five Thai students and twenty Thai teachers who participated in the study. I am truly grateful for their time, trust, and commitment.

Natthawut Promptara

July 2017

TABLE OF CONTENTS

	Page
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	4
1.4 Research Questions	5
1.5 Definitions of Key Terms	5
1.6 Structure of this Research	6
CHAPTER 2 LITERATURE REVIEW	7
2.1 English Language Teaching and Learning in the Thai Context	7
2.2 Communicative Language Teaching Approach	9
2.3 Previous Research on English Language Learning and Teaching through Communicative Language Teaching Approach	26
CHAPTER 3 METHODOLOGY	30
3.1 Theoretical Framework	30
3.2 Sampling	31
3.3 Research Tools	32
3.4 Pilot Study	34
3.5 Content Validity	34

3.6 Reliability	35
3.7 Data Analysis	36
CHAPTER 4 FINDINGS	37
4.1 Quantitative Findings	37
4.2 Quantitative Findings in Response to Research Question 2	46
4.3 Qualitative Findings in Response to Research Question 1	56
4.4 Findings in Response to Research Question 2	61
4.5 Findings in Response to Research Question 3	67
4.6 Summary of the Findings	71
CHAPTER 5 DISCUSSION, IMPLICATIONS, AND CONCLUSIONS	73
5.1 Discussion of the Study	73
5.2 Implication of the Findings	81
5.3 Limitations of the Study	82
5.4 Recommendations for Future Research	83
5.5 Conclusion	84
BIBLIOGRAPHY	86
APPENDICES	102
Appendix A Students' Questionnaire (Thai Version)	103
Appendix B Teachers' Questionnaire (Thai Version)	110
Appendix C IOC of Students and Teachers' Questionnaire Survey and Interview Questions	118
Appendix D Students' Perceptions towards the Communicative Language Teaching Approach	129
BIOGRAPHY	135

LIST OF TABLES

Tables	Page
4.1 Students' Demographic of the Study	38
4.2 Students' Ratings on their Proficiency of English	39
4.3 Students' perception towards English learning through the CLT Approach	40
4.4 Communicative English Learning Activities	41
4.5 Teachers' Role in Teaching English for Communication	43
4.6 Roles of Students in Learning English for Communication	44
4.7 Students' Perception towards Learning English for Communication	45
4.8 Demographic Data of Teacher Participants	47
4.9 Teachers' Perceptions towards Teaching English through the CLT Approach	48
4.10 Communicative English Teaching Activities	50
4.11 Teachers' Roles in Teaching English for Communication	51
4.12 Students' Roles in Learning English for Communication	53
4.13 Teachers' Perceptions toward Teaching English for Communication	54
4.14 Summary of Students and Teacher' Perceptions of the CLT from the Questionnaire and Interview Findings	70

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is arguably the most important language in the world (Lam and Tse, 2012). It has been known as the international language throughout the modern era. Medway (2010) stated that the English language is an important key of global communication in several areas such as international relations, tourism, business, diplomatic interaction and education. When people with different native languages want to share and exchange ideas, they normally speak English to communicate with each other. English has become a language for international communication to communicate with different people in other countries even though they do not understand the mother language or dialect in that area (Lee & VanPatten, 2003).

In addition, learning English offers people some benefits such as successful jobs, communication with other people, and to be successful in communication (Devito, 2009). First, English gives people the opportunity to get better jobs. For example, many enormous companies require people with English skills to perform their jobs. Also, it helps people in reaching a higher position at work. Second, English gives people the access to communicate with others around the world. For instance, people today use English through various online social networks to maintain contact with each other. Finally, English is necessary to improve individual self-confidence. A confident person has the ability to express his or her ideas and opinions. In summary, English is the most used and practical language in the world. English will improve people's lives in many areas including finding a good job, achieving better communication and gaining self-confidence.

In Thailand, students learn English starting from grade 1 in primary school to grade 12 in high school. They spend two or three hours per week developing English skills in school. In addition, teachers help students practice English in different ways.

Learning materials and activities usually include playing crossword games where students can practice specific vocabularies after they finish learning activities, and watching movies to improve listening skills because students can understand the meaning of words or sentences in visual contexts.

Although Thai teachers try to develop English skills for students using effective teaching techniques, the results of students' English learning achievements are still poor. Thai students spend twelve years studying English from primary to secondary schools in order to develop the four main English language skills-listening, speaking, reading, and writing but communication skills for Thai students seem quite low when compared with students in Asia (Lakam, 2012). In addition, Thai students seem to have a very low proficiency in English. Education First Institute reported that Thailand ranked 55th from 60 countries in English learning and testing achievement (Ministry of Education, 2008). Therefore, the Office of the Basic Education Commission (2013) has concerns about solving English learning and teaching. Also, they make suggestions to teachers to use communicative language teaching to develop the English skills of their students.

According to Office of the Basic Education Commission (2013), there are several benefits for using the Communicative Language Teaching approach (CLT). CLT could be useful for Thai students to develop communication skills. The CLT approach is considered to be an innovative approach for developing communication for students and teachers in the English classroom. This approach focuses on the process rather than the product in language learning, and the purpose of language is communication. In the learning process of CLT, students have opportunities to use language for communication by doing activities such as role plays, playing games, and singing.

Several linguists and teachers mentioned that it is a useful approach for language teaching. For example, Brown (2014) said that communicative approaches are important for teachers to teach English as a foreign language. Teachers also felt more strongly that communicative language teaching could help them teach English for communication effectively. In addition, Littlewood (2007) highlighted that communicative language teaching pays systematic attention to functional as well as structural aspects of language, and hence, combines these for a more robust

communicative view. An abundant amount of research has been conducted to investigate if the communicative language teaching approach is useful as a language teaching method in English as a foreign language context such as Karim's study (2004), and Matsuura, Chiba, and Hildebrandt's research (2001).

In the Thai context, the communicative language teaching approach could play an important role in developing students' abilities to use English for communication. Thai teachers use communicative language teaching approaches in their classroom because it helps their students to develop communication skills. To develop students' abilities of communication, teachers applied the communicative language teaching approach into their lesson plans to provide opportunities for students to communicate. For example, they used songs, games and activities to give students a chance for communication in the classroom.

1.2 Statement of the Problem

In the context of this current study, English is taught in regular schools starting from the kindergarten to the secondary level. In each school, students learn basic English, which includes sounds, consonants, basic vocabulary, and grammar based on the basic educational core curriculum. In addition, some teachers focus on reading and writing skills to improve communication skills. The students practice a lot of writing exercises. They can generally read and write words and sentences based on grammar rules. The teachers believe that reading and writing skills are useful for students to do exercises and examinations. The teachers also apply new teaching techniques for developing students' ability to use English for communication.

However, the students might not use English for communication in the classroom or real situations. They lack in practicing English in the classroom because they do not have enough time in class. Students have to learn all eight subjects such as the Thai language, Mathematics, Science, Physical Education, Social Studies, Art, and Computer and Technology. From the researcher's experiences, the national test limits teachers to teach English for communication. Every school has to develop all eight score subjects of the national test. The national test could cause problems for teachers to teach English in the classroom. Almost all teachers change their processes of

teaching to a tutoring process. As a result, students and teachers in the Loei Primary Educational Service Area Office 2 hardly seem capable of learning and teaching English in the classroom.

According to communicative language teaching approach, there are lots of advantages for students to develop communication skills. The teachers applied this approach to their teaching process. They created CLT activities to stimulate students to learn English. For example, they applied songs and games in the learning process to develop speaking and listening skills. In fact, teachers could not apply this approach in real situations because there may be some difficulties to apply CLT in teaching process. The difficulties of teaching CLT consist of time and classroom size. It might affect the students' achievement. The students might not use English for communication in the classroom or real situations. For information gap activities, for example, English is used less to complete communication tasks. Students might not communicate in English. They choose to use the Thai language to gain information because it is much easier to speak with others and it is more comfortable for communication. The researcher, therefore, wants to explore the students' and teachers' perceptions of communicative language teaching approach in Loei Primary Educational Service Area Office 2 to investigate how teachers and students think about CLT and how CLT could help students develop communication skills.

1.3 Objectives of the Study

The objective of this study are as follow:

- 1) To explore the students' perceptions of English learning through the communicative language teaching approach;
- 2) To explore the teachers' perceptions of English teaching through the communicative language teaching approach; and
- 3) To compare students and teachers' perceptions of English learning and teaching through the communicative language teaching approach.

1.4 Research Questions

The research questions of this study are as follow:

- 1) What are the students' perceptions of English learning through the communicative language teaching approach? ;
- 2) What are the teachers' perceptions of English teaching through the communicative language teaching approach? ; and
- 3) What are the differences in students and teachers' perceptions of English learning and teaching through the communicative language teaching approach?

1.5 Definitions of Key Terms

In this section, the researcher defines key terms used in this study: English as a foreign language (EFL) learners, Communicative Language Teaching (CLT), Communicative Competence, and Perception.

1) English as a Foreign Language (EFL) learners are people who learn English in a context where English is not used for everyday purposes. EFL learners typically learn and practice the target language exclusively in the classroom setting (Hedge, 2000; Richards, 2006).

2) Communicative Language Teaching (CLT) is an influential theoretical model in English language teaching focused on the process rather than the product in language learning, and the purpose of language is communication. (Hedge, 2000; Richards, 2006).

3) Communicative Competence is an essential element for teachers and students to communicate effectively. Moreover, communicative competence can help students and teachers reduce listening and speaking barriers and encourage them to communicate with confidence (Hedge, 2000; Lee & VanPatten, 2003; Yashima, 2004; Lung, 2010).

4) Perception is the way that people view and present themselves. It concerns itself with people's experiences of the world and involves both the recognition and actions in response to these stimuli. However, perception not only creates about

experiences of the world around us; it allows acting within the environment (Richards & Rodgers, 2001).

1.6 Structure of this Research

In this study, there are five chapters. First, Chapter 1 consists of the background of this study, the statement of the problem, the objectives of the study, the research questions, and the definition of key terms. Second, in Chapter 2, there is literature review including teaching English in Thai context, Communicative Language Teaching Approach, and previous studies of Communicative Language Teaching (CLT). Third, research methodology in Chapter 3 includes the theoretical framework, population and sampling, research tools, pilot study, content validity, reliability, data analysis, and the limitations of the study. Fourth, the findings of students and teachers' perceptions through the communicative language teaching approach focusing on Loei Primary Educational Service Area Office 2 are presented in Chapter 4. Finally, Chapter 5 involves discussions, implications, and a conclusion.

CHAPTER 2

LITERATURE REVIEW

Three major areas of the research will be discussed and reviewed in this chapter: English language teaching and learning in the Thai context, communicative language teaching approach, and previous studies of communicative language teaching.

2.1 English Language Teaching and Learning in the Thai Context

English is the most well-known language in regards to communicating among foreign language speakers (Lee & VanPatten, 2003). When people with different languages want to share and exchange ideas, they normally speak English to communicate with each other for diplomacy, banking, computing, medicine, business, science, technology, aviation and many other branches in today's society (Devito, 2009). Regarding this, learning to speak and understand English is important because it is the language spoken by more people than any other. Thus, to be able to communicate well with others, everyone should concentrate on practicing English.

In Thailand, English is taught as a foreign language beginning from grade 1 in primary school to grade 12 in high school (Ministry of Education, 2008). For learning and teaching English, there are various types of English classrooms which are taught in different ways. The classrooms of English teaching are those of a regular program, a bilingual program, an English program, and an international program. In a regular program, students learn English for two or three hours a week with Thai teachers and hardly with native English speakers. For a bilingual program, teachers normally use English and Thai to teach students in their classroom. Students in English programs have more opportunities to learn English with Thai teachers and native English speakers. They could communicate successfully by using English. Students of the

international classrooms seem to have more effective communication skill when compared with other types. They are mainly taught by native speakers of only English. However, all Thai students learn English based on the basic education core curriculum (Ministry of Education, 2008).

According to the Thai basic education core curriculum of Ministry of Education (2008) of Thailand, goals and objectives of English learning and teaching are to obtain knowledge, develop skills, and form a positive attitude toward English. To obtain knowledge, Thai students should be able to use English for communication in authentic situations, learning and understanding foreign culture, and to use English for gaining general information. In developing English skills, Thai students should be able to use English for communication, critical and creative thinking skills, and learning skills. Finally, for a positive attitude toward English, students enjoy learning English in the classroom. Also, Thai students develop the aforementioned English mainstays - knowledge, skills, and positive attitudes toward English.

Based on the goals and objectives of English teaching, the Ministry of Education (2008) sets four main contents of English learning and teaching. These four main contents of English learning and teaching consist of language for communication, language and culture, language and relationships with other learning areas, and language and relationships with communities and the world (Ministry of Education, 2008). That is to say, Thai students have to learn all four of the contents.

To begin with language for communication, this content intends to use English for communication. Students will improve listening, speaking, reading and writing skills. In addition, students could exchange data and information by expressing feelings and opinions appropriately. Next, the purpose of language and culture content is to use English within cultures. Students could understand how to speak or write English suitably. Then, language and relationships with other learning areas proposes the use of English for linking students' knowledge with other learning areas, and seeking knowledge and broadening the learners' world views. Finally, language and relationships with community and the world aims to use English in various situations. Students could use English to communicate both in the classroom and the outside community including the global society. Students also develop English following the

basic educational core curriculum (2008) and teachers are facilitator to help their students for improving English skills.

However, Thai students seem hardly able to use English for communicating. There are a variety of problems in English learning and teaching in Thailand. For example, the background knowledge of students is a major problem for English learning. Students are unable to connect their background knowledge to new things; they cannot build concepts and have them linked to their personal, cultural, and academic experiences in learning (Wood, 2012; Yoshida, 2010). Furthermore, contents, structure of time, and evaluation in curriculum are barriers of English learning and teaching for Thai students and teachers (Khong & Saito, 2014).

In addition, large classes, limited and impractical courses and textbooks, difficulties with communication assessment, and limited availability of instrumental aids are major problems for learning and teaching English in the classroom (Polsombat, 2006; Lakum, 2012). For instance, students might not have enough time to develop communication skills because time is limited. Students could not practice speaking in classroom because there are too many students per class. The large class could cause problems with communicative assessments. Furthermore, there are only two or three hours per week to sharpen their English skills. Teachers also have to spend much time for evaluating the four skills of their students.

2.2 Communicative Language Teaching Approach

Currently, the Communicative Language Teaching Approach (CLT) is a famous theoretical model in English language teaching. CLT is one of the most effective teaching approaches to English language learning and teaching. In the early 1970s, CLT served as a major source of influence on language teaching practice around the world. Li (1998) stated that CLT has extended in scope and has been used by different educators in different ways. In this section, the researcher will describe CLT in terms of a set of definition and principle, communicative competence, the kinds of classroom activities that best facilitate learning, the roles of teachers and learners in the language classroom, and students and teachers' perceptions of CLT.

2.2.1 Definition and Principles of CLT

According to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence. The idea of communicative competence is considered to be the main conception of CLT. Communicative competence involves knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions.

Other authors in the field have defined and characterized CLT in various ways (Brown, 2000; Larsen-Freeman, 1986; Littlewood, 1981; Richards, 2006; Savignon, 1991). They put some of the major characteristics of CLT as follows:

1) Students need knowledge of the linguistic form, meaning and functions. However, CLT gives primary importance to the use or function of the language and secondary importance to its structure or form (Larsen-Freeman, 1986);

2) "Fluency and accuracy are seen as complementary principles underlying communicative techniques" (Brown, 2000). However, at times fluency may have to take on more importance than accuracy because "fluency and acceptable language is the primary goal" (Finocchiaro & Brumfit, 1983, p. 93) and accuracy is judged not in the abstract but in contexts;

3) Language teaching techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Classrooms should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. Emphasis on creative role plays, simulations, dramas, games, projects, etc., are major activities which can help the learner provide spontaneity and improvisation, not just repetition and drills;

4) Another characteristic of the classroom process is the use of authentic materials because it is felt desirable to give students the opportunity to develop the strategies for understanding language as it is actually used by native speakers. In the classroom, everything is done with a communicative intent. Information gap, choice and feedback are thought to be truly communicative activities (Johnson & Morrow, 1981);

5) Grammar can still be taught, but less systematically, in traditional ways alongside more innovative approaches;

6) Communicative approach is not limited to oral skills. Reading and writing skills need to be developed to promote pupils' confidence in all four skill areas. Students work on all four skills from the beginning, i.e., a given activity might involve reading, speaking, listening, and perhaps also writing (Celce-Murcia, 2001);

7) Students regularly work in groups or pairs to transfer (and if necessary to negotiate) meaning in situations where one person has information that others lack (Celce-Murcia, 2001). More emphasis should be given to active modes of learning such as pair or group work in problem-solving tasks in order to maximize the time allotted to each student for learning to negotiate meaning;

8) Errors are seen as a natural outcome of the development of the communication skills and are therefore tolerated. Learners trying their best to use the language creatively and spontaneously are bound to make errors;

9) Evaluation is carried out in terms of fluency and accuracy. Students who have the most control of the structures and vocabulary are not necessarily the best communicators. A teacher may use formal evaluation i.e., he/she is likely to use a communicative test, which is an integrative and has a real communicative function;

10) The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication. Whatever the case may be, “the teacher should be able to use the target language fluently and appropriately” (Celce-Murcia, 2001);

11) The teacher is the facilitator of students' learning, manager of classroom activities, advisor during activities and a 'co-communicator' engaged in the communicative activity along with the students (Littlewood, 1981).

In addition, the evident feature of CLT is concerned with a communicative purpose (Larsen-Freeman, 1986). There are varieties of communicative activities such as games, role plays, simulations, and problem-solving tasks which are helpful for learners to succeed in communication. These activities offer learners an opportunity to practice their communication skills meaningfully in different contexts and by taking on different roles.

Furthermore, Littlewood (1981) stated that communicative language teaching emphasizes the functional as well as structural features of language. Teachers move beyond teaching structural rules of the target language, and create opportunities for

learners to use the target language in a meaningful way. They also help their learners build up communicative competence. Furthermore, Savignon (1991) said that individual learners have their unique interests, learning styles, needs, and goals that should be reflected in the design of instructional methods. Also, in a CLT classroom, students must be made to feel secure, unthreatened, and non-defensive. So teachers should avoid taking on a teacher-centered approach.

According to Brown (2001), when describing the key principles of CLT, there are six characteristics of CLT including classroom goals, language techniques, fluency and accuracy, students in a communicative class, students, and the role of the teacher. First, classroom goals focus on grammar, discourse, functions, sociolinguistics, and strategies of communicative competence. Also classroom goals of CLT have to link the organizational aspects of language with the realistic. Second, language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Third, fluency and accuracy are seen as principles underlying communicative techniques. Sometimes, fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. Fourth, students in a communicative class have to use language, creatively and effectively. Therefore, classroom tasks should provide students with the necessary skills for communication. Fifth, giving opportunities for learners to develop their own learning process appropriately are important features to make communication successful. Last, the role of the teacher is facilitator and guide. Teachers should encourage students to construct meaning through genuine linguistic interaction with others.

Moreover, Richards (2006) noticed that language teachers and teaching of CLT began to reorganize teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. It was claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach.

In summary, the researcher adopts the definition and principles of CLT for the purposes of this thesis. CLT might be maintained that there has been overwhelming agreement among the scholars in the field that the goal of CLT is to develop communicative competence. The researcher agreed that the CLT approach was a

primary objective to help students develop communicative competence in the target language. The following section will review some common concepts dealing with the issue of communicative competence.

2.2.2 Communicative Competence

In linguistic theories, Chomsky makes a distinction between two aspects of language, specifically competence and performance. He argues that competence is consisted of the underlying knowledge of the grammatical system. In addition, Chomsky believes that the shared knowledge of the ideal speaker-listener is set in a completely homogeneous speech community. Chomsky affirms that such underlying knowledge enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules. By performance, he refers to the use of this underlying knowledge to communicate. However, this linguistic model proposed by Chomsky has been harshly criticized for being too simplistic (Hymes, 1971). It has been pointed out that this model fails to account for the social aspects of language. Agreeing with Chomsky on competence-performance distinction, most scholars feel that competence should involve psycholinguistic and sociocultural aspects.

Hymes believes that Chomsky's view of communicative competence is too idealized to describe actual language behavior, and therefore his view of performance is an incomplete reflection of competence. He also points out that the theory does not account for sociocultural factors or differential competence in a heterogeneous speech community.

Unlike Hymes (1971); Savignon (1998) put a greater emphasis on aspect of ability in concept of communicative competence. She promotes a classroom model of communicative competence that involves Canale and Swain's four components of competence. She defines communicative competence as "functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community" (Savignon, 1997, p. 272). Savignon portrays communicative competence as having the following elements:

1) Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system;

2) Communicative competence applies to both written and spoken language, as well as to many other symbolic systems;

3) Communicative competence is context specific. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind;

4) There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability and performance as the overt manifestation of that ability. Competence is what one knows. Performance is what one does; and

5) Communicative competence is relative, not absolute, and depends on the cooperation of all the participants.

While Savignon has explored and written extensively on communicative competence, Canale and Swain (1980) created a more detailed theoretical framework for communication that was highly recognized in the field. They believe that the sociolinguistic work of Hymes is significant to the development of a communicative approach to language learning and teaching. Nonetheless, Hymes states that principles of grammar would be useless without rules of language use. They further developed the notion of communicative competence which consists of four basic components, the total of which is assumed to enable a learner to acquire the target language to the extent that he/she can be an indistinguishable speaker of the target language.

According to Savignon (1997) and Canale and Swain (1980), communicative competence refers to the ability to communicate in a personally effective and socially appropriate manner. Hedge (2000) stated that a central concept of the communicative competence is the ability to understand and to use language effectively to communicate in authentic social and school environments. Communicative competence is made up of four areas of competency: 1) linguistic competence, 2) sociolinguistic competence, 3) discourse competence, and 4) strategic competence.

Hedge (2000, pp. 46-47) stated that "linguistic competence refers to the knowledge of language involved, knowledge of spelling, pronunciation, vocabulary,

word form, grammatical structure, sentence structure, and linguistic semantics.” Hedge said that linguistic competence helps students understand how to select appropriate vocabulary and how to correctly use language conventions, such as grammar, punctuation and spelling. Also, Johnson (1995) and Webb (2009) mentioned that background knowledge of linguistic competence plays an important part in helping students when using language for communication in the classroom. To illustrate a linguistic competence problem, Devito (2005) reported that students did not know how to use vocabulary and/or structure to form correct sentences due to their lack of linguistic competence. Related to a Thai context, the researcher found that Thai students always translate Thai sentences to English. For example, they write “eat rice in the morning” instead “have breakfast.” Therefore it can be seen how linguistic competence is important for all communication, especially for students in their classroom learning environment.

Based on Hedge (2000), sociolinguistic competence refers to the ability to interpret social meaning, to use language with the appropriate social meaning for the relevant situation. Other researchers in this field (Lung, 2010) also stated that sociolinguistic competence consists of understanding the social rules of language, non-verbal behaviors, and cultural references. In addition, Mizne (1997) mentioned that sociolinguistic competence is the ability to use language appropriately in various social contexts. She supposed that sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication takes place. However, for Lung (2010), sociolinguistic competence is one of the students' problems when they participate in the classroom. For example, Lung (2010) found that students in Hong Kong have difficulty with translation. The students make a lot of mistakes in translation examinations. They do not have sufficient sociolinguistic knowledge. Based on different cultures—Asian and Western—they do not use vocabulary appropriately to make sentences effectively. For this reason, sociolinguistic competence is an essential skill for teachers and students

Regarding the discourse competence, Paltridge (2006) explained that the ability to understand and produce a range of spoken and written texts that are considered as characteristics of a language is discourse competence. Also, Cook (1989) supported that discourse competence also includes the ability to convey

information appropriately and coherently to those who are listening to or reading one's texts. In addition, Cook and Gueraud (2005) stated that the purpose of discourse competence is to interpret the larger content and to construct longer stretches of language. Furthermore, Widdowson (2007) stated that discourse divides into two groups including: spoken discourse, and written discourse. Both of them are student problems, particularly written discourse. Written discourse is a major problem for students more so than spoken discourse in the classroom. Cook (1989) reported that written discourse is an essential process of development for students. Because of its advantages, written discourse can make students able to read basic texts, thought-provoking works of literature, and informational websites, in order to gain the knowledge and critical thinking skills necessary to succeed in school. As a result, discourse competence can help students and teachers to communicate and to participate in the classroom successfully.

According to Hedge (2000), strategic competence refers to a person's ability to keep communication going when there is a communication breakdown, or an ability to enhance the effectiveness of the communication. In addition, Johnson (1995) emphasized that strategic competence is to know how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. In summary, strategic competence is ability to use communication strategies for communication successfully.

In conclusion, communicative competence is an essential element for teachers and students to communicate effectively in the classroom. Moreover, communicative competence can help students and teachers reduce listening and speaking barriers and encourage them to communicate with confidence in classroom (Hedge, 2000; Lee & VanPatten, 2003; Yashima, 2004; Lung, 2010).

2.2.3 Classroom Activities in CLT

In a communicative class, students are provided with opportunities to use the language a great deal through communicative activities. There are various classifications of activities found in a communicative language classroom. Paulston (1992), for example, classified the activity types that they thought were of maximum

benefit in enabling students to attain communicative competence into the four categories below.

First, social formulas and dialogs, cover such speech encounters as greetings, partings, introductions, excuses, compliments, complaints, and hiding feelings. It is actually very difficult to lie, to complain and to turn someone down for a date in another language. In addition, students of a foreign language need to be taught how to get along with those situations in an appropriate manner (Paulston, 1992). Second, community oriented tasks are sets of exercises which compel students to interact with native speakers outside the classroom. Third, problem-solving activities and some alternative solutions are presented to students to choose one or create their own. Last, in role plays, students are assigned an invented role. The students may even act out the role of themselves. All four activities also help students develop communication skills.

In addition, Paulston (1992) maintain that the teacher should attach importance to the format of the role play which consists of three basic components. In the situation from Paulston's study, the teacher explains the scene and the plot of the role play clearly. Then, the teacher assigns the roles, the list of characters, making sure that the roles are not too elaborate for the students to carry out. Useful expressions part contains the linguistic information, primarily expressions and phrases.

Considering classroom activities, Celce-Murcia (1991) emphasized that they help English language learners develop their communication skills by using four basic activities including linguistically structured activities, performance activities, participation activities, and observation activities. First, linguistically structured activities aim to practice certain linguistic structures. For example, the structured interview language game can best exemplify useful linguistically structured activities to generate meaningful communication. Second, performance activities are activities in which students prepare something beforehand and deliver their message to the class followed by a classroom discussion. Peer evaluation is an invaluable technique to ensure that the audience become more than passive listeners (knowing that they will evaluate the presenters based on the given criteria draws their attention to the presenter). In addition, role plays and dramas are among those that can be cited as

examples of performance activities in the sense referred to by Celce-Murcia (1991). Third, participation activities help students take part in some communicative activities in natural settings. Guided discussions, interviews, and oral dialogs best exemplify these kind of activities. Learners also need a stimulated interest and motivation to carry out what is expected by the activity. Finally, observation activities are expected to observe and/or record verbal and nonverbal interactions between two or more native speakers of the target language in observation activities. The students appreciate and become aware of the target language as all of the activities are actually used in real life.

Based on various authors (e.g. Paulston, 1992; Celce-Murcia, 1991), the researcher summarized CLT activities used in the CLT classroom. The details of CLT activities could be listed as follows:

1) Information-gap activities: The concept of information gap is an important aspect of communication in a CLT classroom. This essentially is based on the fact that in their everyday lives people generally communicate in order to get information they do not possess. This is referred to as an information gap. If students can be involved in information gap activities in order to exchange unknown information in language classrooms, more authentic communication is likely to occur in the classroom. By doing so, they will draw available vocabulary, grammar, and communication strategies to complete a task;

2) Jigsaw activities: These activities are also based on the information-gap principle. The class is divided into groups and each group has part of the information needed to complete an activity. The class is supposed to fit the pieces together to complete the whole. In that way, they need to use their language resources to communicate meaningfully and so take part in meaningful communication practice;

3) Communication games: These games primarily involve information-gap activities which are intended to provoke communication in the classroom. The games are generally in the form of puzzles, drawing pictures and putting things given in the correct order. The students have a piece of information which is a part of the total, what they need to do is to walk around to get the necessary information in order to collect the entire information, through which an artificial need on the part of the learners is created to get them to speak. Students feel it as a challenge to participate; thus an unconscious learning and

practicing of knowledge occurs which erases the fears learners have for speaking in the class (Johnson & Morrow, 1981);

4) Discussion and debates: Discussion and debates are widely utilized activity types due to their low effort demanding nature of the teacher. Every now and then, an intimate atmosphere of discussion occurs in the classroom, however, when appropriately exploited, these discussions will undoubtedly end up in speaking opportunities of extreme worth, both in terms of language presentation and practice. Either encouraging competition or cooperation, which one to choose is a matter of familiarity with the students; the teacher may foster discussion over debate, and

5) Prepared talks and oral presentations: These are the talks which are prepared by students about a specific topic and given in the class with the aim of persuading, informing students about a topic or just to entertain them.

In summary, there are various CLT activities for teaching students in the classroom. All activities could help students to develop communication skills. Teachers could use different CLT activities based on the purpose of English learning and teaching. In addition, students and teachers participate in CLT activities with different roles. The researcher also describes Teachers and Students' Roles in CLT Classroom in the next section.

2.2.4 Teachers and Students' Roles in CLT Classrooms

There are some different roles in the language classroom teachers and learners CLT and the new type of classroom activities. In CLT classrooms, learners are supposed to participate in classroom activities based on a collaborative rather than individualistic approach to learning. Therefore, CLT changes the role of the teacher. Also, CLT as a methodology has much to do with interaction. Accordingly, it would be wise to claim that teacher's and students' roles in CLT classroom have a dynamic feature, and thus they tend to vary all the time.

For teacher's roles of CLT, Richards and Rodgers (1986) said that it is suitable for teachers to adopt a communicative approach to produce and use authentic teaching materials that meet the needs of their particular learners. In addition, teachers need to motivate their students, as well as provide them with a comfortable classroom atmosphere for language learning. Furthermore, Littlewood (1981) stated that the

roles of teacher in CLT consist of coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant. Moreover, Allwright (2009) maintained that teachers can no longer be regarded simply as teachers and learners just as learners, since they both are managers of learning. The traditional image of the teacher as the dominating authority figure in the classroom is dissolved into such a role that necessitates facilitating the communicative process in the classroom where students feel safe, unthreatened and non-defensive.

Likewise, in the descriptions of students and teacher's roles in CLT classroom, Matsuura, Chiba, and Hilderbrandt (2001) asserted that students are provided in expression, interpretation, and negotiation of meaning while the teacher takes on more of a facilitator and participant role in the language classroom. In addition, Deckert (2004, p. 13) emphasized that "CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing." He further stated that CLT discourages pervasive teacher-controlled drills, quizzing of memorized material, and extensive explanation on forms of English.

2.2.5 The Use of CLT in EFL Contexts and Barriers to Adopting CLT

In the 1970s, CLT was primarily developed as a Western ELT methodology. In addition, CLT has been widely accepted in both ESL and EFL contexts all around the world. However, CLT in EFL contexts, sometimes, showed a number of problems and challenges. These problems could cancel out its potential usefulness as a language teaching methodology in EFL environments (Larsen-Freeman, 2000).

Along with the growth of CLT in EFL countries, there have been many studies conducted on the feasibility of CLT innovation and potential problems in its use in EFL contexts such as China, Greece, Japan, Korea, Taiwan, Turkey, and Vietnam. For example, Ellis (1996) examined the appropriateness of the communicative approach in a Vietnamese context. He found that teachers might be the one of the main problems in using a communicative approach. They were dependent on traditional teaching practices focusing on grammar-translation in the Vietnamese examination system. Based on the findings of the study, Ellis concluded that CLT is

not suitable for the Vietnamese context. He pointed out that adequate teacher training, communicative language materials and suitable learning environments could not be matched although there is a strong demand for communicative competence in Vietnam.

In a similar study, Karavas-Doukas (1996) examined teachers' attitudes toward the use of communicative approach in Greece. He reported that although the English curriculum in Greece was based on the premises of communicative language teaching, teachers concentrated on the traditional teacher-oriented instruction style. The findings of this study suggested that teachers seemed to understand less, or were unable to see, the practical implications of the CLT principles.

In another significant study, Li (1998) viewed into the Korean teachers' perceptions of the implementation of CLT. He found that the teachers encountered difficulties in using CLT practices in their classes. According to Li (1998), teachers might not use CLT in their language classrooms due to the problems listed above. He stated that a conflict occurs between what CLT needs and what the EFL situation is in many countries. This conflict should be resolved before EFL teaching in these countries can benefit from CLT.

In addition, Sato and Kleinsasse (1999) investigated the potential problems of teachers in Australia teaching Japanese as a foreign language in using CLT in their classes. They revealed that there was inconsistency between teachers' perceptions of CLT and their actual classroom practices. Those teachers employed grammar-based activities in their classes rather than the communicative teaching. It was reported that they might have lacked time to prepare authentic teaching materials for their classes. Moreover, teachers had a fragmented knowledge of CLT, and their beliefs about language teaching and learning were mostly fixed in their own second language learning experiences.

Additionally, Liu (2005) addressed the issues of CLT use in Taiwan. He found that although CLT is accepted for teaching communication in Taiwan, it could be difficult to apply CLT into the actual language classroom. Some EFL teachers put a heavy emphasis on preparing their students for the National College Entrance Examination in Taiwan. They essentially teach grammatical structures of English

because the exam consists of questions that assess that structural forms of the language.

Finally G. İnceçay and V. İnceçay (2009) conducted a case study to investigate the perceptions of 30 Turkish college students to see the appropriateness and effectiveness of communicative and non-communicative activities in their EFL classes. They proposed that EFL countries need to apply their teaching methods in a way to take students' previous educational habits into consideration. In summary, if communicative and non-communicative activities were combined in English classrooms, students would benefit from CLT.

The researcher has elaborated the significant characteristics of the use of CLT, and presented the barriers of CLT learning and teaching. For the next section of the literature review, the researcher will review on students and teachers' perceptions of communicative language teaching approach.

2.2.6 Students and Teachers' Perceptions of the Communicative Language Teaching Approach

Students and teachers play an important role in the learning and teaching process. However, both students and teachers have different views of English learning and teaching based on CLT. In this section, the researcher also describes 1) students perceptions of communicative language approach and 2) teachers' perceptions of communicative language approach.

2.2.6.1 Teachers' Perceptions of Communicative Language Teaching Approach

Perception is the process which is organized and interpreted based on human impressions in order to give meaning to the environment (Hawkey, 2006). People may have similar or different perceptions. They interpret situations from their background knowledge and experiences. In particular, perceptions could help the researchers understand a specific phenomenon. This study, therefore, focuses on the teachers' perceptions of how communicative language teaching plays an important role in their teaching practice and how it is useful for their students' English language learning.

According to Brown (2014), communicative approaches are important for teachers to teach English as a foreign language. Teachers also feel more strongly that communicative language teaching could help them teach English for communication effectively. In addition, Hawkey (2006) used surveys and face-to-face interviews to investigate the advantages of the communicative approach in language teaching for teachers. He found that the teachers see communicative language teaching in a positive manner for improving communicative skills. The teachers expressed their agreement with communicative language teaching. Furthermore, Chang (2011) asserted that to enable students to communicate easily in real life situations is an important aim of the class.

Many EFL teachers in East Asia display favorable attitudes toward communicative language teaching (e.g. Li, 2003; Littlewood, 2007; Manajitt, 2008). Littlewood highlighted that communicative language teaching pays systematic attention to functional as well as structural aspects of language, and hence, combines these for a more robust communicative view. From Littlewood's studies, teachers believe that communicative language teaching could help students develop English for communication successfully.

In addition, Karim (2004) found that there are positive relationships between teachers' perceptions about communicative language teaching (CLT). Bangladeshi EFL teachers had a great understanding of the communicative activities and the general principles of communicative language teaching. They practiced the major communicative activities in their classes. Likewise, Matsuura, Chiba, and Hilderbrandt (2001) explored the beliefs of 301 Japanese students and 82 Japanese university English teachers about CLT instruction. It was found that Japanese students tended to consider functions, speaking, grammar, listening, cultural differences, reading, non-verbal cues, pronunciation, and writing as important for learning communicative English.

However, Li (1998) found that Bangladeshi EFL teachers had misunderstandings of using communicative language teaching approach. Teachers concentrated in appropriateness and fluency when they taught English for communication. In addition, some teachers consider grammar instruction is important. They did not agree with the communicative language teaching method. They believed

that grammar explanation was more useful for students. In addition, Peak (1996) investigated teachers' perceptions of the communicative language teaching principles. The results of the study showed that Japanese teachers did not want to use communicative language teaching approach because of their educational and cultural views related to their special culture in Japan. Japanese teachers said that communicative language teaching might not be suitable for the Japanese context.

Hawkeye (2006) stated that although teachers believed in the communicative language teaching method and tried their best to apply this method in their classes in Malaysian secondary schools, they still had problems. Likewise, Burnaby and Sun (1989) found that teachers in China agreed that it was difficult to use communicative language teaching. There were various limitations including the wider curriculum, traditional teaching methods, class sizes and schedules, resources and equipment, the low status of teachers who taught communicative rather than analytical skills, and strategies. Besides, Mustafa (2001) investigated the issues regarding the English instruction reform initiative of the Indonesian Ministry of Education. He found that the communicative approach in Indonesia could not make students competent in the use of English for real life purposes.

In summary, the researcher notices that some teachers in EFL countries are likely to support communicative language teaching because it is helpful to develop the students' communication skills. However, some teachers revealed that communicative language teachings might not enhance the learners' English skills because they understood that the CLT approach aimed to develop more oral skill for communication than other skills. For instance, the researcher notice that some teachers seem to have more speaking activities of using the CLT approach in communication class. Sometimes, it could boost risk-taking and cooperative relationships in groups. Although communicative language teaching has been recognized as an effective method in language teaching and learning, it seems difficult to apply this method in different contexts.

2.2.6.2 Students' Perceptions of the Communicative Language Teaching Approach

According to Rao (2010), students' perceptions affect the learning process in the classroom. Students will be more successful when they have to develop

language learning perceptions and use effective learning strategies. Also, students' perceptions have influenced the English learning process. It can make EFL students have some problems in developing English skills.

Chung and Huang (2009) investigated Chinese students' attitudes toward the classroom learning experience, with a focus on CLT. They collected the data by interviewing 24 Taiwanese senior high school learners. The results showed that despite the efforts of the Chinese Ministry of Education of to implement CLT, and students' positive attitudes toward, CLT, language teaching stressed memorization, grammar, and translation to meet exam requirements.

According to students' perceptions of Jordanian learners, for example, Asassfeh et al. (2012) revealed that the students expressed strong and positive beliefs about CLT. They believed teachers' correction of learners' errors was necessary. Teachers were experts who teach clearly toward a traditional learning philosophy. It is not only to develop communication skills, but also to build relationships between teachers and students by using activities such as peer-peer interaction, group interaction, or whole-class interaction. They also held strong positive beliefs about communicative language teaching.

In addition, Kern and Richard (1995) showed that the students in his study seemed less amenable to communicative approaches and more in favor of grammar-focused instruction. For example, students learned effectively about language when they took part actively in the communication with language rather than only passively accepting what the teacher said. Furthermore, students in Jordan supported communicative language teaching. They said that when teachers integrated a communicative approach in the classroom, they had several activities to develop communication skills. There were card games, scrambled sentences which were problem solving tasks that helped students learn a language through communicative activities, picture strip stories, and role play activities. These activities could help students learn English and be enjoyable (Larsen –Freeman, 2001).

However, some researchers do not agree with the positive views that students have towards communicative language teaching. For example, Savignon and Wang (2003) investigated Taiwanese EFL learners' perceptions and attitudes pertinent to classroom practices representative of form-focused and meaning-based instruction.

The result showed that students did not appreciate communicative language teaching. They said that it did not address their needs or wants. In addition, Schulz (2001) studies students' opinions of grammar teaching appeared more favorable than teachers. Teachers may need to help students understand several principles of second language acquisition, but should also put an emphasis on effectiveness of communication. In the context of current study, some Thai scholars investigated how students and teachers think about CLT. According to Lornklang (2011), he investigated the effects of CLT through local cultural content on the students' speaking ability. The result of this study showed that students show a positive perception towards the CLT approach. They appreciated using a variety of learning activities, the learning atmosphere, the local cultural content around their town and they also enjoyed learning through the activities arranged by the teacher.

2.3 Previous Research on English Language Learning and Teaching through Communicative Language Teaching Approach

2.3.1 The Research on English Language Learning and Teaching through Communicative Language Teaching Approach in the Thai Context

Exploring students and teachers' perceptions of the communicative language teaching approach has been an important part in Thailand. Thai teachers have applied communicative language teaching approach to develop English skills for students. The teachers have constructed new instruments-activities, games, and songs for improving the four skills of English. For example, Muangkod (2000) constructed instructional plans for the development of English vocabulary learning of Prathom Suksa 4 students through the communicative language teaching model and studied the learning achievement of English vocabulary learning of grade 4 students after learning through the communicative language teaching model. The results showed that the communicative language teaching model could develop students' learning achievement of English vocabulary learning.

In addition, Polsombat (2006) developed students' English listening-speaking skills using the communicative language teaching approach emphasizing authentic assessment. She found that students could develop their listening and speaking skills

simultaneously, including, processing skills and desirable attributes. Additionally, Lakum (2013) developed English writing drills based on communicative language teaching in the learning area of foreign languages for Prathom Suksa 6 students. The result showed that the English writing drills based on communicative language teaching were effective. The students' achievement after using the drills was higher than before the use of the drills. Furthermore, Manajitt (2008) explored the communicative language teaching (CLT) conceptualization and practice of Thai EFL secondary school teachers in Bangkok. The research showed that the teachers had a clear conceptualization of CLT. They were keen to study CLT from different sources such as media, research studies, and seminars. However, teachers still used Thai to teach English in the classroom. They could not apply much CLT in their classrooms because of large classes, lack of equipment, and time constraints, which were tremendous hindrances on teaching. In addition, Manajitt noticed that both teachers and learners felt obliged to partly focus on developing knowledge and skills for the English entrance examinations rather than for English communication.

Likewise, Yue (2011) examined the belief and understanding about communicative language teaching among 97 English teachers at Joseph Upatham School in Nakhon Pathom Province in Thailand. The results showed that all teachers are more communicative language teaching oriented than traditionally oriented. This is truer with the Filipino and other groups than the Thai and westerners. Filipinos and other groups were consistent in their belief that a large amount of time should be spent on communication in the classroom. On the other hand, both Thai and Westerners had their doubts about the communicative language teaching's ability to produce users of English that are accurate.

2.3.2 The Research on English Language Learning and Teaching through Communicative Language Teaching Approach in other Countries

According to Incecay and Incecay (2009), they conducted a case study to investigate the perceptions of 30 Turkish college students to see the appropriateness and effectiveness of communicative and non-communicative activities in their EFL classes. They proposed that EFL countries need to apply their teaching methods in a

way to take students' previous educational habits into consideration. In summary, if communicative and non-communicative activities were combined in English classrooms, students could benefit from CLT.

In addition, Yeom (2004) studied the application of CLT of Korean secondary teachers' understanding and practices about CLT. She suggested that the integration of CLT into the traditional instruction might be a thoughtful challenge for the Korean teachers. In addition, Mitsui (2009) found that CLT is a very effective instruction in terms of giving Korean students more opportunities to use English to develop their speaking and communication skills in the classroom.

Similarly, Tuyen (2015) found that the implementation of CLT in high schools in Vietnam is seriously obstructed by several factors related to the educational system, such as improper training, non-communicative testing systems, inappropriate curriculum and textbooks, large classes and teachers' low salaries.

In Japan, Wilson and House (n.d.) reported an attempt to include communicative activities in oral communication classes for first year non-English major university students. The result shows that communicative activities can be used successfully with Japanese university students who may have had negative experiences of English, and who may not like English. Although there are many pitfalls to introducing communicative activities, these can be overcome through establishing class rules which are enforced by a class participation scoring system.

In summary, there are various ways to use CLT to develop communication skills for students such as classroom activities. CLT also could be widely and effectively implemented in Thai classrooms and EFL classrooms context.

In this chapter, the researcher describes three sections of literature review. These are English language teaching and learning in Thai context, communicative language teaching approach, and previous study of communicative language teaching. For the first part, the researcher examined how students learn and how teachers teach English in Thailand. In CLT, there are definitions and the principles of CLT, communicative competence, the kinds of classroom activities that best facilitate learning, the roles of teachers and learners in the language classroom, and students and teachers' perceptions of CLT. In the final part, the researcher reviews research studies on English Language Learning and Teaching through Communicative

Language Teaching Approach. In the next chapter, the researcher will describe the research methodology of this study. It consists of research design and data analysis procedures in relation to the research questions and objectives of the study.

CHAPTER 3

METHODOLOGY

This chapter focuses on the research design and data analysis procedures in relation to the research questions and the objectives of the study as proposed in Chapter One. The first part of this chapter, describing the research approach, is an outline discussion of the research methodology used in this study. The second part is a discussion of the sample selection. Finally, the third part consists of data collection and data analysis.

3.1 Theoretical Framework

In this current study, there are two theories concerned which are communicative language teaching approach and constructivism.

According to the constructivist theory, learning is an active process in which learners construct new ideas or concepts following their current or past knowledge (Bruner, 1996). Learners select and transform information, construct hypotheses, and make decisions based on a cognitive structure. It could be said that learners could construct their own understanding and knowledge of the world through their experience of learning in class and authentic situations.

Learners could develop their communication skill from their experiences. The communicative language teaching approach is one of the most effective teaching approaches for English language learning and teaching. According to the concept of constructivism (Nelson & Poulin, 1997), learners have lots of experiences of English learning through lessons based on the CLT approach. When participating in CLT activities organized by their teachers, the students have more experiences to develop their communication skills. As a result, they could construct knowledge of the language and learn how to use English for communication.

This study, therefore, aims to find the perceptions of students and teachers towards communicative language teaching. Background knowledge of English learning and teaching through the CLT approach of the students and the teachers are important elements for the researcher to explore their perceptions of the CLT approach.

3.2 Sampling

The focus of the research is the students and teachers' perceptions of communicative language teaching approach, specifically in relation to English as a Foreign Language classes. There are two groups of sampling who completed questionnaire survey and semi-structure interview.

The questionnaire survey consists of 295 student and 20 teacher participants in regular schools of Loei Primary Educational Service Area Office 2. The student participants are 83 males and 212 females who are studying in grade 9 of a regular schools. They also study basic English based on the CLT approach. In addition, teacher participants consists of 5 males and 15 female who teach English in regular schools. All of the teacher participants passed the CLT training course organized by English Department of Loei Primary Educational Service Area Office 2. They also teach basic English for secondary level.

The semi-structure interview comes from the student and teacher participants of questionnaire survey process. The researcher used a purposive sampling method to select them for being participants in semi-structure interview process. According to Denzin and Lincoln (1994), purposive sampling could help the researcher to focus on particular characteristics of the target population. In addition, purposive sampling saves time, money, and effort. It is flexible and meets multiple needs and interests. It enables the researcher to select a particular sample based on the purpose of the study and knowledge of the target population. The researcher can also reach a targeted sample effectively. The interview participants are five teachers and ten students. Five teacher participants are the teachers who are experienced in communicative language teaching training from the English department of the Loei Primary Educational Service Area Office 2. In addition, ten student participants are in grade 9 who had

experiences of learning English through the CLT teaching approach in a regular school of the Loei Primary Educational Service Area Office 2.

3.3 Research Tools

The researcher used a questionnaire survey and semi-structured interview focusing on students and teachers' perceptions of the CLT approach.

3.3.1 Questionnaire Survey

The first tool of this study is a questionnaire which is most frequently a very concise, preplanned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic (Denzin & Lincoln, 1994). In addition, Merriam explains that the research information is attained from respondents normally from a related interest area. In summary, a questionnaire survey is an instrument that is comprised of a set of questions to be asked to the participants of the survey.

The questionnaires were developed based on the research objectives and research questions of students and teachers' perceptions of the communicative language teaching approach. In addition, the researcher constructed these questionnaires based on the definition and principles of the CLT, communicative competence, the kinds of classroom activities, the roles of teachers and learners in the language classroom, and students and teachers' perceptions of the CLT. Furthermore, there were two sets of questionnaire survey for student and teacher participants. The researcher used the questionnaire to elicit the students and teachers' perceptions of the CLT. As a result, there were two questionnaires to collect data from 20 teachers and 295 students.

Overall, two sets of questionnaire survey consisted of three sections- background of the participant, questions concerned with communicative language teaching, and recommendations. For background of the participants, the questionnaire provided basic information on the background of the participants such gender, age, educational information, and English learning or teaching experiences. For the questions, there are five sections based on communicative language teaching

approach. These included students and teachers' understandings towards CLT approach, communicative English activities, role of students and teachers for English teaching for communication, and students and teachers' perception towards learning and teaching English for communication. In the recommendation section of the questionnaire, participants could express their ideas or suggestions for the study freely. Therefore, the questionnaire helped the researcher understand how participants think about the CLT approach using in English learning of Thai students in this context.

3.3.2 Semi-structured Interview

According to Denzin and Lincoln (1994), semi-structured interviews were observation, informal and unstructured interviewing. In this study, semi-structured interviews allowed the researcher to develop an in depth understanding of the students and teachers' perceptions towards CLT approach. In addition, a semi-structure interview is useful for participants as a guide to providing answers for this study.

After collecting the data from the questionnaire survey, the researcher used semi-structured interviews to investigate student and teacher participants' perception of learning and teaching English through the CLT approach. Semi-structured interviews was a supplementary tool to help the participants express their perceptions of learning and teaching English through the CLT approach.

In this study, there were two groups of interview questions for students and teachers participants to help them elicit their perceptions of learning and teaching English through the CLT approach. 10 opened-ended interview questions concerned with communicative language teaching approach including the definition and principles of CLT, communicative competence, the kinds of classroom, the roles of teachers and learners in the language classroom, and students and teachers' perceptions towards learning and teaching English for communication. The researcher also used this method for eliciting in depth information from five English language teacher participants and ten student participants about revealing individually determined experiences, opinions, and motives of the participants of this study.

3.4 Pilot Study

A pilot study could be the pre-testing or trying out of a particular research instrument. Conducting a pilot study could help the researcher give advance warning about where the main objectives of this current study could fail, where research methods might not be followed, or whether the instruments are inappropriate or too complicated.

In this process, the researcher used a pilot study by sending questionnaires to small groups of 10 students and 5 teachers, who had background knowledge of using the CLT approach in the classroom. Then the researcher interviewed both groups about their perceptions of CLT approach. After gathering information prior to the pilot study, the researcher developed both questionnaire questions and interview questions effectively for exploring students and teachers' perceptions of communicative language teaching in this study.

3.5 Content Validity

An evaluation using the index of item-objective congruence (Rovinelli & Hambleton, 1977) is a process where content experts rate individual items on the degree to which they do or do not measure specific objectives of the study. More specifically, 3 experts evaluated each 26 questionnaire statements and 10 interview questions by rating each item:

- +1 (the question is congruent with the objectives),
- 1 (the question is not congruent with the objectives),
- or 0 (the question is uncertain to be congruent with the objectives)

The experts are not told which constructs the individual items are intended to measure, thus they remain independent and unbiased evaluators.

The validity of the instruments were evaluated by 3 experts in English language teaching. The views of the experts were used to revise all the 26 questionnaire statements and 10 opened-ended interview questions for the student and teacher participants. Almost all the questionnaire statements and the interview questions were suitable for investigating students and teachers' perceptions of

learning and teaching English through the CLT approach. However, it was found that there were some questionnaire statements and interview questions that did not directly ask students and teachers about their perceptions of CLT. Then, the researcher developed some new questionnaire statements and interview questions based on the objectives of the study.

3.6 Reliability

First, for the questionnaire surey, Cronbach's alpha is used to make all 26 statements reliable. Cronbach's alpha has an important use as a measure of the reliability of a psychometric instrument. It was first named as alpha by Cronbach (1951), as he had intended to continue with further instruments. It is the extension of an earlier version, the Kuder-Richardson Formula 20 (often shortened to KR-20), which is the equivalent for dichotomous items, and Guttman (1945) developed the same quantity under the name lambda-2.

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum S_i^2}{S_r^2} \right]$$

K stands for the number of conditions contributing to a total score, and S is the standard deviation, which students have learned to calculate and interpret clearly in the most elementary statistics course.

Alpha coefficient ranges in value from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = strongly disagree, 5 = strongly agree). The higher the score, the more reliable the generated scale is. Also, the researcher used Cronbach's alpha for making this study reliable. As a result, the alpha coefficient for the 26 items was 0.839. That is to say that the questionnaire statements had relatively high internal consistency.

Second, reliability is a central concept in measurement which is concerned with precision and accuracy. According to Cohen et al. (2011), reliability is replaced

by the terms such as credibility, neutrality, confirm-ability, dependability, consistency, applicability, trustworthiness and transferability. For interview questions, the researcher adopted a method of data collection arising from the semi-structure interview with ten students and 5 teachers from the pilot study process. All of 10 students and 5 teachers answered all 10 opened-ended interview questions. Then the researcher collected all students and teachers' answers of interview questions and compared with guiding answers to investigate how students and teachers' answer could be consistent or not. As a result, all of the 10 opened-ended questions of the semi-structure interview were reliable.

3.7 Data Analysis

The researcher analyzed both the quantitative and qualitative data through the following methods. First, for the analysis of quantitative data from two questionnaire survey of student and teacher participants, a computer program called Statistical Package for Social Sciences (SPSS) was used. The data obtained from the 26 questionnaire statements of students and teachers' perception of CLT were analyzed by using descriptive statistics presented in a table.

Second, the researcher collected the data by asking 10 opened-ended questions related to English learning and teaching through communicative language teaching approach. For semi-structure interview, content analysis was used to analyze the data which was gathered from personal interviews. The advantage of content analysis is to help the researcher in data collecting to be reduced and simplified. In addition, content analysis gives the ability to researchers to structure the qualitative data collected in a way that satisfies the accomplishment of research objectives.

In this chapter, the researcher described research methodology. These consisted of the theoretical framework, population and sampling, research tools, pilot study, content validity, reliability, and data analysis of the study. Based on research methodology, the researcher also accounted the process of analyzing the quantitative and qualitative data. In the next chapter, the researcher will report on the preliminary analyses of the quantitative and qualitative data.

CHAPTER 4

FINDINGS

This chapter presents the quantitative findings of the questionnaire survey with 295 students in grade 9 and 20 teachers in 10 schools of Loei Primary Educational Service Area Office 2. In addition, the researcher shows the qualitative findings of 10 students and 5 teachers on the semi-structure interview method based on students and teachers' perceptions on learning and teaching through the communicative language teaching approach.

4.1 Quantitative Findings

The researcher used questionnaire surveys to collect quantitative data. Then the researcher administered questionnaire surveys to elicit quantitative data from 295 students in different schools. The questionnaire consisted of 26 statements related to students and teachers' perceptions on learning and teaching English through the communicative language teaching approach. The quantitative findings in response to research questions 1 and 2 will be presented in sections 4.1.1 and 4.1.2.

4.1.1 Students' perceptions of learning and teaching English through the CLT Approach

In this part, there were three main domains in response to research question 1 concerning students' perceptions on learning and teaching English through the communicative language teaching approach. The questionnaire surveys consisted of 1) students' demographic information, 2) students' perceptions on their proficiency of English ratings, and 3) students' perceptions on the communicative language teaching approach.

4.1.1.1 Students' Demographic Information

The student participants were 295 students consisting of 83 males and 212 females, aged 14 to 15. They were studying in grade 9 in a regular school program of public schools of Loei Primary Educational Service Area Office 2.

Table 4.1 Students' Demographic of the Study

Gender	Number of Students	Experiences of English Learning	
		0 - 5 years	6 - 10 years
Male	83	0	83
Female	212	0	212

Table 4.1 shows number of students in this study. Almost all the student participants were 212 females whereas only 83 students were males. In addition, all of the student participants have English learning experiences between 6 to 10 years. It might say they have learned English in their schools continually.

4.1.1.2 Students' Ratings on their Proficiency of English

The questionnaire surveyed student's perceptions on their communicative competence of English. They were asked to rate their English proficiency and communicative competence of English. The information obtained will be useful for further exploring students' perception on communicative language teaching approach. The rating students' on their English proficiency could help the researcher understand background knowledge of all students. The background knowledge could show students' view on English learning through the communicative language teaching that they had learned in the classroom.

Table 4.2 showed the students' views on their proficiency of English. For rating proficiency of English, the researcher divided English proficiency into five skills. There were listening, speaking, reading, writing, and communication skill.

Table 4.2 Students' Ratings on their Proficiency of English

(n =295)

Skills	Proficiency Levels									
	Very Good		Good		Fair		Poor		Very Poor	
	n	%	N	%	N	%	n	%	n	%
Listening	0	0.00	73	24.74	222	75.26	0	0.00	0	0.00
Speaking	0	0.00	0	0.00	235	79.66	60	20.34	0	0.00
Reading	0	0.00	0	0.00	265	89.93	30	10.17	0	0.00
Writing	0	0.00	30	10.17	265	89.83	0	0.00	0	0.00
Communication	30	10.17	0	0.00	205	69.46	60	20.37	0	0.00

Table 4.2 shows students' views on their English proficiency in five skills: listening, speaking, reading, writing, and communication skills. After collecting the data, the researcher found that the study reported three different levels of English ability for communication which consisted of good, fair and poor levels. Almost all the students considered their proficiency level of English skills as "Fair" especially in reading and writing skill. Interestingly, some student participants (20.34%) considered their speaking skills as 'poor.' However, compared with all of five English skills, students evaluated their proficiency level of listening skill as "good." It might say that student participants perceived listening skill better than other skills.

4.1.1.3 Students' Perceptions towards the CLT approach

The researcher used the SPSS program to analyze all 26 statements to investigate students' perceptions on learning English through the communicative language teaching approach. The 5-point Likert scale were 5 = Strongly Agree; 4 = Agree; 3 = Moderately Agree; 2 = Disagree; and 1 = Strongly Disagree. Table 4.3 illustrates the mean, standard deviation and the total number of the student participants who responded to each statement on the questionnaire.

For student's questionnaire survey, there were 26 statements. All of them were grouped into five categories based on the CLT approach (see section 2.2 in Chapter 2). There were 1) students' perception towards English learning through the communicative language teaching approach, 2) communicative English learning activities, 3) teachers' role of English teaching for communication, 4) role of students

for English learning for communication, and 5) students' perception of learning English for communication.

1) Students' perception towards English learning through the CLT Approach

In this part, there were statements (1, 2, 3, 4, 5, and 6) relating to students' perceptions towards English learning through the communicative language teaching approach.

Table 4.3 Students' perception towards English learning through the CLT Approach

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
1	Speaking and listening are the most important skills for communication.	281 (95.25)	12 (4.07)	2 (0.68)	0 (0.00)	0 (0.00)
2	You need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication.	278 (94.24)	13 (4.41)	1 (0.33)	3 (1.02)	0 (0.00)
3	Reading and writing can develop your communication skills.	163 (55.25)	128 (43.39)	4 (1.36)	0 (0.00)	0 (0.00)
4	Focusing on speaking ability is the goal of developing communication skills.	161 (54.58)	131 (44.40)	3 (1.02)	0 (0.00)	0 (0.00)
5	Communication skills are important skills that you have to succeed in the authentic situations.	277 (93.90)	13 (4.41)	4 (1.36)	1 (0.33)	0 (0.00)

Table 4.3 (Continued)

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
6	You are interested in learning English for communication.	2 (0.68)	215 (72.88)	76 (25.76)	2 (0.68)	0 (0.00)

Table 4.3 shows the students' understanding of English learning through the communicative language teaching approach. In response to the first statement, almost all the student participants (95.25%) had strong agreement to the statement item 1 "Speaking and listening are the most important skills for communication." They considered that speaking and listening skills are important for learning English for communication. However, regarding the response to item 2, almost all the students (94.24%) strongly agreed that to understand meaning of vocabulary, sentence structures and grammatical knowledge could make communication successful. Interestingly, the researcher found that only two students (0.68%) were not interesting in English learning for communication.

2) Communicative English Learning Activities

In this part, there were six statements (6, 7, 8, 9, 10, and 11) related to students' perception towards communicative English learning activities.

Table 4.4 Communicative English Learning Activities

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
7	Teachers create various activities for you to develop communication skills.	4 (1.36)	288 (97.63)	2 (0.68)	1 (0.33)	0 (0.00)

Table 4.4 (Continued)

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
8	You participate in English teaching and learning activities for communication.	275 (93.22)	16 (5.42)	4 (1.36)	0 (0.00)	0 (0.00)
9	A variety of English teaching for communication supports you to correctly use English for communication.	166 (56.27)	124 (42.03)	3 (1.02)	2 (0.68)	0 (0.00)
10	You use English when participating in role-play and debate activities.	0 (0.00)	71 (24.08)	223 (75.59)	1 (0.33)	0 (0.00)
11	You can develop your communication skills from a variety of learning and teaching activities.	166 (56.27)	125 (42.38)	3 (1.02)	1 (0.33)	0 (0.00)
12	You gain a lot of benefits from communication activities.	59 (20.00)	230 (77.97)	5 (1.07)	1 (0.33)	0 (0.00)

Table 4.4 shows students' level of agreement on English language teaching activities which help support communication skills. Almost all the students (93.22%) strongly agreed with "students participate in English learning and teaching activities for communication." Likewise, 230 student participants (77.97%) said that they gain a lot of benefits from communication activities (item 11). Interestingly, 223 students (78.98%) considered their level of agreement as 'moderately agree' for item 9, "You use English when participating in role-play and debate activities." However, one student (0.33%) disagree with this item. It might say

that students might not use only English to participate in role-play and debate activities.

3) Teachers' Roles in Teaching English for Communication

For the teachers' roles of CLT learning process, there were four statements (12, 13, 14, and 15) related to students' perception towards communicative language teaching approach.

Table 4.5 Teachers' Role in Teaching English for Communication

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
13	Teachers provide activities to build you confidence to use English for communication.	61 (20.67)	228 (77.29)	4 (1.36)	2 (0.68)	0 (0.0)
14	Teachers encourage you to use English in the classroom.	218 (73.90)	74 (25.09)	2 (0.68)	1 (0.33)	0 (0.00)
15	Teachers give you English practices for developing communication skills.	165 (55.93)	124 (42.03)	4 (1.36)	2 (0.68)	0 (0.00)
16	Teachers suggest and support you when you are in communication troubles.	63 (21.36)	224 (75.93)	7 (2.38)	1 (0.33)	0 (0.00)

Table 4.5 shows the roles in teaching English for communication through the communicative language teaching approach. In response to this statement, almost all the students (73.90%) had strong agreement to the statement item 13, "Teachers encourage you to use English in the classroom." In addition, opportunities for practicing English for communication in item 14, "Teachers give you English practices for developing communication skills" is important element of teachers'

roles. Furthermore, a large number of student participants (75.93%) agreed that suggestions and supports when teachers teach English for communication are helpful for students to develop communication skills.

4) Roles of Students in Learning English for Communication

For the students' role in the CLT learning process, there were five statement items (16, 17, 18, 19, and 20). All of five statements were concerned about the roles of students when they were in English class for communication.

Table 4.6 Roles of Students in Learning English for Communication

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
17	You can communicate to your teachers.	2 (0.68)	72 (24.40)	221 (74.92)	0 (0.00)	0 (0.00)
18	You can use English for asking for help.	2 (0.68)	71 (24.06)	220 (74.58)	2 (0.68)	0 (0.00)
19	You can interact with the teacher in English.	0 (0.00)	234 (79.32)	60 (20.35)	1 (0.33)	0 (0.00)
20	You can communicate with your friends.	0 (0.00)	69 (23.39)	226 (76.61)	0 (0.00)	0 (0.00)
21	You can use English to give your friends advices.	0 (0.00)	73 (24.74)	220 (74.58)	2 (0.68)	0 (0.00)

Table 4.6 shows students' perceptions towards their roles in English learning for communication through communicative language teaching approach. In response to this issue, almost all the students (64.20%) considered their perception on for students' role in CLT from item 16 to item 20 as "undecided." In item 19, "You can communicate with your friends," for example, 226 student participants (79.61%) felt undecided when asked about their role of using English to communicate with friends. Interestingly, there were only two student participants (0.68%) who could use English to communicate with their teacher and to ask them for helping.

5) Students' Perceptions toward Learning English for Communication

In this section, there are 5 statement items (22, 23, 24, 25, and 26) in relation to the students' confidence in using English for communication.

Table 4.7 Students' Perception towards Learning English for Communication

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
22	English for communication makes you enjoyable in the classroom.	74 (26.79)	218 (72.20)	1 (0.33)	2 (0.68)	0 (0.00)
23	English for communication makes you confident.	190 (64.41)	99 (33.55)	4 (1.36)	2 (0.68)	0 (0.00)
24	English for communication makes you creative.	200 (67.80)	94 (31.87)	1 (0.33)	0 (0.00)	0 (0.00)
25	English for communication is the most difficult subject for you.	186 (63.05)	11 (3.39)	97 (32.88)	1 (0.68)	0 (0.00)
26	You are anxious of learning English for communication.	188 (63.73)	28 (9.49)	76 (25.76)	3 (1.02)	0 (0.00)

Table 4.7 shows students' views towards learning English for communication. In response to statement item 25, 186 students (63.05%) said that English for communication is the most difficult subject. As the same level of agreement, 188 students (63.73%) stated that they are anxious of learning English for communication. However, almost all of the students (73.90%) showed that they enjoy learning English for communication because English for communication make students confidence and creative.

In this regard, there were four significant points of students' perceptions towards communicative language teaching approach from the questionnaire survey. First, almost all of the students (95.25%) stated that the speaking and listening skill played important role of learning English for communication. They also understood that communicative language teaching is only English learning activity to develop speaking and listening skill. Second, the 289 students (97.97%) emphasized that they gain a lot of benefits of learning English through CLT activities including role-play and debate. The CLT activities could help them to develop communication skill. Third, students and teachers' roles of learning and teaching English for communication. Almost all of the student participants (75.93%) said that suggestions and supports could help students to develop communication skills when they had problems of learning English in the classroom. However, although students understood the teachers' roles of teaching English through the CLT approach, they did not understand their roles when they were in communication class. For example, 226 student participants (79.61%) felt undecided when asked about their role of using English to communicate with friends. Last, 186 students (63.05%) agreed that English for communication is the most difficult subject for them. However, they enjoyed learning English for communication because they could gain more confidence and creativity.

4.2 Quantitative Findings in Response to Research Question 2

4.2.1 Teachers' Responses to the Questionnaire

In this part, there were three main parts in response to research question 2 concerning teachers' perceptions on teaching English through the communicative language teaching approach. There were teachers' demographic information, teachers' background knowledge of communicative language teaching approach, and teachers' perceptions on the communicative language teaching approach.

4.2.1.1 Teachers' Demographic Information

20 teachers consisting of 5 males and 15 females with teaching experience of 5 to 15 years completed the questionnaire survey. In addition, they were teaching in grade 7 to 9 in different regular schools. Interestingly, they passed the

CLT training course organized by English Department of Loei Primary Educational Service Area Office 2.

Table 4.8 Demographic Data of Teacher Participants

(N = 20)

Gender	Education			Experience			Teaching		CLT Training Course	
	Bachelor	Master	Others	0-5	6-10	10 up	Primary	Secondary	Pass	Not Pass
							Grade 1-6	Grade 1-3		
Male (N=5)	4	1	-	-	2	3	-	5	5	-
Female (N=15)	12	3	-	1	10	4	-	15	15	-

The teacher participants of this survey consisted of 5 male and 15 female, aged 27 to 40. In addition, almost all of the teachers (80.00%) held bachelor degrees in English Education. Furthermore, they have 6-10 years of English teaching experiences for 9-grade students in Thai elementary schools of Loei Primary Educational Service Area Office 2. Moreover, all 20 teachers had passed the CLT training course organized by The English Department of Loei Primary Educational Service Area Office 2.

4.2.1.2 Teachers' Background Knowledge of CLT Approach

The Loei Primary Educational Service Area Office 2 had a project of developing Thai English teachers to gain more background knowledge of teaching English through the communicative language teaching approach. They also took a CLT training course for teachers to use these approach in their classroom and to develop their students' ability for using English for communication. Based on demographic information of the teachers in this study (Table 4.8), the data showed that all of the 20 teachers in this study passed the CLT training course. That is to say, all the teachers in this study have background knowledge about CLT.

4.2.1.3 Teachers' Perceptions on Teaching English through the CLT

Approach

Based on 26 statements of the questionnaires, the researcher used SPSS program to analyze all 26 statements to investigate teachers' perceptions on teaching English through the communicative language teaching approach. The 5-point Likert scale were 5 = Strongly Agree; 4 = Agree; 3 = Moderately Agree; 2 = Disagree; and 1 = Strongly Disagree. Table 4.10 illustrates the mean, standard deviation and the total number of the participants who responded to each statement on the questionnaire.

Based on teacher's questionnaire survey, 26 statements were grouped into 5 categories according to the CLT approach (see section 2.2 in Chapter 2). There were teachers' perception towards English learning through the communicative language teaching approach, communicative English learning activities, role of teachers for English teaching for communication, role of students for English learning for communication, and teachers' perceptions toward teaching English for communication. The teachers' responses presented in each category below.

1) Teachers' Perception towards English Learning through the CLT Approach

In this part, there were statements (1, 2, 3, and 4) relating to students' perceptions towards English learning through the communicative language teaching approach.

Table 4.9 Teachers' Perceptions towards Teaching English through the CLT Approach

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
1	Speaking and listening are the most important skills for communication.	1 (5.00)	18 (90.00)	1 (5.00)	0 (0.00)	0 (0.00)

Table 4.9 (Continued)

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
2	You need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication.	3 (15.00)	16 (80.00)	1 (5.00)	0 (0.00)	0 (0.00)
3	Reading and writing can develop your communication skills.	7 (35.00)	13 (65.00)	0 (0.00)	0 (0.00)	0 (0.00)
4	Focusing on speaking ability is the goal of developing communication skills.	9 (45.00)	10 (50.00)	1 (5.00)	0 (0.00)	0 (0.00)

Table 4.9 shows the teachers' perceptions towards communicative language teaching approach. In response to statement items 1, 18 teachers (90.00%) agreed that speaking and listening are the most important skills for communication. In addition, they mentioned that teachers need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication. Interestingly, 9 teachers (45.00%) considered that focusing on speaking ability is the goal of developing communication skills. However, there was one teacher rated for this statement as "moderately agree."

2) Communicative English Teaching Activities

In this part, there were six statements (5, 6, and 7) related to students' perception towards communicative English learning activities.

Table 4.10 Communicative English Teaching Activities

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
5	There are a variety of communication activities in the classroom.	10 (50.00)	10 (50.00)	0 (0.00)	0 (0.00)	0 (0.00)
6	English teaching activities could encourage students to develop communication skills effectively.	10 (50.00)	10 (50.00)	0 (0.00)	0 (0.00)	0 (0.00)
7	Role plays and debates are the best activities for teaching English for communication.	0 (0.00)	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)

Table 4.10 shows the teacher participants' agreement in activities for teaching languages through the CLT approach. Based on statement item 8, all of the teachers showed that there are a variety of communication activities. For example, there were role play, and debate using in the classroom. Interestingly, all of the teachers (100%) agreed with item 10 that role plays and debates are the best activities for teaching English for communication. Also, all the teachers considered that a variety of English teaching activities could encourage students to develop communication skills effectively.

3) Teachers' Roles in Teaching English for Communication

For the teachers' roles of CLT learning process, there were four statements (8, 9, 10, 11, 12, 13, and 14) related to students' perception towards communicative language teaching approach.

Table 4.11 Teachers' Roles in Teaching English for Communication

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
8	You always support students to develop communication skills.	10 (50.00)	10 (50.00)	0 (0.00)	0 (0.00)	0 (0.00)
9	As a teacher, you often give your students a chance to participate in communication activities.	10 (50.00)	10 (50.00)	0 (0.00)	0 (0.00)	0 (0.00)
10	You are a key person to make students confident to use English for communication.	0 (0.00)	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)
11	You play important roles in encouraging students to use English for communication in the classroom.	0 (0.00)	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)
12	You always provide communication opportunities to practice English for communication for students.	0 (0.00)	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)

Table 4.11 (Continued)

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
13	Advising and helping students when having communication problems are important role of teachers to develop their students' communication skills.	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
14	Teachers are a key person for students to improve their communication skills.	7 (35.00)	7 (35.00)	6 (30.00)	0 (0.00)	0 (0.00)

Table 4.11 shows teachers' roles in teaching English for communication. In response to the statements in this category, all the teachers (100.00%) strongly agreed that "advising and helping students when having communication problems" are important roles for teachers to teach English for communication. Interestingly, there are a variety of agreement for item 23, from strongly agree to moderately agree. Item 14, for instance, 7 teachers (35.00%) had strongly agreed with that they are key person to help students develop communication skill. Likewise, 7 teachers (35.00%) rated their perception on this statement as "agree." However, the researcher found that 6 teachers (30.00%) were undecided of being a key person to help student improve communication skill.

4) Students' Roles in Learning English for Communication

For the students' role in the CLT learning process, there were five statement items (15, 16, 17, 18, 19, and 20). All of five statements concerned with students' perceptions towards CLT approach especially students' role in learning English for communication.

Table 4.12 Students' Roles in Learning English for Communication

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
15	Students' preparation of learning is a barrier of teaching English for communication.	0 (0.00)	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)
16	Student's preparation supports their development of English skills.	13 (65.00)	7 (35.00)	0 (0.00)	0 (0.00)	0 (0.00)
17	Background knowledge of English is an important part of development of communication skills.	16 (80.00)	4 (20.00)	0 (0.00)	0 (0.00)	0 (0.00)
18	Students are eager to learn English to communicate.	15 (75.00)	5 (25.00)	0 (0.00)	0 (0.00)	0 (0.00)
19	Students require attentiveness and patience for practicing English.	9 (45.00)	11 (55.00)	0 (0.00)	0 (0.00)	0 (0.00)
20	Students should use English to communicate regularly.	16 (80.00)	4 (20.00)	0 (0.00)	0 (0.00)	0 (0.00)

Table 4.12 shows teacher participants' agreement concerning students' roles for English learning for communication. Almost all of the teachers (80.00%) agreed that students' background knowledge of English learning (item 17) plays an important role as it could help them develop their communication skill. In addition, the researcher found that almost all the teachers (65.00%) stated that Student's preparation could help students develop their English skills. interestingly, all 20 teachers (100.00%) mentioned that a barrier of teaching English for

communication is students' preparation of learning. It might say that students' preparation of learning plays an important role of learning English for communication.

5) Teachers' Perceptions toward Teaching English for Communication

In this section, there are 5 statement items (21, 22, 23, 24, 25, and 26) in relation to the teachers' perceptions of teaching English for communication.

Table 4.13 Teachers' Perceptions toward Teaching English for Communication

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
21	Communication skills are important skills that you have to succeed in the authentic situations.	0 (0.00)	8 (40.00)	12 (60.00)	0 (0.00)	0 (0.00)
22	Teaching English for communication is important for education in current society.	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
23	Teaching English for communication is the best way to teach students to develop communication skills.	0 (0.00)	7 (35.00)	13 (65.00)	0 (0.00)	0 (0.00)
24	Teaching English for Communication requires professional teachers with knowledge and expertise for developing students effectively.	7 (35.00)	12 (60.00)	1 (5.00)	0 (0.00)	0 (0.00)

Table 4.13 (Continued)

Item	Statement	Level of Agreement				
		Strongly Agree	Agree	Moderately Agree	Disagree	Strongly Disagree
25	Teachers should understand education principles and theories of language for communication.	20 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
26	Teaching English to communicate does not to focus on grammatical knowledge.	7 (35.00)	11 (55.00)	2 (10.00)	0 (0.00)	0 (0.00)

Table 4.13 shows teacher participants' agreement concerning their attitudes toward teaching English for communication. In response to item 21, all the teachers (100.00%) strongly agreed that teaching English for communication is important for education in current society. However, 13 teachers (65.00%) disagree with item 22 'CLT approach is not the best way to develop students' communication ability.' In addition, there were various level of agreements in item 24 including strongly agree, agree, and undecided. Although almost all of the teachers (80.00%) agreed that professional teachers who had more knowledge and expertise for Communication is required for students of teaching English effectively.

In this regard, there were four significant points of teachers' perceptions towards communicative language teaching approach from the questionnaire survey. First, the researcher found 18 teachers (90.00%) agreed that speaking and listening are the most important skills for communication. In addition, they stated that teachers need to understand meaning of vocabulary, sentence structures and grammatical knowledge to success in communication. Second, all of the teachers (100%) agreed with item 10 that role plays and debates are the best activities for teaching English for communication. All the teachers also considered that role-play and debate could encourage students to develop communication skills effectively. Third, "understanding education principles and theories of language for

communication” and “advising and helping students when having communication problems” are important roles for teachers to teach English for communication. Likewise, students’ background knowledge of English learning (item 17) plays an important role as it could help them develop their communication skill. Last, the researcher found that all of the teachers (100.00%) strongly agreed that teaching English for communication is important for education in current society. However, 13 teachers (65.00%) said that CLT approach is not the best way to develop students’ communication ability.

4.3 Qualitative Findings in Response to Research Question 1

To further explore what students’ perceptions towards learning English through the CLT approach, interview questions were constructed based on 26 statements of the questionnaire concerning with the communicative language teaching approach including definition and principles of CLT, communicative competence, types of classroom, roles of teachers and learners in the language classroom, and students and teachers’ perceptions towards learning English through the CLT approach (see in Chapter 2).

In this section, the researcher presents 10 students’ perceptions towards the communicative language teaching approach. All 10 students were 4 males and 6 females studying English in grade 9 from 5 different schools of Loei Primary Educational Service Area Office 2. The researcher developed 10 main interview questions from the students and teachers’ responses to all twenty-six questionnaire items and three research questions (see the interview construct in appendix). For the semi-structure interview findings, the researcher analyzed the students’ perceptions towards communicative language teaching approach into two groups including 1) students’ knowledge related to CLT, and 2) students’ perception toward CLT. The data is presented below.

4.3.1 Students' Knowledge of the CLT Approach

Students' background knowledge of the CLT approach was further explored from the questionnaire data. The researcher developed the interview questions related to their experiences of learning CLT in the classroom. All the questions were grouped into two parts. There were students' knowledge of CLT, and students' roles of learning English through the CLT approach.

From the interview, all the students considered that the CLT approach was an English teaching technique to develop only speaking and listening skills. The students perceived that speaking and listening skills were the most important for students to be successful in communication.

As one student explained,

In my opinion, CLT is all about speaking and listening practices and activities in my English classroom. It is a teaching technique for helping student to be good communicators. (S1)

In addition, another student asserted,

I think CLT is a communication activity. I like speaking and listening activities because they help develop my English skills. CLT is the best of teaching approach for everyone to develop English for communication. (S2)

In addition, some other students said that CLT was used to teach English for communication. When they had communication lesson, they learned how to speak English accurately and fluently. The process of CLT learning started with listening and then speaking. First, they had listening lessons such as listening to short conversations through storytelling and watching several video clips. After that they had speaking tasks. Moreover, they mentioned that they did not learn about structures and rules. Grammar was not taught in communication lessons.

One student elaborated,

We do not learn grammar when we have communication lesson. Teachers focus on how we can listen clearly and speak fluently. We do not need to learn more grammar rules. The goal of communication is to make people understand what we say. (S5)

In addition, another explained,

When we communicate, we just say words or phrases. We do not need to speak full sentences. I watch some conversation on video clips and notice that people do not follow all grammar rules but they understand each other. (S7)

However, some students said that they did not know how to communicate effectively. They had no idea about CLT. They thought CLT was listening and speaking activities. They did not want to participate in communication classroom because they lacked confidence. As a result, they broke down their English communication.

In summary, most of the students understood that CLT is a teaching technique to develop communication skills. They stated that the CLT approach focused on only speaking and listening skills practice in English classrooms. This is in accordance with the students' response to the statement items 1 and 4 in the questionnaire concerning listening and speaking skills: "Speaking and listening are the most important skills for communication" and "Focusing on speaking ability is the goal of developing communication skills."

4.3.2 Students' Perceptions of the CLT Approach

Most of the students (10 out of 15) of interview showed that they had positive comments on learning English through the communicative language teaching approach. The students agreed that the aim of CLT is to help them developing their communication skills through listening and speaking practices. In line with finding of questionnaires section, the students' response to the interview question reflected the

advantages of CLT learning process. In this section, opened - ended questions were used to investigate student participant about their perceptions on CLT.

The first reason why students had positive comments on CLT was that there were various kinds of CLT activities in English language classrooms. Students said that CLT activities make them have fun. It was more fun because they could get more practice through English communication. They could also know more vocabulary, phrases, and sentence structures.

As one student explained,

I enjoy learning English because there are several learning activities in class. The activity I like most is a communication activity. I like it because I can apply communication skills to my real life. For example, when having a conversation in a shop, I can use English for buying things. (S4)

In addition, another explained,

I like to learn English for communication very much because I have a lot of fun. Each activity gives me knowledge. I can remember a lot of vocabulary and I can speak English better now. (S2)

Another student supported,

CLT activities are useful for us. I like to speak English to everyone. For the first time, I think I have to say full sentences for better communication.... After I had learned English for communication, I knew that the purpose of communication is to make a hearer understand what a speaker wants to share.. So, it is very easy for me. I can just say only one word in a sentence, such as "Lunch?" with my friend for asking a question. Then they can understand the meaning. It is easy to communicate. (S9)

Furthermore, all of the students agreed that English teachers are important as they give students chances to improve their communication skills. Teachers' characteristic was an important factor that could help students develop communication skills.

As one of them remarked,

I like to learn English for communication because I like my English teacher. She is very kind. Whenever I have got communication problems, she always helps me by describing how to communicate effectively. (S3)

Similarly, one student described,

A teacher makes me understand how to use English for communication. I really like to learn English for communication. I always ask my teacher when I have a problem and she helps me a lot to develop my communication skills. I like my English teacher very much. (S1)

Another student supported,

English is an important language in the world. People who can speak English are smart person. My teacher always tells us to develop English skills for communication. It will help us for getting good jobs in the future. I also like to learn English for communication. (S8)

In summary, almost all of the students said in the interview that the communicative language teaching approach could help them develop good English for communication. In CLT classroom, students had chances to develop four skills of English including speaking, listening, reading, and writing. There were a lot of activities, such as singing, role playing, and English rally games. They also enjoyed learning English by participating in various kinds of CLT activities.

4.4 Findings in Response to Research Question 2

To expand the teachers' responses to the questionnaire, the researcher used semi-structured interview to develop the understanding of the topic of teachers' perceptions towards the communicative language teaching approach. To answer the research question 2, the researcher developed 10 main interview questions from the teachers' response to 26 statements in the questionnaire and research question 2 of the study. All the interview questions could help the researcher elicit in-depth information on teachers' perceptions towards English teaching through the communicative language teaching approach.

There were two male teachers and eight female teachers participating in the semi-structure interview. The teachers elaborated more on three main issues: their CLT teaching practices, their background knowledge about CLT, and their perceptions towards the CLT approach.

4.4.1 Thai Teachers' Teaching Practices

Although the Thai teachers in this study considered grammar as a central focus in teaching English, they still used CLT activities such as using meaningful and communicative tasks for real communication, cooperative learning and collaborative learning between teachers and students. Likewise, the teachers were concerned about the set of teaching structures of English when teaching their students. During the interview, the teachers revealed that they used teaching approaches in relation to the communicative language teaching approach.

From the interview, 3 out of 5 teachers admitted that they employed traditional teaching practices, noting that English grammar was mainly focused on the best advantages of the national examination. It could help them to get more scores on the national examination.

As one teacher described,

The main goal of the CLT approach is inconsistent with the focus on the National Examination in Thailand. It is unavoidable for me to primarily concentrate on teaching English grammar, and then having students memorize the English structures in order to prepare them for the test and to help them achieve the structure of the language. (T1)

One teacher also stated that although she was fully aware of the need for improving Thai students' communicative skills by using communicative activities, there were few teachers who were able to lead these communicative instructions. In addition, another teacher noted that communicative activities did not work for grade 9 students because these students wanted to learn English based on a more direct and formal way of studying with grammar explanations. The teacher commented,

I'm teaching grade 9 students who have to prepare for the National Examination. The structure of the English language must be the focus for the classroom instruction. Teachers who are teaching for students in other grades might be able to use communicative activities to enhance the students' authentic language skills, but those who are teaching the grade 9 have to use the grammar-translation method in their English classes as grammatical structure are the main components for the National Examination. (T3)

Moreover, the concern about using traditional practices to prepare for grammar-based exams was also reported, by another teacher. She elaborated,

Since I'm teaching grade 9, the students at this grade have little knowledge of English vocabulary. Thus, the practice in my classroom is mainly about teaching vocabulary, which is used most frequently for this level, and I need have them drill and memorize a list of important vocabulary in each lesson. Through these practices, the students would be able to understand reading passages more easily by knowing many important words in the passages. (T5)

During the interview, it was apparent that the Thai teachers tended to use grammar instruction with teaching vocabulary. Although many teachers recognized the importance of using communicative activities, the lessons in their classrooms are concerned about the traditional focus of Thai education system as well as the students' need to prepare for the grammar-based examinations.

However, there were two teachers who preferred using CLT activities in their classrooms. There were various CLT activities such as role-playing and debate which could help students develop English for communication. In addition, the teachers did not use only the CLT approach but they also applied the cooperative and collaborative learning activities and task-based instruction in order to encourage the students to have more interactions. Furthermore, they use the language in real situations. One of the teachers stated that communicative activities played an effective role for students to cultivate their authentic use of the language at this level. As one teacher commented,

The main goal of the instruction in my class is to make students use English for real purposes. There are numerous authentic materials helping teachers put more emphasis on using the CLT approach in their classroom. In order to get the students involved in real conversations with native English speakers, I teach the language with a task-based instruction which encourages my students to complete language-based tasks by using English with their peers. It seems effective for the students to improve the actual use of the language by encouraging them to practice using English in real communication. (T2)

Only two teachers used communicative activities in their classroom. It was evident that the teachers used CLT activities in their classrooms to enhance the students' communicative competence which was the goal of the CLT approach. However, the two teachers highlighted that there were still a variety of challenges of applying CLT to their teaching practice.

In summary, most of the Thai teachers did not apply much of the CLT approach in their English classes. They preferred using traditional teaching methods, like the grammar translation approach. In the next section, the researcher examined

the teachers' knowledge about the CLT approach in order to determine how much they knew the concepts behind the CLT approach.

4.4.2 Teacher Background Knowledge of the CLT Approach

From the interview, only 6 teachers considered that CLT were not related to teaching grammar while 4 teachers responded that communicative language instructions contained teaching grammar not explicitly, but through communicative activities.

As one teacher explained,

Students are able to learn and obtain a set of rules through communication activities. When students participate in the CLT activities, they are always encouraged to use the language for real purposes and they can acquire basic structures of the language through constructing sentences and using the language. (T1)

Another explained,

Students need to learn different structures of English and Thai through the CLT approach; however, teachers do not teach the structures of the language explicitly. Rather, they lead their student to deduce the fundamental structures by having them participate in communicative activities and use the language in real situations. (T4)

Similarly, another teacher described,

Students are able to learn grammar by using the language in communicative activities where students interact with their peers as well as their teachers through English. As well, students can learn a set of rules of English automatically. (T2)

However, two teachers who viewed that CLT involved grammar instructions did not mention the role of grammar and the ways of teaching grammar in the CLT classroom. It appeared that the two teachers did not know how to integrate teaching grammar in the communicative practices or in which practices they can use the CLT approach.

Interestingly, three teachers emphasized that through the CLT approach, students can practice their oral skill. Two other teachers agreed that the final goal of CLT was to help students cultivate their four skills of English; namely, reading, listening, speaking, and writing in order that they can communicate fluently and accurately in English.

As one of them remarked,

Even though the goal of CLT is mainly to improve learners' communication skills, it does not mean that other skills, such as reading, listening, and writing, are ignored in CLT classrooms. CLT in this context means teaching not only speaking but also these three other skills to achieve fluency and accuracy in English usage. (T3)

In addition, another explained,

Teachers might begin by focusing on speaking and listening abilities through the communicative language instruction; nevertheless, the final goal is to improve students' all four skills equally with the ultimate aim of achieving proficiency of English. (T5)

During the interview, four teachers considered that the CLT approach would involve four skills of English: reading, listening, speaking, and writing. However, some other teachers stated that the CLT approach was much more concerned about students' speaking ability. In addition, one teacher noted that CLT activities were more focused on improving students' communication ability than the three other skills. However, she revealed that the CLT approach could not be applied in her

classroom because she had to concentrate more on the national assessment test focusing on the grammatical structure of English.

It appears that although the current National curriculum in Thailand has the main goal of cultivating communicative competence in students. Grammar-based questions are the main focus in reading and writing parts. From the interview responses, the Thai teachers were concerned about applying the CLT approach. In the following section, the researcher examine teachers' perceptions towards communicative language teaching approach.

4.4.3 Teachers' Perception toward English Teaching through the CLT Approach

From the interview, all the teachers supported the CLT approach because it was considered helpful to develop the students' communicative competence. The teachers emphasized that the goal of the CLT approach was to develop the students' communicative competence.

As one teacher elaborated,

I notice that using the CLT teaching approach is very useful for my students. My students can speak English more. They have more confidence to speak English in real situations. (T7)

Another teacher asserted,

I saw the benefits of CLT as it can help my students develop their communication ability. For example, they can use more words, phrases, and produce many short sentences. They can ask and answer question concerning their personal information. (T4)

In addition, two teachers were in favor of the CLT approach because it focused on the development of the students' abilities to use the target language. The teachers believed that it is essential to expose the students to the target language in order to acquire the language. To accomplish this goal, group or pair work activities

are designed to promote communication in the classrooms. Communicative activities can create authentic situations where communication takes place.

As one teacher explained,

I always use CLT activities for my classroom. For example, I used a role play activity for teaching them how to buy things in a shop. My students have a good interaction. (T6)

In addition, another supported,

CLT is a very useful technique for teaching communication. In real life situation, people have to speak and listen to each other, so CLT is a good material for teaching students in classroom. I like to teach my students how to communicate appropriately. Communication becomes an essential factor for everyone in this decade. (T6)

Overall, the teachers had a positive comments on learning English in general. The responses to the semi-structure interview revealed that the teachers agreed that the aim of communicative language teaching is to help students to communicate in authentic situations. In addition, most of the teacher participants expressed support for CLT as it was the best teaching approach to help learners know how to use English for communication appropriately and effectively.

4.5 Findings in Response to Research Question 3

From the findings of questionnaire survey and semi-structure interview, it was found that both students and teachers have both similar and different understanding of the CLT.

4.5.1 The Similarity of Students and Teachers' Perception on English Learning and Teaching through the CLT Approach

According to the questionnaire survey and the semi-structure interview, there were three similar perceptions of students and teachers on English learning and teaching through the communicative language teaching approach. Those were CLT background knowledge, and positive comments on English learning and teaching through benefits of the communicative language teaching approach.

For CLT background knowledge, both students and teachers understood that CLT aimed to develop learning and teaching English for communication. For instance, students and teachers gave similar view that speaking and listening are the most important skills of using English in real situation. In addition, almost all the students from semi-structure interview section said that CLT aimed to develop speaking and listening skills for having better communication competence. Likewise, almost all the teachers mentioned that when teaching English, they focused on practicing speaking and listening skills as this could make students more competent in communication.

Both the students and teachers showed positive views of learning and teaching English through the CLT approach which helped develop students' communication skill. They mentioned that the CLT activities could help them develop how to communicate effectively including all four English skills. For example, from the item 22 of the questionnaire survey, the students enjoyed learning English for communication through the CLT approach. In addition, students' response to the item 10 and 11 revealed that the students recognized benefits of learning English through communication activities based on the CLT approach. Likewise, almost all of the teachers agreed that CLT is a useful for teaching English for communication. In response to 10 of the questionnaire, the teachers considered that role-plays and a debate activity gave students more chance to develop their communication ability. The students had chances to use English in varieties of speaking and listening tasks such as shopping at the department store. For debate activity, the teachers gave students a motion of debate activity. The students also thought how to give reasons for supporting or rejecting with a motion by using English to express their agreement in debate activity. Furthermore, item 21 showed that teaching English for

communication is important for education in current society. That is to say that both students and teachers agreed that CLT is a useful approach to develop communication skill.

4.5.2 The Difference of Students and Teachers' Perceptions on English Learning and Teaching through the CLT Approach

The students had similar views that goal of the CLT approach aimed to develop only speaking and listening skills for learning English for communication in Thai primary classrooms while the teachers responded that the ultimate goal of CLT was to cultivate four skills of English, namely, reading, listening, speaking, and writing in order that students can communicate not only fluently, but also accurately. For example, one student participants said that even though teachers considered CLT involved four skills such as reading, listening, speaking, and writing, he felt that the practices of applying CLT were much more related to speaking ability. One teacher noted that CLT approach aimed to improve students' communication skill especially speaking and listening skill but sometimes she could not complete all CLT process. The main reason was that the National assessment tests in Thailand focused on the reading, writing, and grammatical structure of the language. Almost all the examinations consisted of reading comprehension and grammatical errors. The students and teachers also offered to develop reading, writing and grammar skills rather than speaking and listening skills.

Second, the students and the teachers had different perceptions towards the role of CLT. Most of students understood that they are learners. They said they could not develop communication skill by themselves as they stated that teachers were important person who could facilitate them to gain more development of communication skill. In contrast, the teachers gave a view that students play important role of learning English for communication in the CLT classroom. They could do all activities by themselves along with teachers' advices. One teacher stated that the English language teachers are advisers and facilitators for students to use English for communication in the classroom. In addition, they stimulated their students to develop communication skill. It was helpful for teachers adopting a communicative approach

to produce and use authentic teaching materials that meet the needs of their groups of learners.

For this table, the researcher summarized all students and teachers' perceptions on communicative language teaching approach. There were similar and different perceptions of communicative language teaching approach in various topic including knowledge about CLT, communicative English teaching activity, students and teachers' role of CLT, and students and teachers' perceptions on CLT.

Table 4.14 Summary of Students and Teacher' Perceptions of the CLT from the Questionnaire and Interview Findings

Topic	Students' View	Teachers' View
CLT approach	CLT is teaching technique for developing communication skill of language learners. CLT emphasized speaking and listening skill.	CLT is an effective approaches to help students develop English skills for communication including speaking and listening.
Communicative English teaching activity	Role play debates	Role play debates
Role of students for English teaching for communication	Learner	Actor
Role of teachers for English teaching for communication	Instructor	Facilitator and Advisor
Perception on CLT	Positive	Positive

Table 4.14 shows students and teachers' perceptions of the CLT approach. The researcher synthesized the similar and different students and teachers' perceptions of English learning and teaching through the communicative language teaching approach based on both quantitative and qualitative findings. According to five categories of questionnaire survey and 10 opened-ended interview findings, the study reported that there are three categories that both students and teachers have different perceptions of the CLT approach: CLT, students' role when learning English through the CLT approach, and teachers' role of teaching English through the CLT approach. First, students understood that CLT is a teaching technique for

communication classroom. It emphasized only speaking and listening skills. From semi-structure interview findings, for instance, some students noted that they participate in speaking and listening, such as conversation, singing and role-play activity when they learn English in the communication classroom. On the other hand, many teachers said that CLT is a famous theoretical model in English language teaching and the most effective approach to English Language Teaching. That is to say that using the CLT approach can develop four skills of using CLT activities such as role-play and debate.

4.6 Summary of the Findings

The purpose of this study was to explore students and teachers' perception on the communicative language teaching approach especially English teaching for communication. The participants were 295 students and 20 teachers of Loei Primary Educational Service Area Office 2. To explain the phenomenon of this study, the researcher conducted 26 statements of quantitative questionnaire survey and qualitative semi-structure interview to find students and teachers' perceptions on learning and teaching English through the communicative language teaching approach. The findings in response to three research questions of this study can be summarized in the following parts.

In response to the research question 1, the researcher found that almost all of the students agreed that the communicative language teaching approach could develop communication skill especially speaking and listening skills. They also asserted that they had opportunities to participate in several CLT activities in their English class such as role play and debate that helped them develop English for communication skill more or less. In addition, they also enjoyed learning English for communication through the CLT activities. For example, the data elicited from item 21 of the questionnaire survey and semi-structure interview responds showed that almost all of the students (217 students) are interested in learning English through the CLT approach. This could reflect on the students' positive views towards the CLT approach.

However, based on item 25 and 26 of the questionnaire, some students stated that English communication is the most difficult subject for them. They said that they were anxious of speaking English in the English classes. In addition, during semi-structure interview, the students added that when giving students more chances to speak English, the teachers always thought carefully about grammar. They really wanted to make communication accuracy.

In response to the research question 2, most of the teachers misunderstood about the aims of the communicative language teaching approach. In response to item 4 of the questionnaire survey, almost all the teachers agreed that the aim of CLT is to develop speaking and listening skills. They also applied CLT activities were also applied to teaching and learning activities in class. The teachers gave a positive comment that towards learning English in general. The teachers' responses in the semi-structure interview revealed that teaching English for communication based on the CLT approach could help students develop communication skill.

Considering the research question 3, the researcher found that the students and the teachers had different perceptions of the CLT approach. The different perceptions of students and teacher consisted of background knowledge of CLT, students and teachers' role of English teaching through CLT approach. For example, the students gave a view that the CLT approach focused only on oral skills for learning English in Thai primary classrooms while the teachers emphasized that the final goal of the CLT approach was to cultivate four skills of English, namely, reading, listening, speaking, and writing in order that the students can communicate not only fluently, but also accurately. In addition, the students perceived that teachers are important persons who could help their students gain more development of communication skill. In contrast, the teachers gave a view that students play an important role of learning English for communication in the CLT classroom. They could do all activities by themselves along with teachers' advices.

In chapter five, the researcher will discuss students and teachers' perception on communicative language teaching approach. In addition, there are limitation of this study, and further study related to students and teachers' perceptions on the communicative language teaching approach.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND CONCLUSIONS

This chapter is composed of three major sections. The first section presents the discussion in response to the data from the questionnaire survey and the semi-structure interview. Implications and the conclusion of the study will then be provided.

5.1 Discussion of the Study

The discussion consists of three sections based on three research questions of the study. These were students' perceptions of learning English through the communicative language teaching approach, teachers' perceptions of teaching English through the communicative language teaching approach, and the differences in students and teachers' perceptions of English learning and teaching through the communicative language teaching approach.

5.1.1 Research Question 1: What are the students' perceptions of English learning through the communicative language teaching approach?

Based on the questionnaire survey and semi-structure interview findings, the research found that students did not understand the CLT approach. They mentioned that CLT is English learning activities aiming to develop students' speaking and listening skills in the classroom. In fact, CLT is one of the most effective approaches to English Language Teaching. According to Li (1998), he stated that CLT has extended in scope and has been used by different educators in different ways. It was supported by other research studies showing that the students understood that communicative activities are speaking and listening skill practices (Li, 1998; Kalanzadeh, 2011). In addition, Jin, Singh and Li's (2005) found that most students in an English-major college in China reported that CLT means learning only speaking

and listening that without grammatical competence. The students in their research put the stress on speaking and listening skills.

Similarly, students in Loei Primary Educational Service Area Office 2 said that they could develop their speaking and listening skills from the CLT approach. In the classroom, teachers gave students chances to speak with their friends and listen to music. The students then practiced speaking and listening using a variety of communication activities. For example, they participated in a role-play activity for a shopping lesson. That is to say those students lacked the background knowledge of the CLT approach. They, the students, should have known the purpose of CLT in order that the teachers could help them to develop communication skills better.

In addition, almost of all the students understood that CLT is English learning activities aimed to develop speaking and listening skill for students in the classroom. They stated that CLT is an activity that emphasizes interaction among students and teachers in order to develop students' communicative competence through communicative activities which involves group work, pair work, games and so on (Liao, 2000; Ying, 2010). In these activities, the English language was used to communicate with a focus on the listening and speaking skills. Communicating successfully refers to passing on a comprehensible message to the listeners. One of the main factors of the students regarding the CLT approach was that they always had activities such as role-plays or debates when they learned English for communication.

Furthermore, the findings of this study revealed that almost all of the students in schools of the Loei Primary Educational Service Area Office 2 had positive perceptions towards the CLT approach. From the questionnaire survey and interview findings, the student participants said that they enjoyed learning English following the CLT approach. They had more confidence in using English through the CLT activities in communication classes. They could also develop communication skills from learning English from the CLT approach. Similarly, Wanich (2014) investigated Thai EFL students about attitudes and motivation of learning to speak English in CLT classrooms. The findings showed that Thai EFL students had positive perceptions towards learning to speak English in the CLT classroom in Australia. Thai EFL students mentioned that CLT is a useful approach in developing communication skills. Likewise, Rahman (2015) stated that the students desire CLT and they are

interested in CLT activities. This is in accordance with Chung and Huang (2009) reporting in their study on 24 Taiwanese senior high school learners' attitudes toward the classroom learning experience focusing on CLT.

Based on students' findings from questionnaire and interview, although almost all the student participants had a positive comment of learning English through the CLT approach, they also had misunderstanding of the CLT. They understood that the CLT is a communication activity aimed to develop only speaking and listening. In fact, the CLT approach aims to develop communicative competence involved all four English skills. The teachers are important person to help students understand the CLT and help them develop communicative competence. Likewise, students should understand their roles of English learning through the CLT. In summary, when the students understand knowledge, goals, and roles of the CLT, they could develop communicative competence effectively and learn English with happiness.

5.1.2 What are the teachers' perceptions of teaching English through the communicative language teaching approach?

From the teachers' responses to the questionnaire survey and semi-structure interview, it emerged that they were interested in the communicative language teaching approach because CLT could develop communication skills for their students of speaking and listening skill. Agreeing with Richards and Rodgers (2001), they identified that CLT starts with a theory of language as communication, and aims to develop learners' communicative competence. It might say that the CLT approach could help students apply knowledge of learning English for communication in the real world rather than a traditional approach focusing on the ability to complete the national examination. For example, there were varieties of CLT activities. The teachers could apply CLT activities including role-plays and debates to encourage their students to use English for communication in the classroom. Sato and Kleinsasser (1999) showed that there were a variety of students and teachers' interactions to develop communication skills for students such as English language activities including playing games, doing role-plays and so on. They asserted that the CLT activities consisted of listening, speaking, reading, writing skills and also sentence structure in order to produce meaningful communication.

In schools of Loei Primary Educational Service Area Office 2, the teachers noticed that students enjoyed learning English for communication using the CLT approach rather than a traditional approach. In the classroom, for instance, students participated in all learning English activities. They wanted to volunteer to show what they knew or what they were capable of doing. They had more confidence to use English for communication. Differently, the traditional approach aimed to develop the reading and writing skills for students to succeed in the national examination. This sometimes led to students neglecting their learning of English in the classroom. That is to say that CLT approach played an important role in encouraging students to learn English for communication. It was also useful in developing students' communication skills in school of Loei Primary Educational Service Area Office 2.

There were advantages of using the CLT approach in the communication classroom. The advantages of using the CLT approach were also supported by several studies. Almost all the teachers prefer using CLT in their English classroom because CLT focuses on the development of the students' abilities to use the target language. In addition, the teachers support CLT because it is helpful to develop the students' communicative competence. The teachers revealed that their teaching goal is to develop the students' communicative competence.

According to Liao (2000), and Ying (2010), CLT views language as a vehicle for communication and communicative competence including grammatical, sociolinguistic, discourse and strategic competence. In addition, they asserted that CLT holds the view that language learning should not only emphasize the grammatical structure of the language, but also focus on language use in real-life situations. Similarly, Hiep (2007) said that teachers highlighted the potential usefulness of CLT, stressing that CLT primarily meant teaching students the language meaningfully for their future life and helping to improve the classroom atmosphere. Furthermore, in the classroom setting, CLT requires more than just attention to strategies for presenting the sentence structure and the functions of language; CLT requires more involvement of the learners in a dynamic and interactive process of communication (Savignon, 2003). Likewise, the teachers in Loei primary Educational Service Area Office 2 also showed that they used the CLT approach because of its advantages. For example, CLT approach could provide opportunities for students to

use English for communication in real situations. They could apply their knowledge to the real world such as using sentences for buying or selling.

However, some teachers' responses in this research show that they had misunderstandings of CLT approach. In Loei Primary Educational Service Area Office 2, the teachers mentioned that teaching English for communication aimed to develop speaking and listening skills. They also gave students chances to practice only speaking and listening activities. For example, they used a role-play activity to teach students about buying and selling in a shop. In fact, CLT approach could integrate developing all four basic skills, namely speaking, listening, reading, and writing.

Hedge (2000) states that "teachers need to build competence and confidence in fulfilling these various roles and in-service training is necessary within institutions to ensure that, in any moves towards implementing communicative approaches in the classroom, teachers are properly supported." It is interesting to report that even though teachers considered CLT as involving four skills such as reading, listening, speaking, and writing, some of the teachers still felt that the practices in applying CLT were much more concerned with only the speaking ability. This is in line with Mai Ngoc and Iwashita (2012) who presented four misunderstandings about CLT among ELT practitioners. These were 1) CLT pays attention to grammar, 2) CLT means teaching speaking rather than writing, 3) CLT considers pair work and group work through activities like role plays, and 4) CLT asks too much from teachers in terms of skills, time, and energy. In addition, Ozsevik (2010) found that Turkish EFL teachers noted many difficulties in implementing CLT in their classrooms. These difficulties consisted of four distinctions, namely, the teacher, the students, the educational system, and CLT itself. One might suggest that the misunderstandings of the CLT approach could affect students' development in using English for communication effectively.

In this research, many teachers stated that it is difficult to use CLT approach in English classroom because almost all the students and teachers focused on only developing speaking and listening skills. In terms of communication, they stated that they always focused on speaking and listening skills to communicate in the real world. They also agreed that speaking and listening played an important role for

communication. In addition, teachers preferred using a grammar approach to evaluate students' achievement and to prepare them for obtaining a desirable score in the national examination rather than gaining more ability of English for communication. As a result, they used a traditionally grammar based program to prepare their students for the national test. This echoes Sato and Kleinsasser (1999) and Thompson's (1996) findings; they mentioned that if teachers do not have a thorough understanding of CLT, they can hardly develop practices appropriate to their context, and they easily return to traditional teaching.

In summary of this study, the teachers supported the CLT approach because it is helpful to develop the students' communicative competence. The teachers revealed that their teaching goal is to develop the students' communicative competence. In fact, their learning and teaching English for communication aimed to prepare students for the national examination. To be successful for teaching English through the CLT, the teachers should have more time to reveal what the CLT is, and how to teach English through the CLT effectively. As we known that students learned everything from teachers. The teachers should understand goals of the CLT to develop students' communicative competence. In addition, the English Department of Loei Primary Educational Service Area Office 2 should have the CLT teams to observe and help teachers to teach English. Furthermore, each schools should support school materials for teachers to produce effective innovation in their classroom. In summary, teachers have more understanding of the CLT and effective school innovation used in communication class to help students develop communication skills

5.1.3 What are the differences in students and teachers' perceptions of English learning and teaching through the communicative language teaching approach?

5.1.3.1 Differences in students and teachers' perceptions of English learning and teaching through the communicative language teaching approach

According to teacher's and students' roles in CLT classroom, both students and the teachers had different perceptions. The students understood that they were learners. They could not develop communication skills by themselves as they

stated that teachers are important people who can teach them to have more ability of using English for communication. In contrast, the teachers believed that students played a more important role in learning English for communication in the CLT classroom. Students could participate in all activities by themselves. English language teachers were only advisers and facilitators to help and guide students to use English for communication in the classroom. In addition, they stimulate and encourage their students to develop communication skills. It is helpful for teachers adopting a communicative approach to produce and use authentic teaching materials that meet the needs of their groups of learners.

According to Richards and Rodgers (1986), teachers are monitors of CLT teaching process for their students, as well as a facilitators to provide students with comfortable classroom atmosphere for English language learning. In the classroom context of this study, for instance, the teachers prepared and organized lesson plans and activities for the students to develop their communication skills. While they were participating in the CLT activities, the teachers would be like monitors and facilitators who helped guide their students communicate properly. As well, they gave students advice and encourage them to develop communication skills. In similar veins, Littlewood (1981) states that the roles of teacher in CLT consists of coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant. Hu (2002) also recommended that the roles of students in CLT classroom are supposed to be communicators, discoverers, and contributors of knowledge and information. That is to say that both students and teachers had different perceptions of the role of learning and teaching English based on the CLT approach.

To compare this findings and review of literature, the teachers thought that they were only facilitator. The teachers need to motivate their students, as well as provide them with a comfortable classroom atmosphere for language learning. Likewise, Littlewood (1981) stated that the roles of teacher in CLT consist of coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant. For students' role of the CLT, students seem to be passive learners. They need the teachers to organize the CLT activities to help them develop communication skills. In fact, students in the CLT approach were

active learners. According to Mangubhi et al. (2004), they asserted that students are provided in expression, interpretation, and negotiation of meaning while the teacher takes on more of a facilitator and participant role in the language classroom. Similarly, Deckert (2004) emphasized that “CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading, and writing.”

5.1.3.2 Similarities in students and teachers’ perceptions of English learning and teaching through the communicative language teaching approach

In this study, it was found that the overall perceptions of the teachers and students in schools of Loei Primary Educational Service Area Office 2 show positive comments on the communicative language teaching approach. They mentioned that learning and teaching English for communication based on the CLT approach could help them to develop communication skills by using the CLT activities including role-plays, debates and so on. This is similar to Razmjoo and Riazi’s study (2011) revealing that teachers held positive attitudes towards CLT principles in the area of grammar roles and teacher roles. Likewise, teachers in Italy showed positive attitudes towards CLT in the area of pair work activities, and they pointed out that CLT improved communicative skills and learners’ motivation. In addition, Liao (2011) investigated high school English teachers’ attitudes towards CLT in China. The results showed that teachers expressed favorable view about CLT.

In addition, students and teachers in school of Loei Primary Educational Service Area Office 2 had misunderstandings of learning and teaching English for communication through the communicative language teaching approach. For example, students pointed out that learning English through the CLT approach aims to develop speaking and listening skills for communication. Similarly, teachers mentioned that CLT approach is an English teaching technique for developing communication skills. According to Raissi et al. (2010), they found that some misunderstandings in their perceptions regarding the appropriateness was also conveyed. Although most of the students and teachers agreed that CLT principles could develop communication skills, they had some misunderstandings regarding the

CLT implementation in a Malaysian context of teaching process. In summary, the findings demonstrated that CLT has generated many different understandings and interpretations. The teachers attempted to implement the key aspects of CLT they espouse. In this regard, their classroom practices depended on their ideas of theory and the dynamics of classroom practice in particular circumstances (Rahman, 2015). For students and teachers of Loei Primary Educational Service Area Office 2, although both of them had misunderstandings of the CLT approach, they still enjoyed learning and teaching English for communication. Students appreciated participating in all of the CLT activities and teachers needed students to develop communication skill by learning English through the CLT approach.

5.2 Implication of the Findings

As seen in the findings, this study has implications based on the students and teachers' perceptions of English learning and teaching through the CLT approach in order to achieve the goals of communication. Through the students and teachers' responses about their knowledge of the CLT, both of them have misunderstanding of the CLT approach. They understood that communicative language teaching approach is one of the teaching techniques for communication aiming to develop student's speaking and listening skill. This is in accordance with what Hymes (1971) remarked that communicative language teaching approach aims to develop communicative competence., communicative language teaching approach aims to develop communicative competence.

Nevertheless, all the teacher participants did not understand thoroughly what the CLT teaching approach was like and how they could make use of this approach for their students' learning. In this regard, they need more training on the approach in order that they could see the real importance of this approach and know how to put the approach into practice. In particular, the English Department of Loei Primary Educational Service Area Office 2 might have another CLT training course for the teachers to emphasize more on the CLT approach. In addition, the English Department should have a CLT advising team to observe and help the teachers when they organize their classroom activities. As well, the teachers should give their

students more opportunities to participate in a variety of activities in order that the students will understand and see how the CLT approach is useful for improving their communicative competence. Then they will recognize what the CLT approach is and learn how to develop communication skills successfully.

In addition, the difficulties in applying the CLT approach for students and teachers in schools of Loei Primary Educational Service Area Office 2 is the students' achievement of the National Test. The teachers said that the CLT approach could not help students to gain higher scores of the National Test. The teachers prefer using a grammar translation method to teaching students to develop English skills. In fact, the CLT approach cultivates all four English skills. It could help students develop communicative competence consisting of linguistic, sociolinguistic, discourse, and strategic competence.

5.3 Limitations of the Study

This study has limitations related to the process involved and this applies to this study as well. There are a number of limitations that have been identified and considered as constraints in the study. The first limitation is related to the number of students and teacher participants of this study. It should be noted that the number of student and teacher participants are of too narrow a scope to represent all of the population for conclusions. The themes and patterns emerged in this study should be considered in future studies conducted with larger groups.

Another limitation concerns itself with the data analysis; the students and teachers were asked to give responses to the questionnaire and interview. Had it been possible to discover students and teachers' perceptions of classroom participation, communication processes and reactions to classroom activities, the study may have provided a better understanding of teachers' perceptions towards CLT, as well as their implementation of communicative activities in English classrooms. Using data from multiple sources would allow triangulation, and thus benefit the overall results of this study.

Finally, the researcher spent considerable time translating the interviews questions from English to Thai with appropriate meanings in order for the semi-

structure interviewees to understand the questions and to answer in Thai. For instance, some teachers perceived CLT as only speaking and listening so that before conducting the interviews, the researcher had to provide more information to them in order to gain a richer understanding of the research topic. During the interview, some teachers and students did not answer the questions as they expressed what they wanted to say. The researcher had to repeat the question and persuade them to respond. As a result, a few interviews took one and a half hours to complete all of the questions.

5.4 Recommendations for Future Research

This research revealed the students and teachers' perceptions towards the communicative language teaching approach and the different views of students and teachers on the CLT approach. The researcher hoped that the key findings would contribute to the field of English language teaching in Thailand. However, further researcher in this area will shed light on important issues. There can be explorations on the following recommendations:

Firstly, in this study, the researcher found the differences of students and teachers' roles of the CLT when they were in communication class. The further studies should explore students and teachers' roles of the CLT in English classrooms in different levels in schools. It also could offer important information for the researcher understand the needs and interests of students and teachers to develop communication skills.

Secondly, this findings reported that almost all the teacher participants still used the grammar translation methods to teach English in school. The further study should examine how Thai EFL teachers balance communicative competence and grammar instruction in their language classrooms. Based on findings of this study, almost all the teachers agree that the CLT is useful approach to develop students' communication skill. However, they wanted to help their students to get high score of a national test focused on reading and writing skills. They also used both the CLT and the grammar translation method to develop communication skills for students. To explore how teachers balance communicative competence and grammar instruction

will provide more direct support to classroom English teachers since Thai EFL teachers believe that grammar instruction is necessary for Thai teachers.

5.5 Conclusion

The purpose of this study was to explore students and teachers' perceptions of communicative language teaching approach especially English teaching for communication. The participants involved 295 students and 20 teachers of Loei Primary Educational Service Area Office 2. To explain the phenomenon of this study, the researcher used a questionnaire and a semi-structure interview to discover students and teachers' perceptions of learning and teaching English through the communicative language teaching approach. The researcher summarized the findings based on three research questions.

Firstly, the researcher found that almost all of the students believed that the communicative language teaching approach could develop communication skills. They also stated that they had opportunities to participate in a variety of CLT activities in their English class such as role plays and debates that helped them develop communication skills. In addition, they also enjoyed learning English for communication by using CLT activities.

Secondly, most of the teachers understood the goals of communicative language teaching approach. They could apply this CLT teaching technique to develop students' communication skills. In addition, the teachers had positive comments towards learning English in general. The teachers agreed that using communicative language teaching approach could help students develop communication skills in authentic situations.

Thirdly, the students and the teachers had misunderstandings regarding the use of the CLT approach in communication classes. Although almost all of student and teacher participants indicated positive comments on learning English through the communicative language teaching approach, they did not succeed in developing communication skills. The main reason was a focus on preparing students for national examination. Frequently, they did not complete all the CLT teaching processes. For example, students did not have sufficient time to practice all four English skills.

Teachers concerned on how to complete the national examination rather than developing students' communication skills. Students also lacked chances to learn and practice English for communication based on the CLT approach.

BIBLIOGRAPHY

- Alberta Education. (2014). Communicative competence. Retrieved from http://www.learnalberta.ca/content/eslapb/about_communicative_competence.html
- Alimi, M. (2011). Botswana English: Implications for english language teaching and assessment. *Journal of Multilingual and Multicultural Development*, 32(4), 309-324.
- Alkhayyat, A. (2009). Measuring EFL teachers' knowledge of communicative language teaching approach and their practices in the Jordanian public schools. *Jordan Journal of Educational Sciences*, 5(4), 399-415.
- Allwright, D. & Hanks, J. (2009). *The developing learner: An introduction to exploratory practice*. Basingstoke: Palgrave MacMillan.
- Al-Shara'h, N., Nabaah, A. A., & Khzouz, A. (2011). Jordanian EFL teachers' perceptions of communicative language evaluation. *Dirasat, Educational Sciences*, 38(1), 2470-2482.
- Andrade, M. S. (2009). The effects of english language proficiency on adjustment to university life. *International Multilingual Research Journal*, 3(1), 16-34.
- Ansarey, D. (2012). Communicative language teaching in EFL contexts: Teachers attitude and perception in Bangladesh. *ASA University Review*, 6(1). 61-78.
- Asassfeh, S., Khwaileh, F. M., Al-Shaboul, Y. M., & Alshboul, S. S. (2012). Communicative language teaching in an EFL context: Learners' attitudes and perceived implementation. *Journal of Language Teaching and Research*, 3(3). 525-535.
- Baecher, L. (2012). Pathways to teacher leadership among English-as-a-second-language teachers: professional development by and for emerging teacher leaders. *Professional Development in Education*, 38(2), 317-330.
- Banegas, D., Pavese, A., Velazquez, A., & Velez, S. M. (2013). Teacher professional development through collaborative action research: Impact on foreign english-language teaching and learning. *Educational Action Research*, 21(2), 185-201.

- Bani Abdo, I. & Breen, G. (2010). Teaching EFL to Jordanian students: New strategies for enhancing english acquisition in a distinct Middle Eastern student population. *Creative Education*, 1(1), 39-50.
- Brown, H. (2000). *Principle of language learning and teaching*. White Planins, NY: Pearson Education.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Longman.
- Brown, J. D. (2014). The future of world englishes in language testing. *Language Assessment Quarterly*, 11(1), 5-26.
- Brumfit, C. (1984). *Communicative methodology in language teaching*. Cambridge: Cambridge University Press.
- Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.
- Burnaby, B., & Sun, Y. (1989). Chinese teachers' views of Western language teaching: Context informs paradigms. *TESOL Quarterly*, 23(2), 219-238.
- Butler, Y.G. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific Region. *Annual Review of Applied Linguistics*, 31, 36-57.
- Butcher, J. (2003). Exploring difficulties in learning to teach english post-16. *The Curriculum Journal*, 14(2), 233-252.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. Richards & R. Schmidt (Eds.), *Language and communication*. New York: Longman.
- Canale, M., & Swain, M., (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistic*, 1, 1-47.
- Carless, D., & Walker, E. (2006). Effective team teaching between local and native-speaking english teachers. *Language and Education*, 20(6), 463-477.
- Chamberlin-Quinlisk, C., & Senyshyn, R. M. (2012). Language teaching and intercultural education: Making critical connections. *Intercultural Education*, 23, 15-23.

- Chang, C. (2011). EFL teachers' attitudes toward communicative language teaching in Taiwanese College. *Asian EFL Journal Professional Teaching Articles*, 5(3), 17-34.
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25(3), 439-480.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle.
- Chen, Z., & Goh, C. (2011). Teaching oral english in higher education: Challenges to EFL teachers. *Teaching in Higher Education*, 16(3), 333-345.
- Cheng, L. et al. (2010). English language immersion and students' academic achievement in English, Chinese and mathematics. *Evaluation & Research in Education*, 23(3), 151-169.
- Chung, I. F. and Y. C. Huang. (2009). The implementation of communicative language teaching: An investigation of students' viewpoints. *The Asia-Pacific Education Researcher*, 18(1), 67-78.
- Clark, U. (2010). Grammar in the Curriculum for English: What Next?. *Changing English: Studies in Culture and Education*, 17(2), 189-200.
- Collins, P. (2008). The progressive aspect in world englishes: A corpus-based study. *Australian Journal of Linguistics*, 28(2), 225-249.
- Cook, N. E. & Gueraud, S. (2005). What have we been missing? the role of general world knowledge in discourse processing. *Discourse Processes*, 3(2-3), 265-278.
- Cook, G. (1989). *Discourse*. Oxford: Oxford University Press.
- Cook, V. (1991). *Second language learning and language teaching* (2nd ed.). London: Arnold.
- Costley, T. (2013). English as an additional language, policy and the teaching and learning of English in England. *Language and Education*, 28(3), 1-17.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2003). *Research design: Quantitative, qualitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334
- Deckert, G. (2004). The communicative approach: Addressing frequent failure. *English Teaching Forum*, 42(1), 12-17.
- Deemer, S. (2004). Classroom goal orientation in high school classrooms: revealing links between teacher beliefs and classroom environments. *Educational Research*, 46(1), 73-90.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications, Inc.
- Devito, J. A. (2005). *Essentials of human communication*. Boston: Pearson Education.
- Devito, J. A. (2009). *Human communication the basic course*. Boston: Pearson Education.
- Ellis, G. (1996). How culturally appropriate is the communicative approach. *ELT Journal*, 50(3), 213-218.
- Etuk, E. N., Afangideh, M. E., & Uya, O. (2013). Students' perception of teachers' characteristics and their attitude towards mathematics in Oron Education Zone, Nigeria. *International Education Studies*, 6(2), 197-204.
- Evans, B. E., & Imai, T. (2011). 'If we say English, that means America': Japanese students' perceptions of varieties of english. *Language Awareness*, 20(4), 315-326.
- Evan, S. (1996). The context of english language education: The case of Hong Kong. *RELC Journal*, 27(2), 30-55.
- Facella, M. A., Rampino, K. M., & She, E. K. (2009). Effective teaching strategies for english language learners. *Bilingual Research Journal*, 29(1), 209-221.
- Fang, X., & Warshauer, M. (2004). Technology and curricular reform in China: A case study. *TESOL Quarterly*, 38(2), 301-323
- Finocchiaro, M. & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. New York: Oxford University Press.
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian and New Zealand Journal of Psychiatry*, 36(6), 717-732.

- Francis, D. J., & Vaughn, S. (2009). Effective practices for english language learners in the middle grades: Introduction to the special issue of journal of research on educational effectiveness. *Journal of Research on Educational Effectiveness*, 2(4), 289-296.
- Gannon, S. (2012). The crucible of classroom practice: Alchemy and early professional learning in secondary english teaching. *Changing English: Studies in Culture and Education*, 19(4), 423-437.
- Gibbons, S. (2013). The aims of english teaching: A view from history. *Changing English: Studies in Culture and Education*, 20(2), 138-147.
- Gordon, J. (2012). More than canons: Teacher knowledge and the literary domain of the secondary english curriculum. *Educational Research*, 54(4), 375-390.
- Grossman, P., Hammerness, K., & McDold, M. (2009). Redefining teaching, reimagining teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 273-289.
- Grubbs, S. J., Jantarach, V., & Kettem, S. (2010). Studying English with Thai and native speaking teachers. *Teachers and Teaching: Theory and Practice*, 16(5), 559-576.
- Hardeman, K. T. (n.d.). Students and communication competence. Retrieved from <http://www.unco.edu/ae-extra/2010/2/hardeman.html>
- Harmer, J. (2005). *The practice of english teaching*. Harlow: Pearson Education.
- Hawkey, R. (2006). Teacher and learner perception of language learning activity. *ELT Journal*, 60(3), 242-252.
- Haworth, P. (2008). Crossing borders to teach English language learners. *Teachers and Teaching: Theory and Practice*, 14(5-6), 411-430.
- Hayes, D. (2010). Language learning, teaching and educational reform in rural Thailand: an English teacher's perspective. *Asia Pacific Journal of Education*, 30(3), 305-319.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hedge, T. (2008). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

- Hiep, P. H. (2007). Communicative language teaching: Unity within diversity. *ELT Journal*, 61(3), 193-201.
- Hochstetler, S. (2011). Focus on identity development: A proposal for addressing english teacher attrition. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84(6), 256-259.
- Holliday, A. (2009). The role of culture in English language education: Key challenges. *Language and Intercultural Communication*, 9(3), 144-155.
- Howard, J., & Millar, S. (2009). The applicability of principles for instructed second language learning: A South Korean perspective. *Asian EFL Journal*, 11(4), 31-57.
- Hramiak, A. (2014). Using a cultural lens to explore challenges and issues in culturally diverse schools for Teach First beginning teachers: implications for future teacher training. *Professional Development in Education*, 40(1), 147-163.
- Hymes, D. (1971). Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds.), *Language acquisition: Models and methods*. London: Academic Press.
- İnceçay, G., & İnceçay, V. (2009). Turkish university students' perceptions of communicative and non-communicative activities in EFL classroom. *Procedia Social and Behavioral Sciences*, 1(1), 618-622.
- Jones, S. (2002). (Re) writing the word: Methodological strategies and issues in qualitative research. *Journal of College Student Development*, 43(4), 461-473.
- Jones, S., & Hill, K. (2003). Understanding patterns of commitment: Student motivation for community service. *Journal of Higher Education*, 74(5), 516-539.
- Johnson, K. E. (1995). *Understanding communication in second language classroom*. New York: Cambridge University Press.
- Johnson, K., & Morrow, K. (Eds.). (1981). *Communication in the classroom*. London: Longman.

- Kalanzadeh, G. A., Mirchenari, N. A., & Bakhtiarvand, M. (2011). Perceived problems in using communicative language teaching (CLT) by EFL Iranian teachers. *The International Journal of Language and Applied Linguistics World*, 2(3), 5-6.
- Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach. *ELT Journal*, 50(3), 187-198.
- Karim, K. M. (2004). *Teachers' perceptions, attitudes and expectations about communicative language teaching (CLT) in post-secondary education in Bangladesh* (Master's thesis). University of Victoria, Victoria.
- Kern, R., & Richard G. (1995). Students' and teachers' beliefs about language learning. *Foreign Language Annals*, 28(1), 72-92.
- Khonga, T. D., & Saito, E. (2014). Challenges confronting teachers of english language learners. *Educational Review*, 66(2), 210-225.
- Kirkpatrick, A. (2012). English in ASEAN: Implications for regional multilingualism. *Journal of Multilingual and Multicultural Development*, 33(4), 331-344.
- Kobayashi, Y. (2011). Global englishes and the discourse on Japaneseness. *Journal of Intercultural Studies*, 32(1), 1-14.
- Kömür, Ş. (2010). Teaching knowledge and teacher competencies: a case study of Turkish preservice English teachers. *Teaching Education*, 21(3), 279-296.
- Lagace-Seguin, J. M., & LaBillois, J. M. (2009). Does a good fit matter? Exploring teaching styles, emotion regulation, and child anxiety in the classroom. *Early Child Development and Care*, (3), 303-315.
- Lakum, P. (2012). *The development of english writingdrills based on communicative language teaching in learning area of foreign languages for prathom suksa vi students* (Master's thesis). Ubon Ratchathani Rajabhat University.
- Lam, A. S., Y. K. & Tse, N. (2012). Poetic lives: The english experience in Asia. *New Writing: The International Journal for the Practice and Theory of Creative Writing*, 10(2), 128-142.
- Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. New York: Oxford University Press.
- Lasagabaster, D. (2010). English achievement and student motivation in CLIL and EFL setting. *Innovation in Language Learning and Teaching*, 5(1), 3-18.

- Lee, A. S. (2012). Anxiety and EFL: Does multilingualism matter? *International Journal of Bilingual*, 16(6), 1-20.
- Lee, J. F., & VanPatten, B. (2003). *Making communication language teaching happen* (2nd ed.). New York: McGraw-Hill.
- Li, C. Y. (2003). A study of in-service teachers' beliefs, difficulties and problems in current teacher development programs. *HKBU Papers in Applied Language Studies*, 7, 64-85.
- Li, D. (1998). "It's always more difficult than you plan and imagine": Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32(4), 677-703.
- Li, L. (2003). *A study on communicative approach to the teaching of english reading* (Unpublished master's thesis). Jilin University, China.
- Liao, X. (2000). How communicative language teaching became acceptable in secondary schools in China. *The Internet TESL Journal*, 6(10).
- Liu, G. (2005). The trend and challenge for teaching EFL at Taiwanese universities. *Regional Language Centre Journal*, 36(2), 211-221.
- Littlewood, W. T. (1981). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Littlewood, W. (1990). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40, 243-249.
- Lornklang, T. (2011). Effects of Communicative Language Teaching through Local Cultural Content on Students' Speaking Ability. *Proceeding: Language and Communication*, 225-236.
- Loughran, J. (2009). Is teaching a discipline? Implications for teaching and teacher education. *Teachers and Teaching: Theory and Practice*, 15(2), 189-203.
- Lung, R. (2010). Sociolinguistics and translators' communicative competence. *Perspectives: Studies in Translatology*, 6(1), 35-46.
- Madill, A., Jordan, A., & Shirley, C. (2000). Objectivity and reliability in qualitative analysis: Realist, contextualist and radical constructionist epistemologies. *British Psychological Society*, 91, 1-20.

- Maftoon, P., & Ziafar, M. (2013). Effective Factors in Interactions within Japanese EFL Classrooms. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 86(2), 74-79.
- Mak, B., & Chik, P. (2011). Differences in perceived approaches to learning and teaching English in Hong Kong secondary schools. *Educational Review*, 36(2), 195-218.
- Maley, A. (2009). ELF: a teacher's perspective. *Language and Intercultural Communication*, 9(3), 187-200.
- Manajitt, P. (2008). *The communicative language teaching (CLT) conceptualization and CLT practice of Thai EFL school teachers in Bangkok* (Master's thesis). Mahidol University, Nachonphathom Province.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Links to proficiency. *Modern Language Journal*, 79(3), 372-386
- Maples, J. (2007). English class at the improv: Using improvisation to teach middle school students confidence, community, and content. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(6), 273-277.
- Martin-Beltran, M., & Peercy, M. M. (2014). Collaboration to teach English language learners: opportunities for shared teacher learning. *Teachers and Teaching: Theory and Practice*, 20(6), 1-17.
- Matsuura, H., Chiba, R., & Hilderbrandt, P. (2001). Beliefs about learning and teaching communicative english in Japan. *Japan Association for Language Teaching*, 23(1), 69-82.
- Medway, P. (2010). English and enlightenment. *Changing English: Studies in Culture and Education*, 17(1), 3-12.
- Miller, L. (2000). Student teachers' perceptions about communicative language teaching methods. *RELC Journal*, 31(1), 1-22.
- Ministry of Education. (2001). *Basic education curriculum 2001*. Bangkok: Department of Curriculum and Instruction Development, Ministry of Education.
- Ministry of Education. (2008). *Basic education curriculum 2008*. Bangkok: Department of Curriculum and Instruction Development, Ministry of Education.

- Mizne, C. N. (2007). *Teaching sociolinguistic competence in the ESL classroom*. Senior Thesis Project. University of Tennessee.
- Morrow, K. & K. Johnson (1983). Introduction. In K. Johnson & K. Morrow (Eds.), *Functional materials and the classroom teacher: Some background issues*, 4-5. Oxford: Modern English Publications.
- Morrow, K., & Schocker, M. (1987). Using texts in a communicative approach. *ELT Journal*, 41(4), 248-56.
- Mourtaga, K. R. (2006). Some reading problems of Arab EFL students. *Journal of Al-Aqsa University*, 10(2), 75-91.
- Muangkod, K. (2000). *Development of english vocabulary learning of prathom sukka 4 students through communicative language teaching model*. (Master's thesis). Chaing Mai University, Chaing Mai Province.
- Mustafa, B. (2001). Communicative language teaching in Indonesia: Issues of theoretical assumptions and challenges in the classroom practice. *Journal of Southeast Asian Education*, 2(2), 1-9
- Nam, M. J. (2011). Perceptions of Korean college students and teachers about communication-based English instruction: Evaluation of a college EFL curriculum in South Korea. *Asian EFL Journal*, 12(2), 184-193
- National Economic and Social Development Board. (2006). *The tenth National Economic and Social Development Plan*. Bangkok: National Economic and Social Development Board.
- Nelson, M., & Poulin, K. (1997). Method of constructivist inquiry. In T. Sexton & B. Griffin (Eds.), *Constructivist thinking in counseling practice* (pp. 157-173). New York: Teachers College Press.
- Ngware, M. W., Mutisy, M., & Oketch, M. (2012). Patterns of teaching style and active teaching: do they differ across subjects in low and high performing primary schools in Kenya?. *London Review of Education*, 10(1), 35-54.
- Nutravong, R. (2002). *School-based curriculum decision-making: A study of the Thailand reform experiment* (Doctoral dissertation). Indiana University, Bloomington, USA.
- Office of the Education Council. (2004). *Strategic recommendations for education reform*. Bangkok: Century Co.

- Office of the Prime Minister, Office of the National Education Council. (1999). *National education act 1999*. Bangkok: Printing Press of the Express Transportation Organization of Thailand (E.T.O.).
- Paterson, L. L. (2010). Grammar and the English National Curriculum. *Language and Education*, 24(6), 473-484.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.
- Paltridge, B. (2006). *Discourse analysis*. London: Continuum International Publishing Group.
- Paulston, C. B. (1992). *Linguistic & communicative competence topics in ESL*. Avon: Multilingual Matters.
- Peak, D. (1996). Lesson to be learned from negative evaluation. *ELT Journal*, 50(4), 335-341.
- Phern, C. V., Jafre, M., & Abidin, Z. (2012). Student voice contribution in determining the 'effective english language teacher': A collective case study as a concept paper. *International Journal of Humanities and Social Science*, 2(22), 307-315.
- Polsombat, C. (2006) *The development of english listening and speaking skills for pratomsuksa v students by using the communicative language teaching emphasizing the authentic assessment* (Master's thesis). Khon Khaen University, Khon Khaen Province.
- Poor communication skills are a sign of lack confident. (2009). Retrieved from <http://building-self-confidence-naturally.blogspot.com/2009/10/poor-communication-skills-is-sign-of.html>
- Qu, W. (2011). English, identity and critical literacy. *Changing English: Studies in Culture and Education*, 18(3), 297-307.
- Rao, Z. H. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*, 30(1), 85-105.
- Rao, Z. (2010). Chinese students' perceptions of native english-speaking teachers in EFL teaching. *Journal of Multilingual and Multicultural Development*, 3(1), 55-68.

- Reeves, J. R. (2006). Secondary teacher attitudes toward including english language learners in mainstream classrooms. *The Journal of Educational Research*, 99(3), 131-142.
- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J. C., & Rogers, T. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). New York: Cambridge University Press.
- Richards, H. et al. (2013). Foreign language teachers' language proficiency and their language teaching practice. *The Language Learning Journal*, 41(2), 231-246.
- Rovinelli, R. J., & Hambleton, R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. *Dutch Journal of Educational Research*, 2, 49-60.
- Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection and analysis techniques in mixed-method studies. *Research in Nursing & Health*, 23(3), 246-255
- Santoso, A. (2010). *Scaffolding an EFL (English as a foreign language) 'effective writing' class in a hybrid learning community* (Doctoral dissertation). Queensland University of Technology.
- Sato, K. (2005). *Dynamics of teaching and learning communication strategies*. Paper presented at The Second Language Forum at Columbia University, New York, New York.
- Sato, K., & Kleinsassar, R. (1999). *Communicative language teaching (CLT): practical understandings*. *The Modern Language Journal*, 83, 494-515.
- Savignon, S. (1983). *Communicative competence: Theory and classroom practice*. Reading, MA: Addyson-Wesley.
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261-277.
- Savignon, S. (1998). *Communicative competence: Theory and classroom practice*. (2nd ed.). New York: McGraw-Hill.

- Savignon, S. (2002). *Interpreting communicative language teaching*. New Haven: Yale University Press.
- Savignon, S. J. (2007). Beyond communicative language teaching: What's ahead?. *Journal of Pragmatics* 39, 207-220.
- Savignon, S. J., & Wang, C. (2003). Communicative language teaching in EFL contexts: learner attitudes and perceptions, *IRAL*, 41(3): 223-249.
- Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *The Modern Language Journal*, 85(2), 244-258.
- Seiler, W. J., & Beall, M. L. (2005). *Communication making connections*. Boston: Pearson Education.
- Şenel, M. (2012). Oral Communication Anxiety and Problems of Turkish EFL Learners at Samsun Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage.
- Shishavan, H. B., & Sadeghi, K. (2009). Characteristics of an effective english language teacher as perceived by Iranian teachers and learners of english. *English Language Teaching*, 2(4), 30-143.
- Snow, D. (1996). *More than a native speaker*. Alexandria, Virginia: TESOL.
- Strangman, N., & Hall, T. (2004). *Background knowledge*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from http://www.aim.cast.org/learn/historyarchive/backgroundpapers/background_knowledge
- Stratton, P. (1997). Attributional coding of interview data: Meeting the needs of long-haul passengers. In N. Hayes (Ed.), *Doing qualitative analysis in psychology* (pp. 115-141). Hove, UK: Psychology Press.
- Stevenson, A. (2010). *Oxford dictionary of english*. Oxford: Oxford University Press.
- Sukamolsona, S. (1998). English language education policy in Thailand. *Asian Englishes*, 1(1), 68-91.
- Theron, L. C., & Nel, M. (2005). The needs and perceptions of South African grade 4 educators, teaching English second-language (ESL) learners. *Africa Education Review*, 2(2), 221-241.

- Thompson, G. (1996). Some misconceptions about communicative language teaching, *ELT Journal*, 50(1), 9-15.
- Tomoko Y. et al. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119-152.
- Tubbs, S. L., & Moss, S. (2000). *Human communication*. Singapore: McGraw-Hill.
- Tuyen, L. V. (2015). An investigation of teaching effectiveness in tertiary english classes. *International Journal on Studies in English Language and Literature*, 3(4), 43-57.
- Verderber, R. F., & Verderber, K. S. (2005). *Communicate!*. Belmont: Thomson Wadsworth.
- Watson, A. M. (2013). Conceptualisations of 'grammar teaching': L1 English teachers' beliefs about teaching grammar for writing. *Language Awareness*, 24(1), 1 -14.
- Weisman, E. M., & Hansen, L. (2007). Strategies for teaching social studies to english-language learners at the elementary level. *The Social Studies*, 98(5), 80-184.
- Wichadee, S. (2010). Defining the effective english language teacher: Students' and teachers' perspectives. In A. M. Stoke (Ed.), *JALT2009 Conference Proceedings*. Tokyo: JALT.
- Wichadee, S. (2012). Factors related to professional development of English language university teachers in Thailand. *Journal of Education for Teaching: International Research and Pedagogy*, 38(5), 615-627.
- Wongvanich, S. & Wiratchai, N. (2004). *Evaluation of the learning reform in accordance with the national education act 1999: Multiple case studies*. Paper for an academic meeting on research on learning reform, organised by the Office of the Education Council, Ministry of Education, July 19-20, 2004.
- Webb, Amber. (2013). Communication problems in the classroom. eHow. Retrieved from http://www.ehow.com/info_7983416_communication-problems-classroom.html

- Why students lack communicative competence in our colleges. (2013). Retrieved from Studymode: <http://www.studymode.com/essays/Why-Students-Lack-Communicative-Competence-In-784863.html>
- Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28, 377-389
- Widdowson, H. (2007). *Discourse analysis*. Oxford: Oxford University Press.
- Wilson, C. & House, D. E. (n.d.). Communicative activities for large classes: Implementing communicative activities in oral communication classes for non-English majors in Japanese universities. Retrieved from http://tht-japan.org/publications/2009/08-15_c_wilson.pdf
- Wood, J. T. (2004). *Communication theories in action an introduction*. Boston: Wadsworth
- Wood, J. T. (2006). *Communication in our lives*. Belmont: Thomson Wadsworth
- Wood, J. T. (2012). *Communication in our lives*. Boston: Wadsworth.
- Woodrow, L. (2006). Anxiety and speaking english as a second language. *RELC Journal*, 37(3), 308-328.
- Wongsothorn, A., Hiranburana, K., & Chinnawongs, S. (2002). English language teaching in Thailand today. *Asia Pacific Journal of Education*, 22(2), 107-116.
- Wray, D. et al. (2000). The teaching practices of effective teachers of literacy. *Educational Review*, 52(1), 75-84.
- Wu, Y. A. (2001). English language teaching in China: Trends and challenges. *TESOL Quarterly*, 35(1), 191-194.
- Yan, E. M., Evan, I. M., & Harvey, S. T. (2011). Observing emotional interactions between teachers and students in elementary school classrooms. *Journal of Research in Childhood Education*, 82-97.
- Yang, A., & Cheung, C.-P. (2003). Adapting textbook activities for communicative teaching and cooperating learning. *English Teaching Forum*, 41(3), 16-24.
- Yashima, T. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54(1), 119-152.
- Yeom, H. (2004). *The application of communicative language teaching: Korean secondary teachers' understandings and practices about CLT* (Master's thesis). University of Kansas.

- Ying, L. (2010). *Communicative activities in ELT classrooms in China* (Unpublished doctoral dissertation). University of Wisconsin-Platteville.
- Yoshida, R. (2011). Conflict between learners' beliefs and actions: speaking in the classroom. *Child & Family Behavior Therapy*, 22(4), 199–216.
- Young, T. J., & Walsh, S. (2010). Which english? whose english? an investigation of 'non-native' teachers' beliefs about target varieties. *Language, Culture and Curriculum*, 23(2), 123-137.
- Young, T. J., & Sachdev, I. (2011). Intercultural communicative competence: Exploring English language teachers' beliefs and practices. *Language Awareness*, 20(2), 81-98.
- Yu, L. (2001). Communicative language teaching in China: Progress and resistances. *TESOL Quarterly*, 35(1), 194-198
- Yue, C. (2011). *English teachers' beliefs and understanding about communicative language teaching approach: A survey study at Joseph Upatham School in Nakhon Pathom in Thailand* (Master's Independent Study). Burapha University, Chonburi Province.

APPENDICES

Appendix A

Students' Questionnaire (Thai Version)

แบบสอบถามเพื่อการวิจัย

เรื่อง แนวคิดของนักเรียนที่มีต่อกระบวนการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร: โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 2 ประเทศไทย

(Students' Perceptions of Communicative Language Teaching Approach in School of Loei Primary Educational Service Area Office)

คำชี้แจง

1. แบบสอบถามงานวิจัยฉบับนี้ มีวัตถุประสงค์เพื่อศึกษาแนวคิดของนักเรียนที่มีต่อการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร รวมทั้งแนวคิดของนักเรียนในกระบวนการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 2 โดยแบบสอบถามแบ่งออกเป็น 3 ตอน ดังรายละเอียดต่อไปนี้

ตอนที่ 1 ข้อมูลพื้นฐาน

ตอนที่ 2 แบบสอบถามแนวคิดของนักเรียนที่มีต่อกระบวนการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร แบ่งออกเป็น 5 ส่วน ได้แก่

ส่วนที่ 1 แนวคิดของนักเรียนที่มีต่อการเรียนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 2 กิจกรรมการเรียนการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 3 บทบาทของครูในการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 4 บทบาทของนักเรียนในการเรียนภาษาเพื่อการสื่อสาร

ส่วนที่ 5 แนวคิดของนักเรียนที่มีต่อการเรียนภาษาเพื่อการสื่อสาร

ตอนที่ 3 ข้อเสนอแนะ

2. โปรดตอบคำถามทุกข้อตามความเป็นจริง เพราะคำตอบที่เป็นจริงและสมบูรณ์เท่านั้น จะช่วยให้การวิจัยในครั้งนี้เกิดประโยชน์สูงสุด

ตอนที่ 1

ข้อมูลพื้นฐาน

คำชี้แจง

โปรดทำเครื่องหมาย ✓ ลงในช่องว่าง ☐ ให้ตรงกับสภาพความเป็นจริงของผู้ตอบแบบสอบถาม

1. เพศ

☐ ชาย☐ หญิง

2. จำนวนปีที่เรียนภาษาอังกฤษ

☐ น้อยกว่า 5 ปี☐ 5-10 ปี☐ มากกว่า 10 ปี

3. ระดับการศึกษา

☐ ประถมศึกษา☐ มัธยมศึกษาตอนต้น

4. ชื่อโรงเรียน

5. ท่านคิดว่าทักษะการฟังภาษาอังกฤษของท่านอยู่ในระดับใด

☐ ดีมาก☐ ดี☐ ปานกลาง☐ อ่อน☐ อ่อนมาก

6. ท่านคิดว่าทักษะการพูดภาษาอังกฤษของท่านอยู่ในระดับใด

☐ ดีมาก☐ ดี☐ ปานกลาง☐ อ่อน☐ อ่อนมาก

7. ท่านคิดว่าทักษะการอ่านภาษาอังกฤษของท่านอยู่ในระดับใด

☐ ดีมาก☐ ดี☐ ปานกลาง☐ อ่อน☐ อ่อนมาก

8. ท่านคิดว่าทักษะการเขียนภาษาอังกฤษของท่านอยู่ในระดับใด

☐ ดีมาก☐ ดี☐ ปานกลาง☐ อ่อน☐ อ่อนมาก

9. ท่านคิดว่าภาพรวมของการสื่อสารโดยใช้ภาษาอังกฤษของท่านอยู่ในระดับใด

☐ ดีมาก☐ ดี☐ ปานกลาง☐ อ่อน☐ อ่อนมาก

10. ท่านคิดว่าทักษะการสื่อสารภาษาอังกฤษ (ฟัง พูด อ่านและเขียน) ของท่านเพียงพอหรือไม่

☐ เพียงพอ☐ ไม่เพียงพอ

11. ระยะเวลาที่ท่านได้เรียนภาษาอังกฤษในโรงเรียน

☐ 1-2 ปี☐ 3-4 ปี☐ 5 ปีขึ้นไป

12. ท่านคิดว่าวิชาภาษาอังกฤษที่ท่านได้เรียนขณะที่ศึกษาในโรงเรียน เพียงพอต่อความต้องการหรือไม่

☐ เพียงพอ☐ ไม่เพียงพอ

ตอนที่ 2 **แบบสอบถามแนวคิดนักเรียนที่มีต่อการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร**

ส่วนที่ 1 **แนวคิดของนักเรียนที่มีต่อการเรียนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร**

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับแนวความคิดที่มีต่อการเรียนการสอนภาษาเพื่อการสื่อสาร ในเรื่องสามารถในการสื่อสาร เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	เห็นด้วยอย่างยิ่ง
ช่องหมายเลข	4	หมายถึง	เห็นด้วย
ช่องหมายเลข	3	หมายถึง	เห็นด้วยปานกลาง
ช่องหมายเลข	2	หมายถึง	ไม่เห็นด้วย
ช่องหมายเลข	1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
1	การพูดและการฟังเป็นทักษะที่สำคัญที่สุดในการสื่อสาร						
2	คุณจำเป็นต้องเข้าใจความหมายของคำศัพท์ โครงสร้างประโยค รวมทั้งความรู้ในเรื่องของ ไวยากรณ์เพื่อทำให้การสื่อสารประสบผลสำเร็จ						
3	การอ่านและการเขียนสามารถพัฒนาทักษะการสื่อสารของคุณได้						
4	การให้ความสำคัญตรงความสามารถทางการพูด คือ เป้าหมายของการพัฒนาทักษะทางการสื่อสาร						
5	ทักษะการสื่อสารเป็นทักษะที่สำคัญที่ช่วยให้คุณ ประสบความสำเร็จกับการสื่อสารในสถานการณ์จริง						
6	คุณมีความสนใจเรียนภาษาอังกฤษเพื่อการสื่อสาร						

ส่วนที่ 2 กิจกรรมการเรียนการสอนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับความเป็นจริงในกิจกรรมการเรียนการสอนภาษาเพื่อการสื่อสาร เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	มากที่สุด
ช่องหมายเลข	4	หมายถึง	มาก
ช่องหมายเลข	3	หมายถึง	ปานกลาง
ช่องหมายเลข	2	หมายถึง	น้อย
ช่องหมายเลข	1	หมายถึง	น้อยที่สุด

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
7	ครูผู้สอนสร้างสรรค์กิจกรรมการสอนที่หลากหลายเพื่อพัฒนาทักษะการสื่อสารให้กับคุณ						
8	คุณควรมีส่วนร่วมกับกิจกรรมการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร						
9	กิจกรรมที่หลากหลายของการสอนภาษาอังกฤษเพื่อการสื่อสาร ช่วยส่งเสริมให้คุณใช้ภาษาอังกฤษเพื่อการสื่อสารได้อย่างถูกต้อง						
10	คุณใช้ภาษาอังกฤษในกิจกรรมบทบาทสมมุติ และกิจกรรมได้วาทิ						
11	คุณสามารถพัฒนาทักษะการสื่อสารของตนเองจากกิจกรรมการเรียนการสอนที่หลากหลาย						
12	คุณได้รับประโยชน์มากมายจากกิจกรรมการเรียนภาษาอังกฤษเพื่อการสื่อสาร						

ส่วนที่ 3 บทบาทของครูในการสอนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับบทบาทของครูในการสอนภาษาเพื่อการสื่อสารที่สะท้อนความเป็นจริงของคุณ เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	มากที่สุด
ช่องหมายเลข	4	หมายถึง	มาก
ช่องหมายเลข	3	หมายถึง	ปานกลาง
ช่องหมายเลข	2	หมายถึง	น้อย
ช่องหมายเลข	1	หมายถึง	น้อยที่สุด

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
13	ครูผู้สอนจัดกิจกรรมที่สร้างความมั่นใจให้แก่คุณในการใช้ภาษาอังกฤษเพื่อการสื่อสาร						
14	ครูผู้สอนกระตุ้นให้คุณใช้ภาษาอังกฤษสื่อสารในชั้นเรียน						
15	ครูผู้สอนให้คุณฝึกฝนการใช้ภาษาอังกฤษเพื่อพัฒนาทักษะการสื่อสาร						
16	ครูผู้สอนให้คำแนะนำและช่วยเหลือ เมื่อคุณเกิดอุปสรรคในการสื่อสาร						

ส่วนที่ 4 บทบาทของนักเรียนในการเรียนการสอนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับความคิดเห็นต่อบทบาทของนักเรียนในการเรียนการสอนภาษาเพื่อการสื่อสารที่สะท้อนความเป็นจริงของคุณ
เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	เห็นด้วยอย่างยิ่ง
ช่องหมายเลข	4	หมายถึง	เห็นด้วย
ช่องหมายเลข	3	หมายถึง	เห็นด้วยปานกลาง
ช่องหมายเลข	2	หมายถึง	ไม่เห็นด้วย
ช่องหมายเลข	1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
17	คุณสามารถสื่อสารกับครูผู้สอน						
18	คุณสามารถใช้ภาษาอังกฤษเพื่อขอความช่วยเหลือจากครูผู้สอนในชั้นเรียน						
19	คุณสามารถพูดโต้ตอบกับครูผู้สอนเป็นภาษาอังกฤษ						
20	คุณสามารถใช้ภาษาอังกฤษสื่อสารกับเพื่อนในชั้นเรียน						
21	คุณสามารถใช้ภาษาอังกฤษสื่อสารกับครูผู้สอน						

ส่วนที่ 5 แนวคิดของนักเรียนที่มีต่อการเรียนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับทัศนคติต่อการสอนภาษาอังกฤษเพื่อการสื่อสารที่สะท้อนความเป็นจริงของคุณ เหนือการให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	มากที่สุด
ช่องหมายเลข	4	หมายถึง	มาก
ช่องหมายเลข	3	หมายถึง	ปานกลาง
ช่องหมายเลข	2	หมายถึง	น้อย
ช่องหมายเลข	1	หมายถึง	น้อยที่สุด

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
22	ภาษาอังกฤษทำให้คุณเกิดความสุขสนานในห้องเรียนการสื่อสาร						
23	ภาษาอังกฤษเพื่อสื่อสารสื่อสารทำให้คุณมีความมั่นใจ						
24	การเรียนภาษาอังกฤษเพื่อการสื่อสารทำให้คุณมีความคิดริเริ่มสร้างสรรค์						
25	ภาษาอังกฤษเพื่อการสื่อสารเป็นวิชาที่ยากที่สุดสำหรับคุณ						
26	คุณกังวลเมื่อเรียนภาษาอังกฤษเพื่อการสื่อสาร						

ตอนที่ 3 ข้อเสนอแนะ

.....

.....

.....

.....

.....

.....

ขอบพระคุณเป็นอย่างสูง

Appendix B
Teachers' Questionnaire (Thai Version)
แบบสอบถามเพื่อการวิจัย

เรื่อง แนวคิดของครูที่มีต่อกระบวนการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร: โรงเรียนในสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 2 ประเทศไทย

(Teachers' Perceptions of Communicative Language Teaching Approach in School of
Loei Primary Educational Service Area Office)

คำชี้แจง

1. แบบสอบถามงานวิจัยฉบับนี้ มีวัตถุประสงค์เพื่อศึกษาแนวคิดของครูผู้สอนที่มีต่อการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร รวมทั้งแนวคิดของนักเรียนในกระบวนการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร สำนักงานเขตพื้นที่การศึกษาประถมศึกษาเลย เขต 2

โดยแบบสอบถามแบ่งออกเป็น 3 ตอน ดังรายละเอียดต่อไปนี้

ตอนที่ 1 ข้อมูลพื้นฐาน

ตอนที่ 2 แบบสอบถามแนวคิดของครูในกระบวนการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร แบ่งออกเป็น 5 ส่วน ได้แก่

ส่วนที่ 1 แนวคิดของครูในการเรียนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 2 กิจกรรมการเรียนการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 3 บทบาทของครูในการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 4 บทบาทของนักเรียนในการเรียนภาษาเพื่อการสื่อสาร

ส่วนที่ 5 แนวคิดของครูที่มีต่อการเรียนภาษาเพื่อการสื่อสาร

ตอนที่ 3 ข้อเสนอแนะ

2. โปรดตอบคำถามทุกข้อตามความเป็นจริง เพราะคำตอบที่เป็นจริงและสมบูรณ์เท่านั้น จะช่วยให้การวิจัยในครั้งนี้เกิดประโยชน์สูงสุด

ตอนที่ 1 ข้อมูลพื้นฐาน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องว่าง ☐ ให้ตรงกับสภาพความเป็นจริงของผู้ตอบแบบสอบถาม

1. เพศ: ☐ ชาย ☐ หญิง
2. วุฒิการศึกษา: ☐ ปริญญาตรี สาขา _____
☐ ปริญญาโท สาขา _____
☐ อื่นๆ _____
3. ประสบการณ์การสอน: ☐ 1-5 ปี ☐ 6-10 ปี ☐ มากกว่า 10 ปี
4. ภาระงานด้านการสอน: ☐ ประถมศึกษา ☐ มัธยมศึกษาตอนต้น
5. คุณเคยผ่านการอบรมเรื่อง การสอนภาษาอังกฤษเพื่อการสื่อสารหรือไม่
☐ เคยผ่านการอบรม ☐ ไม่เคยผ่านการอบรม

ตอนที่ 2 แบบสอบถามแนวคิดแนวคิดครูผู้สอนที่มีต่อการเรียนการสอนภาษาอังกฤษด้วย
วิธีการสอนภาษาเพื่อการสื่อสาร

ส่วนที่ 1 แนวคิดของครูในการเรียนการสอนภาษาอังกฤษด้วยวิธีการสอนภาษาเพื่อการ
สื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับความสามารถในการสื่อสารที่
สะท้อนความเป็นจริงของคุณ เหนือการให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	มากที่สุด
ช่องหมายเลข	4	หมายถึง	มาก
ช่องหมายเลข	3	หมายถึง	ปานกลาง
ช่องหมายเลข	2	หมายถึง	น้อย
ช่องหมายเลข	1	หมายถึง	น้อยที่สุด

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
1	คุณมีความรู้ความเข้าใจในเรื่องหลักภาษา ได้แก่ การออกเสียง คำศัพท์ ไวยากรณ์ เป็นต้น						
2	คุณจำเป็นต้องเข้าใจความหมายของคำศัพท์ โครงสร้างประโยค รวมทั้งความรู้ในเรื่องของ ไวยากรณ์เพื่อทำให้การสื่อสารประสบผลสำเร็จ						
3	การอ่านและการเขียนสามารถพัฒนาทักษะการสื่อสารของคุณได้						
4	การให้ความสำคัญตรงความสามารถทางการพูด คือ เป้าหมายของการพัฒนาทักษะทางการสื่อสาร						

ส่วนที่ 2 กิจกรรมการเรียนการสอนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับความเป็นจริงในการกิจกรรมการเรียนการสอนภาษาเพื่อการสื่อสาร เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	มากที่สุด
ช่องหมายเลข	4	หมายถึง	มาก
ช่องหมายเลข	3	หมายถึง	ปานกลาง
ช่องหมายเลข	2	หมายถึง	น้อย
ช่องหมายเลข	1	หมายถึง	น้อยที่สุด

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
5	มีกิจกรรมการสื่อสารที่หลากหลายในห้องเรียน						
6	กิจกรรมการสอนภาษาอังกฤษสามารถกระตุ้นนักเรียนให้พัฒนาทักษะการสื่อสารได้อย่างมีประสิทธิภาพ						
7	กิจกรรมบทบาทสมมติและกิจกรรมโต้ว่าที่เป็นกิจกรรมที่ดีที่สุดในการสอนภาษาอังกฤษเพื่อการสื่อสาร						

ส่วนที่ 3 บทบาทของครูในการสอนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับบทบาทของครูในการสอนภาษาเพื่อการสื่อสารที่สะท้อนความเป็นจริงของคุณ เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	มากที่สุด
ช่องหมายเลข	4	หมายถึง	มาก
ช่องหมายเลข	3	หมายถึง	ปานกลาง
ช่องหมายเลข	2	หมายถึง	น้อย
ช่องหมายเลข	1	หมายถึง	น้อยที่สุด

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
8	คุณสนับสนุนนักเรียนให้พัฒนาทักษะทางการสื่อสารอยู่เสมอ						
9	ในฐานะครู คุณเปิดโอกาสให้นักเรียนมีส่วนร่วมในกิจกรรมการสื่อสาร						
10	ครูผู้สอนคือบุคคลสำคัญสำหรับนักเรียนในการการสร้างความมั่นใจในการใช้ภาษาอังกฤษเพื่อสื่อสาร						
11	คุณมีบทบาทสำคัญในการกระตุ้นนักเรียนให้ใช้ภาษาอังกฤษเพื่อการสื่อสารภายในห้องเรียน						
12	คุณจัดหาโอกาสในการฝึกฝนภาษาอังกฤษเพื่อการสื่อสารสำหรับนักเรียนเป็นประจำ						
13	การให้คำแนะนำและช่วยเหลือนักเรียนเมื่อเกิดอุปสรรคในการสื่อสาร คือหน้าที่สำคัญต่อการพัฒนาทักษะการสื่อสาร						
14	ครูผู้สอนคือบุคคลสำคัญสำหรับนักเรียนในการพัฒนาทักษะในการสื่อสาร						

ส่วนที่ 4 บทบาทของนักเรียนในการเรียนการสอนภาษาเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับความคิดเห็นต่อบทบาทของนักเรียนในการเรียนการสอนภาษาเพื่อการสื่อสารที่สะท้อนความเป็นจริงของคุณ
เกณฑ์การให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	เห็นด้วยอย่างยิ่ง
ช่องหมายเลข	4	หมายถึง	เห็นด้วย
ช่องหมายเลข	3	หมายถึง	เห็นด้วยปานกลาง
ช่องหมายเลข	2	หมายถึง	ไม่เห็นด้วย
ช่องหมายเลข	1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
15	ความพร้อมของนักเรียนเป็นอุปสรรคต่อการพัฒนาการเรียนภาษาอังกฤษสื่อสาร						
16	ความพร้อมของนักเรียนช่วยส่งเสริมการพัฒนาการเรียนภาษาอังกฤษสื่อสาร						
17	ความรู้พื้นฐานด้านภาษาเป็นส่วนสำคัญของการพัฒนาทักษะทางการสื่อสารของนักเรียน						
18	นักเรียนต้องมีความกระตือรือร้นในการเรียนภาษาอังกฤษเพื่อการสื่อสาร						
19	นักเรียนต้องมีความขยันและอดทนต่อการฝึกฝนเรียนรู้ภาษาอังกฤษ						
20	นักเรียนควรใช้ภาษาอังกฤษในการติดต่อสื่อสารเป็นประจำ						

ส่วนที่ 5 แนวคิดของครูที่มีต่อการสอนภาษาอังกฤษเพื่อการสื่อสาร

คำชี้แจง โปรดทำเครื่องหมาย ☐ ลงในช่อง ให้ตรงกับทัศนคติต่อการสอนภาษาอังกฤษเพื่อการสื่อสารที่สะท้อนความเป็นจริงของคุณ เหนือการให้น้ำหนักคะแนนมีรายละเอียดดังนี้

ช่องหมายเลข	5	หมายถึง	เห็นด้วยอย่างยิ่ง
ช่องหมายเลข	4	หมายถึง	เห็นด้วย
ช่องหมายเลข	3	หมายถึง	เห็นด้วยปานกลาง
ช่องหมายเลข	2	หมายถึง	ไม่เห็นด้วย
ช่องหมายเลข	1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อ	เนื้อหา	ระดับคะแนน					หมายเหตุ
		5	4	3	2	1	
21	ทักษะทางการสื่อสารเป็นทักษะมีความสำคัญ ซึ่งคุณจำเป็นต้องทำให้ประสบผลสำเร็จในสถานการณ์จริง						
22	การสอนภาษาอังกฤษเพื่อการสื่อสารมีความสำคัญต่อการศึกษาในสังคมปัจจุบัน						
23	การสอนภาษาอังกฤษเพื่อการสื่อสารเป็นวิธีการสอนที่ดีที่สุดสำหรับนักเรียนในการพัฒนาทักษะการสื่อสาร						
24	การสอนภาษาอังกฤษเพื่อการสื่อสารต้องอาศัยครูที่มีความรู้ความเชี่ยวชาญเพื่อพัฒนานักเรียนได้อย่างมีประสิทธิภาพ						
25	ครูผู้สอนควรมีความรู้ความเข้าใจเกี่ยวกับหลักการและทฤษฎีการสอนภาษาเพื่อการสื่อสาร						
26	การสอนภาษาอังกฤษเพื่อการสื่อสารไม่ได้เน้นความรู้เรื่องไวยากรณ์						

ตอนที่ 3 ข้อเสนอแนะ

.....

.....

.....

.....

.....

.....

.....

ขอขอบคุณเป็นอย่างสูง

Appendix C

IOC of Students and Teachers' Questionnaire Survey and Interview Questions

The construction of the survey questionnaire was based on the Communicative Language Teaching approach focusing on students and teachers' perceptions of communicative language teaching approach in with the Loei Primary Educational Service Area Office.

Purposefully, the following questionnaire items were designed in an attempt to examine the students and teachers' perceptions of communicative language teaching approach in Loei Primary Educational Service Area Office.

The survey is in the form of a five-point Likert scale ranging from "5 strongly agree to 1 = strongly disagree

Please rate the item below according to their ability to measure the specific objective.

- Note:
- 1 "+1" for the item that is congruent with the objective.
 - 2 "0" for the item that the degree of measurement is unclear.
 - 3 "-1" for the item that is not congruentthe with objective.

**Students' perceptions of communicative language teaching approach in schools
of Loei Primary Educational Service Area Office**

Item	Statement	Specialist			Score	Result
		1	2	3		
	Students' perception towards English learning through the communicative language teaching approach					
1	Speaking and listening are the most important skills for communication.	+1	+1	+1	1	/
2	You need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication.	+1	+1	+1	1	/
3	Reading and writing can develop your communication skills.	+1	+1	+1	1	/
4	Focusing on speaking ability is the goal of developing communication skills.	+1	+1	+1	1	/
5	Communication skills are important skills that you have to succeed in the authentic situations.	+1	+1	+1	1	/
6	You are interested in learning English for communication.	+1	+1	+1	1	/
	Communicative English learning activities					
7	Teachers create various activities for you to develop communication skills.	+1	+1	+1	1	/
8	You participate in English teaching and learning activities for communication.	+1	+1	+1	1	/

9	A variety of English teaching for communication supports you to correctly use English for communication.	+1	+1	+1	1	/
10	You use English when participating in role-play and debate activities.	+1	+1	+1	1	/
11	You can develop your communication skills from a variety of learning and teaching activities.	+1	+1	+1	1	/
12	You gain a lot of benefits from communication activities.	+1	+1	+1	1	/
	Teachers' role of English teaching for communication					
13	Teachers provide activities to build you confidence to use English for communication.	+1	+1	+1	1	/
14	Teachers encourage you to use English in the classroom.	+1	+1	+1	1	/
15	Teachers give you English practices for developing communication skills.	+1	+1	+1	1	/
16	Teachers suggest and support you when you are in communication troubles.	+1	+1	+1	1	/
	Role of students for English learning for communication					
17	You can communicate to your teachers.	+1	+1	+1	1	/
18	You can use English for asking for help.	+1	+1	+1	1	/
19	You can interact with the teacher in English.	+1	+1	+1	1	/
20	You can communicate with your friends.	+1	+1	+1	1	/
21	You can use English to give your friends advices.	+1	+1	+1	1	/

Item	Statement	Specialist			Score	Result
		1	2	3		
	Students' perception of learning English for communication					
22	English for communication makes you enjoyable in the classroom.	+1	+1	+1	1	/
23	English for communication makes you confident.	+1	+1	+1	1	/
24	English for communication makes you creative.	+1	+1	+1	1	/
25	English for communication is the most difficult subject for you.	+1	+1	+1	1	/
26	You are anxious of learning English for communication.	+1	+1	+1	1	/

**Teachers' perceptions of communicative language teaching approach in schools
of Loei Primary Educational Service Area Office**

Item	Statement	Specialist			Score	Result
		1	2	3		
	Teachers' perception towards English learning through the communicative language teaching approach					
1	Speaking and listening are the most important skills for communication.	+1	+1	+1	1	/
2	You need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication.	+1	+1	+1	1	/
3	Reading and writing can develop your communication skills.	+1	+1	+1	1	/
4	Focusing on speaking ability is the goal of developing communication skills.	+1	+1	+1	1	/
	Communicative English learning activities					
5	There are a variety of communication activities in the classroom.	+1	+1	+1	1	/
6	English teaching activities could encourage students to develop communication skills effectively.	+1	+1	+1	1	/
7	Role plays and debates are the best activities for teaching English for	+1	+1	+1	1	/

	communication.					
	Communication Activity					
8	You always support students to develop communication skills.	+1	+1	+1	1	/
9	As a teacher, you often give your students a chance to participate in communication activities.	+1	+1	+1	1	/
10	You are a key person to make students confident to use English for communication.	+1	+1	+1	1	/
11	You play important roles in encouraging students to use English for communication in the classroom.	+1	+1	+1	1	/
12	You always provide communication opportunities to practice English for communication for students.	+1	+1	+1	1	/
13	Advising and helping students when having communication problems are important role of teachers to develop their students' communication skills.	+1	+1	+1	1	/
14	Teachers are a key person for students to improve their communication skills.	+1	+1	+1	1	/
	Role of students for English learning for communication					
15	Students' preparation of learning is a barrier of teaching English for communication.	+1	+1	+1	1	/
16	Student's preparation supports their	+1	+1	+1	1	/

	development of English skills.					
--	--------------------------------	--	--	--	--	--

Item	Statement	Specialist			Score	Result
		1	2	3		
17	Background knowledge of English is an important part of development of communication skills.	+1	+1	+1	1	/
18	Students are eager to learn English to communicate.	+1	+1	+1	1	/
19	Students require attentiveness and patience for practicing English.	+1	+1	+1	1	/
20	Students should use English to communicate regularly.	+1	+1	+1	1	/
21	Communication skills are important skills that you have to succeed in the authentic situations.	+1	+1	+1	1	/
22	Teaching English for communication is important for education in current society.	+1	+1	+1	1	/
23	Teaching English for communication is the best way to teach students to develop communication skills.	+1	+1	+1	1	/
24	Teaching English for Communication requires professional teachers with knowledge and expertise for developing students effectively.	+1	+1	+1	1	/
25	Teachers should understand	+1	+1	+1	1	/

	education principles and theories of language for communication.					
26	Teaching English to communicate does not to focus on grammatical knowledge.	+1	+1	+1	1	/

Interview Questions

Students' perceptions towards English learning through communicative language teaching approach in school of Loei Primary Educational Service Area Office

Item	Statement	Specialist			Score	Result
		1	2	3		
1	What do you think about English learning? Suggestion.....	+1	+1	+1	1	/
2	What is communication? Suggestion.....	+1	+1	+1	1	/
3	How English learning and communication related? Suggestion.....	+1	+1	+1	1	/
4	How much time do you spend learning English in school? Suggestion.....	+1	+1	+1	1	/
5	Do you know about the communicative language teaching approach? Have you ever heard of it before? Suggestion.....	+1	+1	+1	1	/
6	Do the teachers give you a chance to practice communication in the classroom? How? Suggestion.....	+1	+1	+1	1	/

7	What do you think which learning activity can help you to develop communication skills? Suggestion.....	+1	+1	+1	1	/
8	What are the students' roles of effective teaching through Communicative Language Teaching approach? Suggestion.....	+1	+1	+1	1	/
9	Do you like learning English with the Communicative Language Teaching approach? Please give a sufficient explanation for your answer. Suggestion.....	+1	+1	+1	1	/
10	Do you like communication activities in your classroom? Why? Suggestion.....	+1	+1	+1	1	/

Interview Questions

Teachers' perceptions towards English teaching through communicative language teaching approach in school of Loei Primary Educational Service Area

Office 2

Item	Statement	Specialist			Score	Result
		1	2	3		
1	Do you think that you are sufficiently prepared to teach English with the Communicative Language Teaching approach? How? Suggestion.....	+1	+1	+1	1	/
2	Which difficulties do you face while teaching English with the Communicative Language Teaching approach? Suggestion.....	+1	+1	+1	1	/
3	Do you think the Communicative Language Teaching approach is useful for developing following Language skills? How? Suggestion.....	+1	+1	+1	1	/
4	What are the important features of the Communicative Language Teaching approach? Suggestion.....	+1	+1	+1	1	/

5	What are the barriers in using the Communicative Language Teaching approach for teaching English? Suggestion.....	+1	+1	+1	1	/
6	What are the teachers' roles of effective teaching through Communicative Language Teaching approach? Suggestion.....	+1	+1	+1	1	/
7	Do you like teaching English with the Communicative Language Teaching approach? Please give a sufficient explanation for your answer. Suggestion.....	+1	+1	+1	1	/
8	Are there a variety of English teaching activities for teaching English based on Communicative Language Teaching approach? Please give 3 examples and explain each activity. Suggestion.....	+1	+1	+1	1	/
9	Is it more time consuming to teach English with the Communicative Approach than traditional methods? How? Suggestion.....	+1	+1	+1	1	/
10	If teachers are not using the Communicative Language Teaching approach to teach	+1	+1	+1	1	/

	English, what could be the reasons for doing so? Suggestion.....					
--	--	--	--	--	--	--

Appendix D

Students' Perceptions towards the Communicative Language Teaching Approach

Item	Statement	Perception Level					Mean	S.D.
		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)		
1	Speaking and listening are the most important skills for communication.	281	12	2	0	0	4.96	0.22
2	You need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication.	278	13	1	3	0	4.94	0.33
3	Reading and writing can develop your communication skills.	163	128	4	0	0	4.55	0.52
4	Focusing on speaking ability is the goal of developing communication skills.	161	131	3	0	0	4.54	0.51
5	Communication skills are important skills that you have to succeed in the authentic situations.	277	13	4	1	0	4.94	0.31
6	Teachers create various activities for you to develop communication skills.	4	288	2	1	0	4.00	0.16
7	You participate in English teaching and learning activities for	275	16	4	0	0	4.94	0.28

	communication.							
Item	Statement	Perception Level					Mean	S.D.
		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)		
8	A variety of English teaching for communication supports you to correctly use English for communication.	166	124	3	2	0	4.55	0.54
9	You use English when participating in role-play and debate activities.	0	71	223	1	0	3.23	0.43
10	You can develop your communication skills from a variety of learning and teaching activities.	166	125	3	1	0	4.56	0.53
11	You gain a lot of benefits from communication activities.	59	230	5	1	0	4.19	0.44
12	Teachers provide activities to build you confidence to use English for communication.	61	228	4	2	0	4.19	0.45
13	Teachers encourage you to use English in the classroom.	218	74	2	1	0	4.74	0.47
14	Teachers give you English practices for developing communication skills.	165	124	4	2	0	4.55	0.55
15	Teachers suggest and support you when you are in communication troubles.	63	224	7	1	0	4.20	0.45
16	You can communicate to your teachers.	2	72	221	0	0	3.24	0.44

Item	Statement	Perception Level					Mean	S.D.
		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)		
17	You can use English for asking for help.	2	71	220	2	0	3.23	0.45
18	You can interact with the teacher in English.	0	234	60	1	0	3.79	0.42
19	You can communicate with your friends.	0	69	226	0	0	3.23	0.42
20	You can use English to give your friends advices.	116	173	4	2	0	4.38	0.54
21	You are interested in learning English for communication.	2	215	76	2	0	3.69	0.49
22	English for communication makes you enjoyable in the classroom.	74	218	1	2	0	4.29	0.49
23	English for communication makes you confident.	190	99	4	2	0	4.56	0.55
24	English for communication makes you creative.	200	94	1	0	0	3.60	0.50
25	English for communication is the most difficult subject for you.	186	11	97	1	0	4.17	0.98
26	You are anxious of learning English for communication.	188	28	76	3	0	4.25	0.92

Teachers' Perceptions towards the Communicative Language Teaching Approach

Item	Statement	Perception Level					Mean	S.D.
		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)		
1	Speaking and listening are the most important skills for communication.	1	18	1	0	0	4.00	0.32
2	You need to understand meaning of vocabularies, sentence structures and grammatical knowledge to success in communication.	3	16	1	0	0	4.10	0.45
3	Reading and writing can develop your communication skills.	7	13	0	0	0	4.35	0.49
4	Focusing on speaking ability is the goal of developing communication skills.	9	10	1	0	0	4.40	0.60
5	Communication skills are important skills that you have to succeed in the authentic situations.	0	8	12	0	0	3.40	0.50
6	You always support students to develop communication skills.	10	10	0	0	0	4.50	0.51
7	As a teacher, you often give your students a chance to participate in communication activities.	10	10	0	0	0	4.50	0.51

8	There are a variety of communication activities in the classroom.	10	1	0	0	4.50	0.51
---	---	----	---	---	---	------	------

Item	Statement	Perception Level					Mean	S.D.
		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)		
9	English teaching activities could encourage students to develop communication skills effectively.	10	10	0	0	0	4.50	0.51
10	Role plays and debates are the best activities for teaching English for communication.	0	20	0	0	0	4.00	0.00
11	Students' preparation of learning is a barrier of teaching English for communication.	0	20	0	0	0	4.00	0.00
12	You are a key person to make students confident to use English for communication.	0	20	0	0	0	4.00	0.00
13	You play important roles in encouraging students to use English for communication in the classroom.	0	20	0	0	0	4.00	0.00
14	You always provide communication opportunities to practice English for communication for students.	0	20	0	0	0	4.00	0.00

15	Advising and helping students when having communication problems are important role of teachers to develop their students' communication skills.	20	0	0	0	0	5.00	0.00
16	Student's preparation supports their development of English skills.	13	7		0	0	4.65	0.49

Item	Statement	Perception Level					Mean	S.D.
		Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)		
17	Background knowledge of English is an important part of development of communication skills.	16	4	0	0	0	4.80	0.41
18	Students are eager to learn English to communicate.	15	5	0	0	0	4.75	0.44
19	Students require attentiveness and patience for practicing English.	9	11	0	0	0	4.45	0.51
20	Students should use English to communicate regularly.	16	4	0	0	0	4.80	0.41
21	Teaching English for communication is important for education in current society.	20	0	0	0	0	5.00	0.00
22	Teaching English for communication is the best way to teach students to develop communication skills.	0	7	13	0	0	3.50	0.51
23	Teachers are a key person for students to improve their communication skills.	7	7	6	0	0	4.05	0.83
24	Teaching English for Communication requires	7	12	1	0	0	4.30	0.57

	professional teachers with knowledge and expertise for developing students effectively.							
25	Teachers should understand education principles and theories of language for communication.	20	0	0	0	0	5.00	0.00
26	Teaching English to communicate does not to focus on grammatical knowledge.	7	11	2	0	0	4.25	0.64

BIOGRAPHY

NAME

Natthawut Promtara

ACADEMIC BACKGROUND

Bachelor's Degree with a major in English Education from Loei Rajabhat University, Loei Province, Thailand in 2009

PRESENT POSITION

Teacher, English Teaching for Primary and Secondary Level, Loei Province, Thailand

EXPERIENCES

Received a scholarship from Ministry of Education in 2004 for enrolling in the bachelor degree at the Faculty of Education, Loei Rajabhat University, Loei Province, Thailand