COMMUNICATIVE LANGUAGE TEACHING IN THE THAI CLASSROOM CONTEXT: TEACHERS' AND STUDENTS' ATTITUDES AND PERCEPTIONS ON THE APPLICABILITY OF CLT

Sayumpoo Khunbankong

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Sayumpoo Khunbankong

School of Language and Communication

Assistant Professor..Major Advisor

(M.L. Jirapa Abhakorn, 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.....................................Committee Chairperson

(Kasma Suwanarak, Ph.D.)

Assistant Professor.......................................Committee

(M.L. Jirapa Abhakorn, Ph.D.)

Assistant Professor......................................Committee

(Sureepong Phothongsunan, Ph.D.)
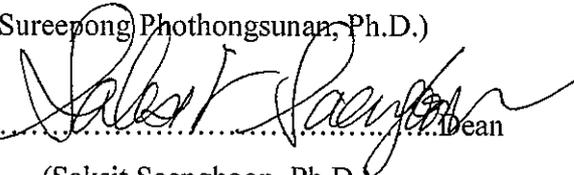
Assistant Professor......................................Dean

(Saksit Saengboon, Ph.D.)

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ABSTRACT

Title of Thesis	Communicative Language Teaching in the Thai Classroom Context: Teachers' and Students' Attitudes and Perceptions on the Applicability of CLT.
Author	Miss Sayumpoo Khunbankong
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This study investigated teachers' and learners' perspective towards the Communicative Language Teaching Approach (CLT). The purpose of this study is to investigate the attitudes of Thai teachers and the perceptions of Thai students towards aspects of teaching English as a Foreign Language (EFL) based on CLT, and whether or not CLT is applicable for teaching English in the Thai classroom context. Twelve Thai EFL teachers and 376 Thai EFL students from twelve secondary public schools in Bangkok, Thailand were participants. Based on both the quantitative and qualitative approaches, questionnaires were conducted in order to investigate the teachers' and learners' attitudes and perceptions towards CLT. Moreover, individual telephone interviews were conducted to study the teachers' perceptions of the applicability of teaching CLT in the Thai classroom context. The results show that both the teachers and students have positive, favorable attitudes towards CLT. They claimed that CLT is applicable for a Thai classroom context. However, the findings further reveal that bringing CLT into practice still has some limitations in terms of class size, and students' proficiency. Further investigation on how these limitations can be taken into account when applying CLT to teach in the Thai classroom context is needed.

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CHAPTER 1

INTRODUCTION

1.1 General Background of Communicative Language Teaching

Since it was invented, there have been many interpretations and definitions of Communicative Language Teaching (CLT). The variety of meaning depends on the linguists and educators who define it. Richards and Schmidt (2011) also define CLT as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence". Savignon (2002) also stated that the central theoretical concept in communicative language teaching is communicative competence. It should be noted that, both of the mentioned reference sources consider CLT as an approach rather than a method. That is because CLT is developed from a set of principles that reflect a communicative view of language, and it is the principles that have shaped a wide variety of classroom methods and procedures to develop communicative competence among learners (Richards and Rodgers, 2001). Communicative competence generally refers to the ability to use a language appropriately in different circumstances. From the said definitions, it can be concluded that CLT is a means to teach language in such a way that learners can communicate with people in a variety of contexts. Therefore, to develop communicative competence, CLT concentrates largely on production of the spoken form of English. Even though spoken language skills seem to be the most important skills, reading, writing and listening skills are also a focus of the CLT approach (Richards, 2006). They are all developed in a communicative way. As noted by Littlewood (1981) although CLT procedures emphasizes largely on language in uses rather than language structure, it actually encourages teachers to pay attention to both functional as well as structural

aspects of language in order to fully develop communicative competence. In addition, Brown (2007) added that CLT is an approach to language teaching that emphasizes authentic interaction, student-centered learning, task-based activities, and communication for meaning purposes. In other words, its' goal is to make use of real-life situations that necessitate communication (Hymes, 1971). Harmer (2002) stated that such authentic and communicative activities can develop students' ability to use language to interact with people in real situations.

There are a number of CLT benefits as concluded by Richards (2006) :

1) CLT helps learners know how to use language for a wide range of different purposes and functions.

2) CLT helps learners know how to vary their use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).

3) CLT helps learners know how to produce and understand different types of texts (e.g., narratives, reports, interviews, and conversations).

4) CLT helps learners know how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

Despite the benefits of CLT as mentioned above, there has also been a lot of criticism about CLT. For example,

CLT practice actually promotes serious engagement with meaningful negotiation, interpretation, and expression in the language classroom. It was believed that CLT classrooms reverberate with authentic communication that characterizes interaction in the outside world. But a communicative curriculum cannot by itself guarantee meaningful communication in the classroom because communication is what may or may not be achieved through classroom activity; it cannot be organized in an abstract specification (Widdowson, 1990, p. 130).

Various researchers (e.g. Kumaravadivelu,1993; Legutke and Thomas, 1991; Nunan, 1987; Thornbury, 1996) conducted CLT–based classroom research and the results revealed that the classrooms were not actually communicative though CLT was applied. Moreover, several scholars (e.g., Howatt, 1987; Savignon, 1983; Swan, 1985; Widdowson, 2003) noted that CLT does not really represent any radical departure in language teaching. Since there is still no guarantee that CLT can be successfully applied in any type of classroom context, the study about effectiveness of CLT is still needed.

1.2 Statement of the Problem

Similar to many developing countries, the role of English in Thailand is important, even though it is considered a foreign rather than a second language. That is because new technology and the adoption of the Internet have resulted in a major transition in terms of business, education, science, and technology, and it calls for the people involved to have high proficiency in English.

In order to enhance Thais' English ability, the declaration of the Thai National Act declares that studying English is compulsory and has to be taught to students at the primary level (Prathom 1 to 6) in public schools in Thailand. However, Pat Watanasin (2013) found that Thais' level of English proficiency is low when compared with people from other countries in Asia such as Malaysia, Philippines, and Singapore.

Alisa Vanijdee. (2003) claimed that the major cause of the problem of low proficiency in English among Thai learners may lie in the emphasis of teaching, which is on reading skills and grammatical structure and vocabulary (non-CLT approach) rather than on speaking and listening skills (CLT approach). To be more specific, most of the teachers start their classes with a vocabulary item, or grammatical structure presentation, and then let the students read aloud, repeating the sentences, or a paragraph from the text. Frequently, students are required to read and translate sentence-by-sentence in-chorus, or individually. These activities could cause boredom among the students. In addition, this traditional approach (non-CLT approach) of

teaching English could lead to the development of negative attitudes towards learning English in some students, as there is insufficient active participation and incentive in learning (Sutaporn Chayaratheee, 2006).

Other main problems that may be the causes of the low performance in English among Thais have also been identified. For example; most of the students learn English passively; they tend to wait for their teacher to provide them knowledge, and they are too shy to speak English with classmates; therefore, they do not want to be responsible for their own learning (Alisa Vanijdee, 2003). Furthermore, Pat Watanasin (2013) also stated that Thai students lack opportunities to use English in their daily lives. Most of them study English only in the language classroom. When they are outside the classroom they do not have the opportunity to meet and talk with foreigners or friends. Jumjim Ngowanancha (2012) pointed out that as a language teacher, he knew that the problems in learning English could not be solved within a short period of time, but the problems should not be ignored. Therefore, using the best and appropriate methods and materials to teach and try out in real teaching contexts would help the students to increase their communicative competency.

To cope with these problems and the growing of local and international demands, Thailand's new constitution, adopted in 1997, has established the National Education Act which created the most radical education reform in Thai history in order to help boost Thai learners' English language performance (Attapol Khamkhien, 2010). The aim of this education reform is to foster a learner-centered and a communicative approach in teaching English as a foreign language (EFL).The goal of teaching EFL also includes aspects of attitude towards English. Learners should be equipped with the ability to learn, and the development of life-long learning must be encouraged. Teachers also have to undertake CLT research and develop CLT abilities as well (Arunee Wiriyachitra, 2002).

Although there have been attempts to reform English Education in Thailand by using CLT approach, most Thai teachers have continued to apply the Grammar-Translation method. Almost all Thai schools teach reading and writing skills more than

listening and speaking skills (Pattanida Punthumasen, 2007). Most Thai English teachers are still not competent in English, and do not have enough knowledge about either the culture of native speakers of English or CLT (Attapol Khamkhien, 2010). Classrooms are also not adequately equipped with educational technologies that allow teachers to teach CLT effectively. These problems; therefore encourage the researcher to question about Thai teachers' and students' attitudes and perceptions towards the teaching and learning of English based on CLT.

1.3 Research Objectives

According to the new education reform, Thai EFL teachers are encouraged to adapt to the CLT's ideas of teaching English in their classroom, but they are still using the Grammar-Translation method, and focus on linguistic competence rather than communicative competence. As a result, Thai students' English proficiency is still low and they cannot apply it in daily lives (Saksit Saengboon, 2014). Moreover, some researchers think that CLT is not effectively used in order to enhance students' communication skills (Pattanida Punthumasen, 2007). Therefore, in this study, the researcher aims to study attitudes and perceptions of Thai teachers and students from secondary schools in Bangkok towards aspects of teaching English as a foreign language (EFL) based on CLT, and whether or not CLT is applicable for teaching English in the Thai classroom context. Thus, the specific objectives to be achieved are:

1) To find out about the teachers' attitudes towards three aspects of teaching EFL based on CLT which are

(1) Teachers' and Learners' Roles.

(2) Teachers' Focus.

(3) Practices in the Classroom.

2) To find out about the students' attitudes and perceptions of CLT based on comparisons with the non–CLT based approach.

3) To explore the teachers' perceptions towards the applicability of CLT in teaching in a Thai Classroom context.

1.4 Scope of the Study

1.4.1 The Sample Group

A group of Thai EFL teachers are English teachers from twelve public secondary schools in Bangkok at the total of twelve teachers (one teacher from each school). All of them are female teachers who have taught in Mathayom Suksa 3. A group of students are male and female in Mathayom Suksa 3 (Grade 9), whose aged are between 14-16 years old. They are from the same public secondary schools in Bangkok where the teachers are teaching. Totally, there are 376 students (209 male students, and 167 female students).

1.4.2 The Aspects of CLT to be Studied

For the teacher' questionnaire, the teachers are surveyed about their attitudes (their actual feeling or way of thinking) towards aspects of language teaching based on CLT; which are divided into three aspects. First, there are statements about teachers' and learners' roles in CLT, or what teachers and students should and should not do in the CLT−based classroom. Second, there are statements about teachers' focus, or what teachers should focus on in order to enhance language learning in CLT−based classrooms. Third, there are statements about the practices needed to be conducted in the CLT−based classroom. These statements are designed in order to study the teachers' attitudes, whether they agree or disagree with each of the statements when applied to their own teaching context.

In the students' questionnaire, all statements are about the students' attitudes and perceptions (the use of mind or senses to generate comprehension) towards the instructional practice in the classroom. The questions aim to determine to what extent students prefer CLT compared to non−CLT classroom practices. Some students who

prefer CLT may not prefer the non-CLT approach, such as learning and practicing grammar rules, sentence drilling, and repeating sentences after the teachers because all of them heavily concentrate on the structure of language rather than language in use.

In order to investigate the teachers' perceptions whether CLT is appropriate for a Thai EFL classroom context, the researcher pre-designed three open−ended interview questions, which are:1) to what extent is CLT applicable for a Thai classroom context?; 2) are there any problems or limitations in applying CLT in a Thai classroom context?; and 3) are there any suggestions regarding teaching CLT in a Thai classroom context?. The semi-structure interviews were conducted with the teachers via telephone conversation after distributed the student questionnaires had been collected.

1.5 The Significance of the Study

This study is significant in a way that it helps teachers and educational planners to understand: a) teachers' attitudes towards the theories of CLT to teach English in a Thai classroom context; b) the students' attitudes and perceptions of CLT−based practices compared to non-CLT based practices, c) the teachers' perceptions of the applicability of significant CLT, and whether or not CLT is an appropriate teaching approach for Thai students. From these findings, the teaching aspects that the teachers and students prefer, and find appropriate for the Thai EFL classroom contexts can be enhanced and promoted for wide application in Thai EFL classrooms. Moreover, using CLT approach could be helpful for the teaching of other contents subjects such as on Business Administration, Education, Science, and Technology.

1.6 Organization of the Thesis

This paper contains six chapters. Chapter 1: Introduction includes general background of Communicative Language Teaching, statement of the problem, research objectives, scope of the study, and the significance of the study. Chapter 2: Literature Review presents a review of related literature which consists of six sections; definitions of CLT, development of CLT, comparing CLT to non−CLT approaches, effectiveness and applicability of CLT, Chapter 3: Methodology includes research objectives and questions, theoretical frameworks, research methods, research procedures, and reliability and validity. Chapter 4: includes the descriptive results of the study from the questionnaire and the analysis of the results. Chapter 5: reports the qualitative results from the interview, and interpretations of the finding. Chapter 6: contains the discussion, implications and conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

A literature review gives a theoretical base for the present research. The main purpose of this chapter is to establish to the reader the ground knowledge about Communicative Language Teaching (CLT) including teachers' and learners' role, teachers'focus, teaching and learning practices, effectiveness and applicability. A review of related previous research is also included.

2.2 Definitions of Communicative Language Teaching

Communicative Language Teaching (CLT) is best considered as an approach since it refers to a diverse set of principles that support a communicative view of language and language learning (Richards and Rodgers, 2001). According to Littlewood (1981), CLT is a combination of systemic and functional aspects of language, and the emphasis is on language use rather than the structure of language itself. In other words, CLT is a language teaching approach that emphasizes the communication of meaning rather than practice of grammatical forms in isolation. It aims at developing language learners' knowledge and skills needed for appropriate use of language in different communicative settings (Richards, 2006). In addition, Brown gives his definition of CLT as "an approach to language teaching that emphasizes authenticity, interaction, student-centered learning, task based activities, and communication for the real world and meaningful purposes" (Brown, 2007, p. 378). Hence, the students' communicative competence is the goal of CLT rather than linguistic competence. Brown (2007, p. 241) also listed four characteristics of CLT:

1) Communicative competence is the main goal while grammatical or linguistic competence is not totally ignored;

2) Language structure is not the central focus, but it is one of the language aspects that enables the learner to accomplish communicative competence;

3) Fluency and accuracy are seen as complimentary principles underlying communicative techniques, though the former may have a more important role than the latter in order to develop meaningful language use;

4) Students eventually have to be able to use the language productively in unrehearsed contexts.

It can be concluded that the primary goal of CLT is for learners to develop a stronger communicative competence (Savignon, 2002; Richards, 2006). Communicative competence is comprised of four competences which were originally identified by Canale and Swain (1980). The four competences are: grammatical, socio-cultural, strategic, and discourse competences. Grammatical competence is students' knowledge of language features, including vocabulary, word and sentence formations, and spelling. Sociolinguistic competence refers to students' ability to use appropriate spoken and written language. Strategic competence is the ability to use communication strategies to overcome communication problems. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness, and of how meaning is represented in relationship to the entire discourse or text (Canale and Swin, 1980).

Savignon (2002) explains that all four of the competences are equally significant and must be developed together in order to build a strong communicative competence. To apply CLT to teach EFL, Johnson and Johnson (1998) identify four core concerns that underlie its current applications:

1) Appropriateness: the situations of language use must be appropriate to the learners' needs or the purpose of the communication. For example, learners may need to be able to use formal as well as casual styles of speaking.

2) Message focus: learners need to be able to create and understand

messages that contain real meanings to them.

　　　3) Psycholinguistic process: CLT activities should engage learners in the use of cognitive processes, and provide opportunity for second language acquisition

　　　4) Risk taking: learners should be encouraged to make guess and learn from their errors by going beyond what they have been taught and to employ a variety of sub skills rather than practicing individual skills one at a time.

　　In short, CLT is an approach that aims to teach learners how to use appropriate language in different social interactional situations. In the next section, the origin and development of CLT will be reviewed.

2.3 Development of Communicative Language Teaching

　　CLT emerged from the change in the British language teaching tradition in the late 1960s. At that time, British applied linguists (e.g., Christopher Candlin, and Henry Widdowson) saw the importance of language teaching to focus on communicative proficiency rather than on only mastery of structures (Richards and Rodgers, 2007). According to Richards and Rodgers, CLT was the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

They felt that the students did not know how to communicate by using appropriate social language, gestures, or expressions. Though the scope of CLT has been extended since the mid-1970s, there are three main aspects which originally stimulated the emergence of CLT (Whong, 2011).

2.3.1 Social Influence

　　First there was an increased demand for learning a foreign language for work or for personal reasons, especially in Europe because of the European Common Market that led to widespread European migration. A number of secondary schools then offered a foreign language subject as a part of a general trend of curriculum-

broadening and modernization (Rodger, 2006). In addition, there was an increase in demand for language educators to develop their teaching methods. Traditional methods such as grammar translation was developed with an assumption that students wanted to master the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners who were busy with work, and demanded language for real life. Educators realized that they needed to motivate these students to learn language with a more practical approach. In addition, the trend of progressivism in education provided a further pressure for educators to change their methods. Progressivism holds the belief that active learning is more effective than passive learning, and that technique which students can be more actively involved such as group work and pair work should be encouraged for foreign language education; the teachers should find teaching methods that could better develop active and independent learners.

2.3.2 Academic Influences

The development of CLT is also a consequence of academic ideas emerging from British applied linguists such as Christopher Candlin and Henry Widdowson who began to question whether a focus on language structure was really helpful for language students. They saw a need for students to develop communicative skills and functional competence in addition to mastering language structures (Galloway, 2014). They began to doubt the efficacy of situational language teaching, the dominant method for teaching foreign language in Britain at the time.

In the United States, Hymes (1971), the linguist and anthropologist, realized that the Grammar-Translation method and the Audio-Lingual approach failed to teach students how to get their message across in communication. Thus, educators began to realize the importance of students' communicative ability and CLT began to be utilized in the second language classroom. Then, educators worldwide began to teach students with the goal of improving their communicative competence. Savignon (1987,

p. 235) defines communicative competence as:

> Knowledge of sociolinguistic rules, or the appropriateness of an utterance. In addition to knowledge of grammar rules, the term has come to be used in language teaching contexts to refer to the ability to negotiate meaning to successfully combine a knowledge of linguistic, sociolinguistic, and discourse rules in communicative interactions.

The changing focus from structural to communicative competence was also a counter-action to Chomsky's concept of what it meant to be competent in a particular language. According to Chomsky, linguistic competence is what learners need to accomplish in order to become like an ideal native speaker. The concept was redefined; in addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in difference social situations. The need to educate their people to become communicatively competent in English has also led many East Asian countries to revise their national policies and curriculum based on CLT methodology (Yoon, 2004). The underlying philosophy of CLT has spawned different teaching methods known under a variety of names, including project-based instruction, proficiency-based instruction, and communicative language teaching (Galloway, 2014).

2.3.3 Communicative Syllabus Influence

The development of communicative language teaching was partially influenced by the work of the Council of Europe in creating new language syllabus that would meet the needs of European immigrants. Educators developed materials that concentrated on the various different social meanings, and were structured in a way that learners could choose how to progress through the courses themselves. The materials were used in teacher training courses and workshops to encourage teachers to change to use a communicative syllabus. The next section provides a review of aspects of CLT that

differentiate CLT−based classrooms from non−CLT based classrooms.

2.4 Comparing CLT to Non-CLT Approaches

There are some aspects which can be used to differentiate CLT from non−CLT approaches to teach English as a foreign language (EFL). This section focuses on the following three aspects:

1) teachers' and learners' roles;

2) teachers' focus, and

3) activities in the classroom.

2.4.1 Teachers' Role

Breen and Candlin (1980) describe that the teacher has two main roles in CLT classrooms. The first role is to facilitate the communication process among all participants in the classroom, and between these participants and the various activities and texts. Teachers in communicative classrooms should talk less while listen more in order to become active facilitators of their students' learning (Larsen-Freeman, 1986). Also teachers should assume the role of referee and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce error-free sentences, the teacher should monitor learners' errors and develop her/his own role in facilitating language learning (Richards, 2006). The teacher should set up the exercise, and must step back and observe the students' performance. It is also essential for the teacher to act as an independent participant of the group learning activity. This role implies a set of different roles for the teacher:

1) as an organizer of resources and as a resource themselves;

2) a guide within the classroom procedure and activities;

3) a researcher and learner with much to contribute in terms of

appropriate knowledge and abilities, and much to observe and experience to understand the nature of learning and organization capacities (Richards, 2006).

Other roles assumed for teachers are needs analyst, counselor, and group process managers. As a need analyst and a counselor, the CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students. Finally, as a group process manager, the teachers need to organize the classroom as a setting for communicative activities. During an activity, the teacher monitors, and encourages students to accomplish the tasks at hand. At the conclusion of the group activities, the teacher leads in the debriefing of the activity, pointing out alternatives and extensions and assisting groups in self-correction discussion (Richards, 2006).

2.4.2 Learners' Role

CLT, with its emphasis on the process of communication rather than mastery of language forms, leads to different roles for learners, which are quite different from those found in more traditional second language classrooms. Breen and Candlin (1980) describe the learners' role within CLT as the role of negotiator who should negotiate the self, the learning process, and the objectives of learning. Students are expected to interact with each other rather than with the teacher, and correction of errors may not be included in classroom activities (Richards and Rodgers, 2001). In CLT, learners have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group-work or pair-work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning (Richards, 2006). Students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may gain confidence in using the target language in general. Students become responsible managers of their own learning (Larsen-Freeman, 1986).

2.4.3 Teachers' Focus

For CLT, classroom goals are designed to focus on all of the components of communicative competence. Fluency and accuracy are seen as complimentary principles underlying communicative teaching techniques while fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Accuracy practice focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as shown in Table 2.1.

Table 2.1 Activities Focusing on Fluency and Activities Focusing on Accuracy.

Activities focusing on fluency	Activities focusing on accuracy
Reflect natural use of language	Reflect classroom use of language
Focus on achieving communication	Focus on the formation of correct examples of language
Require meaningful use of language	Practice language out of context
Require the use of communication strategies	Practice small samples of language
Produce language that may not be predictable	Do not require meaningful communication
Seek to link language use to context	Control choice of language

Source: Richards. (2006).

At times, fluency may have to take on more important roles than accuracy in order to keep learners meaningfully engaged in language use (Brown, 2007). Fluency as a focus can be developed by creating classroom activities in which students must negotiate for meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

2.4.4 Teaching and Learning Practices and Activities Underlying CLT Approach

Richards and Rodgers (2007) proposed a set of three principles underlying CLT teaching activities: 1) activities should involve real communication (communication principle), 2) activities should encourage language use as a means for carrying out meaningful tasks (task principle), and 3) activities should be meaningful to the learner and supportive to the learning process (meaningfulness principle). Therefore, CLT activities should be a wide range of exercises and activities that enable learners to achieve the communicative objectives such as information sharing, negotiation of meaning, and interaction activities. Furthermore, Littlewood (1981) distinguishes between functional communication activities and social interaction activities. Functional communication activities include information gaps and problem solving; whereas, social interaction activities include conversation and discussion sessions, dialogues, and role-plays, simulations, skits, and debate. In the CLT−based classroom, both types of activities are used equally.

In the CLT classroom, students are often given a task and goal to be accomplished rather than studying the language directly. There is also less emphasis on error correction as fluency in communication becomes more important than accuracy. As well, authentic materials (e.g., signs, magazines, advertisements and newspapers, or graphic and visual sources) and meaningful language input in which communicative activities can be built (e.g., maps, pictures, symbols, graph, and charts) are more often used than in non − CLT classroom. The class becomes more student-centered as students accomplish their tasks with other students, while the teacher plays more of an

observer role (Richards and Rodgers, 2007). Moreover, theorists in this field (e.g., Savignon, 1983; Breen and Candlin, 1980; Canale and Swain, 1980) point out that underscoring the creative, unpredictable, and purposeful use of language for communication were CLT–based classroom practices largely woven around sharing information and negotiating meaning. Not only oral and aural communication, but also reading and writing skills are developed based on the concepts of negotiation, interpretation, and expression of meaning in different contexts. CLT class also introduces innovative classroom activities, creates and sustains learner motivation. The focus on the learner and the emphasis on communication have made CLT highly popular among ESL teachers (Savignon, 1983), however the effectiveness and applicability of CLT is still debatable.

2.5 Effectiveness and Applicability of Communicative Language Teaching

CLT as a western-developed pedagogy is culturally appropriate in certain cultures. According to Sun and Cheng (2009), the application of CLT to teach English as a second language (ESL) has been successful due to the atmosphere in all ESL classrooms, including educational policy, classroom culture, teacher training, and teachers' language proficiency, all support the CLT framework which has its origin from western concepts. For example, in Taiwan and China, the teachers support CLT because it is helpful to develop the students' communicative competence as well as linguistic knowledge. The teachers' attitudes revealed that their teaching goal is to develop the students' communicative competence (Chang, 2011; Liao, 2004; Fang, 2010). They also indicated that the teachers are in favor of CLT because CLT focuses 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. Moreover, it creates a safe and engaged learning environment. More specifically, CLT not only enhances the learners' English

proficiency, but creates a classroom atmosphere that encourages risk-taking and cooperative relationship in groups. In addition, EFL students are no longer satisfied with traditional English teaching that fails to facilitate their communicative competence (Fang, 2010; Gan et al., 2004).

Moreover, in the study of Saksit Saengboon (2014), he also stated that the Thai EFL teachers appeared to have a positive favorable towards CLT tenets: that it facilitates language use in real-life situations and that it is distinct from the traditional methods of teaching.

However, some educators argue whether or not CLT in teaching English as a foreign language (EFL) is an effective practice. Sun and Cheng (2009) believe that the limitation of CLT in teaching EFL can be attributed to the lack of attention paid to the differences between ESL and EFL classroom contexts when incorporating CLT into the curriculum, and curriculum development is needed in order to adapt CLT to EFL contexts. As an approach conceived in western society, CLT directly conflicts with the deep-rooted Confucian belief system in which the ultimate goal is social harmony in which everyone must know their place in the social order. This means that everyone needs to show respect and obedience from one group to the next (Zhang, Lin, Nonaka and Beom, 2005). It is no wonder Asian cultures have resisted implementing the CLT approach into classrooms for it questions and threatens their beliefs, traditions and values. In a review of CLT implementation throughout East Asia, Littlewood (2004, p. 244) found that there also exists an "incompatibility with public assessment demands and conflict with educational values and traditions".
In addition, Cheng (2011) state, "As there exists huge diversity in values, traditions, cultures, political regimes, and educational structures in EFL countries, the EFL context may in some cases be considered far more complicated than individual ESL contexts". According to Hu (2002), CLT has not received widespread support in China due to the clash between the tenets of CLT and the Chinese culture of learning. For example, teachers and students, alike, regard education and the pursuit of knowledge as a very serious task. This fundamental societal belief directly clashes with

communicative activities of CLT, such as games. Educators and learners in China view games as a form of entertainment rather than having any educational value. Moreover, the role of teachers in China also differs from the role of teacher teaching English based on CLT. In China, the teacher generally transmit knowledge to students in a teacher-centered classroom, while the western style of teaching in communicative classrooms develop a learner-centered environment and the teacher plays the role of a facilitator rather than the knowledge transmitter.

Hu (2002) also believes that the communicative classroom could be resisted in Asian countries for two reasons. First, in some countries such as China, South Korea, and Thailand, the teacher has long been perceived as the authority in the classroom. Students have been trained to listen to and not question the teacher's knowledge or authority. The second problem is the autonomy of the student in the CLT classroom. The student's role as an independent learner and seeker of knowledge could ruin harmony within the class, and place both students and teachers at risk of losing face. Hu also found that the resistance of the adoption of CLT in Asian country is also due to "lack of necessary resources, big class size, limited instructional time, teachers' lack of language proficiency and sociolinguistic competence, examination pressure, and cultural factors"

South Korea, like China, is a country based on Confucian belief and traditions which has a deep respect and reverence for education. Teachers in Korea tend to experience similar difficulties as found in China in implementing CLT. In addition, Li (1998) found that most South Korean secondary school teachers agreed that there were also cultural barriers to CLT application including educational tradition and the fear of losing face. In 1992, the South Korean Ministry of Education implemented the Sixth National Curriculum for High Schools that stated that CLT should replace the traditional Grammar-Translation method and Audio-Lingual approach in the English classroom (Li,1998). Li reported that, all of the surveys of eighteen secondary school English teachers reported that the Korean teachers experienced many problems such as a lack of CLT training and deficiency in English skills, and these

problems hindered the implementation of CLT. Due to the lack of CLT training and opportunities to utilize CLT or to develop materials, most Korean EFL teachers still use a combination of the Audio-Lingual and Grammar-Translation methods in their EFL classrooms. Furthermore, teachers and students in South Korea have the additional pressure of studying for formal tests for university entrance. This factor seems to prohibit South Korean EFL teachers from fully implementing CLT into the curriculum. Shim and Baik (2004) found that teachers in South Korea are under pressure of the government demands to implement CLT tenets and the students and parents' demands to run exam-focused classrooms. The pressure for students to perform well on the standardized exams likely outweighs the pressure to implement CLT.

In Singapore, mainland China and Hong Kong, Littlewood investigated students' perceptions of three types of English lessons: communication oriented, form oriented, and control oriented. The study found that students preferred communication oriented English lessons (Littlewood, 2010). Moreover, most research in South Korea seems to focus on teachers' perspectives of CLT in middle and high school, and little research was found on South Korean students' perceptions of CLT at any level. Jung (2005) evaluated Pusan National University's curriculum as seen through the teachers' perspectives of its effectiveness but did not find how Korean students, at any level, view CLT activities used in the English language classroom.

In Japan, Nakata (1990) found that implementing CLT in Japan proved difficult due to reasons such as syllabus design, the standardized testing system, communicative incompetence of Japanese teachers of English, large class size, and whether or not CLT is culturally appropriate. Matsuura et al. (2001) compared university students' and teachers' attitudes about important instructional areas, goals and objectives, instructional styles and methods, teaching materials and cultural matters. Many students preferred traditional styles of ELT pedagogy such as learning isolated skills, focusing on accuracy, and learning through a teacher-centered approach, while their teachers' attitudes appeared to have shifted towards a learner-centered approach,

integrated skills, and a focus on fluency. While the students were interested in learning correct pronunciation, the teachers reported that pronunciation was not strongly emphasized in their classrooms. Most students relied on translation for reading comprehension and a majority of the students thought that translation into Japanese was necessary, whereas most teachers expressed negative attitudes towards the use of translation.

In Vietnam, Pham (2004) mentioned that the new curriculum officially approved in 2006 does not guarantee that CLT is being implemented successfully in Vietnam. It is estimated that in a class of fifty English major learners, fewer than ten graduates have the English skills acceptable for jobs as interpreters, tour guides or teachers of English (Pham, 2004). Although, as mentioned by Pham, some changes at the curriculum level have been made in order to promote CLT, little has been done regarding the nature of examinations at either the national or institutional level. In most cases, exams are designed to test only linguistic competence rather than communicative competence. This is clearly manifested in the lack of listening and speaking components in many examinations at the tertiary level. Suffering from negative wash-back from such high-stakes exams, English classrooms in Vietnam continue in practice to be grammar-oriented rather than communicative (Ellis, 1996; Pham, 2004).

Other practical constraints on the implementation of CLT include the EFL context, low learner motivation, large class size, and teachers' low proficiency. Living in an EFL context, many Vietnamese learners have little immediate need to use English, and lack motivation to communicate in English outside the classroom. They learn English more often to communicate with people from other regional countries than to communicate with native speakers of English (Do, 2006). Le (1999) concluded that the requirement to provide learners with an opportunity to take part in meaningful communication interaction with highly competent speakers of the language; i.e., "to respond to genuine communicative needs in realistic second language situations" (Canale and Swain, 1980, p.27) is unrealistic and impracticable in

the Vietnamese context. "In this 'culture island' where teachers and textbooks serve as the major input for communication needs (ibid, p.2), the lack of exposure to the target language results in students' lack of motivation" (Le,1999, p.2). Indeed, their learning motivation actually depends largely on the teachers' initiative and the teachers' will to succeed. In addition, due to large student numbers and the limited time allocated to each lesson, Le suggested that it is challenging for teachers to carry out supplementary communicative activities when there is a strict requirement to cover all the items in the curriculum.

In Thailand, Segovia and Hardison (2008) highlight the failure of CLT in the EFL classroom in their study of the implementation of CLT into the Thai national curriculum. The National Education Act of 1999 in Thailand implemented a transition from teacher-centered to learner-centered curriculum in all subject areas. In English education, the teachers were demanded to utilize CLT. Ten of the 5th–6th grade English teachers in two urban areas were interviewed, observed and recorded while they were teaching three English lessons. The findings showed that little group work was utilized and communicative tasks were few. Teachers used English less than 25% of the time and of that 25%, most utterances were simple commands. However, after mandating this change in teaching methodology, teachers received only a few days of training in learner-centered teaching and CLT related methods. All teachers stated that they felt they need more training, resources and support in order to utilize CLT in the English classroom. The English teachers also felt their own English language skills needed improvement in order to better implement CLT (Segovia & Hardison, 2008).

Jarvis and Atsilarat (2004) examined Thai practitioner perceptions of CLT and student attitudes towards CLT in order to consider whether or not CLT was appropriate in the Thai context. The results showed that while teachers understood CLT, they all struggled with its implementation (Saksit Saengboon, 2014). In addition, many of the students indicated a preference for learning styles that were fundamentally incompatible with CLT. Previous research indicated that it is not uncommon that a group of teachers who claimed to understand CLT were found to be neither familiar

with CLT principles nor able to teach communicatively and concluded that these teachers needed to be introduced to the CLT principle (Savignon 1991; Fox 1993; Huong 1999; Gahin and Mayhill 2000). Other studies found another group of teachers familiar with CLT but unable to achieve communicative classroom teaching. They therefore concluded that those teachers needed training on how to put CLT principle into practice (Nunan, 1987; Savignon, 1991; Kumaravadivelu, 1993; Karavas-Doukas, 1996; Sato and Kleinsasser, 1999).

In conclusion, the shift in English language curriculum in East Asian countries from the traditional teaching methods to CLT has encountered many challenges which revolved around stakeholders such as the teacher, student, educational system and the CLT construct itself. However, some studies indicated that in the contexts where teachers understood CLT and were able to put its principles into practice, CLT improved student communicative competence (Savignon, 1991; Green, 1993; Nobuyoshi and Ellis, 1993; Huong, 1999) and motivation (Mitchell, 1988; Green, 1993; Thorne and Qiang, 1996; Huong, 1999). Therefore, in the present study, the researcher aims to find out the teachers' and students' perception towards CLT and to investigate whether this teaching approach is applicable for a Thai classroom context.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In this chapter, the researcher presents the methods and procedures which are used in this research. This chapter includes: 1) research objective and research questions; 2) theoretical frameworks; 3) research methods; 4) research procedures; and 5) reliability and validity.

3.2 Research Objectives and Questions

The aim of this study is to 1) examine Thai EFL teachers' attitudes towards different aspects of teaching EFL based on CLT approach, and 2) to find out the attitudes and perceptions of EFL learners towards EFL learning practices in the classroom, and 3) to explore teachers' perception toward the applicability of teaching CLT in the Thai classroom context. The main research questions of this study are:

1) Q.1 What are the attitudes of Thai EFL teachers in term of teachers and learners' role, teaching focus, and classroom practices?

2) Q.2 What are the students' attitudes and perceptions towards English language learning and teaching based on CLT approach and non-CLT approach?

3) Q.3 What are the teachers' perceptions towards the applicability of teaching CLT in the Thai classroom context?

3.3 Theoretical Framework

This research investigates the attitudes and perceptions of Thai EFL teachers and learners towards CLT and its' applicability in the Thai EFL classroom context. This research is situated in the field of foreign language learning by the use of CLT approach which focuses on three aspects of CLT, which are: 1) teachers' and learners' roles; 2) teaching focus, and 3) teaching and learning practices. It also describes the attitudes and perceptions of Thai learners towards the CLT and non-CLT approach. The CLT is teaching approach encourages learners to use language in appropriate situations and social interactions. The most obvious advantage in communicative language teaching is the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people, and they also enjoy talking more. This approach also leads to gains in the area of grammar, sociolinguistics, discourse, and strategic competence through communication (Littlewood, 1981).

Richards and Rodgers (2007) concluded that communicative language teachers should act as a facilitator rather than being a model for correcting errors. In addition, teachers should focus on fluency rather than accuracy by using activities which enhance communication skills such as information gaps, role plays, and problem solving. Moreover, the teachers should be a counselor and a group process manager who need to organize the classroom as a setting for communicative activities, and try to encourage learners to use language by themselves. In the CLT based classroom, students are expected to interact with each other rather than with the teachers. They have to participate in classroom activities and be responsible for their own learning. The students do most of speaking during a communicative exercise; in contrast to non–CLT based classrooms, in which the teachers focus heavily on accuracy, students' errors, while students' roles is only being passive. Therefore, the theoretical concept of CLT is used as a basis to design the research questionnaire in this research in order to investigate teachers' and learner's attitudes and perceptions toward CLT.

3.4 Research Methods

The research was conducted using a combination of quantitative and qualitative methods (mixed method strategies) to produce a descriptive study of the phenomenon. The quantitative method is derived from the viewpoint of positivism. It is essentially about collecting numerical data to explain a particular phenomenon. Particular questions seem immediately suited to being answered using quantitative methods. Among many types of quantitative research methods, survey research is widely used. It is the systematic gathering of information from respondents for the purpose of understanding some aspects of the attitudes of the population of interest. In this research, a self–administered questionnaire is used to conduct a survey. The advantages of the questionnaire are that it is inexpensive and it does not require the interviewer's time. It also allows respondents to maintain their anonymity and reconsider their responses (Suphat Sukamolson, 2004). Therefore, the researcher decided to employ quantitative research as it is the most appropriate method to find out teachers' and students' attitudes and perceptions. However, there are many phenomena which could be investigated in more detail. Therefore, a qualitative approach was also applied through an interview to find out in detail about the teachers' perceptions of the applicability of CLT to teach in a Thai classroom context.

Qualitative research is conducted based on interpretivism or an interest in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009). Therefore, qualitative research usually provides more depth and less breadth than quantitative research (Patton, 2002). In order to explore the teachers' perceptions of the applicability of CLT in teaching in a Thai classroom context, the researcher conducted the interviews which have many advantages. First, the interviews provide an excellent way of exploring complex attitudes and perceptions. Second, interviews allow the researcher to pursue half-answered questions and to encourage more thorough and detailed response. Third, interviews are also useful in areas where opportunities for observation

are limited. Fourth, interviews give people the opportunity to tell their stories in their own words (Sommer, 2002).

In the present research, the researcher chose individual telephone interviews as a research method due to the respondents are busy, not stay in the same place, and not available for face to face interview. Although, lengthy interviews in which the respondent is asked about his perceptions on complex topics are not feasible by telephone, the individual telephone interviews have practical and administrative advantages over face to face interviews, particularly when the respondents are scattered over a wide area. Therefore, this data collection method is appropriate for this research. It also saves time and money.

In conclusion, the mixed-method (which combines quantitative and qualitative methods) was conducted in order to look at both breadth and depth of information according to the research questions, which demand both quantitative and qualitative data for answering the questionnaires.

3.5 Research Procedures

3.5.1 Sampling of the Research Participants

The participants consisted of 12 Thai EFL teachers and 376 Thai EFL students. In total, there were 388 participants.

The group of teachers is from 12 secondary public schools in 12 districts in Bangkok, Thailand who accept to be the respondents (out of 30 schools where the consent form distributed. All of them are English teachers who held at least a Bachelor's degree in English or English education. There are 9 teachers who teach only MatayomSuksa 3 (Grade 9), and the rest teach both MatayomSuksa 3 and 6 (Grade 9 and 12).They are all female, and they have all taught in secondary school for more than 5 years. Fifty percent of them are older than 50; see Table 3.1 for general information of the teachers.

Table 3.1 General Information of Teachers.

Category		The Number of Respondents
Gender	Female	12
	Total	12
Age	20-30 yrs	4
	41-50 yrs	2
	over 50yrs	6
	Total	**12**
Education	Bachelors degree	9
	Higher education	3
	Total	**12**
Teaching Experience	0 to 10 yrs	4
	Between 11 to 20 yrs	1
	More than 21 yrs	7
	Total	**12**

This group of participants constituted a cluster random sampling which involves multiple stages and clusters. To carry out a random sampling cluster, the researcher first sampled a cluster, and then drew a sample from within the clusters selected in the first stage of sampling. In this study, the researcher sampled teachers in Bangkok. First, the researcher randomly sampled districts in Bangkok; then teachers within schools.

The group of students was chosen from 12 secondary public schools of which the sample teachers are teaching in 12 districts in Bangkok, Thailand. There are 167 male and 207 female students. The average age is 13 to 15 years old (see Table 3.2). They are all Grade 9 students (MathayomSuksa 3). For this group, the researcher applied purposive sampling because the researcher aims to investigate whether the teachers and students have similar ideas about CLT, and the teachers participants also wanted their students to participate in this study in order to know their perception towards CLT and non–CLT so that the teachers could apply and develop their classroom

teaching.

Table 3.2 General Information of the Students.

Category		The Number of Respondents
Gender	Female	209
	Male	167
	Total	376
Age	13-15 yrs	376
	Total	**376**
English Proficiency	Low	64
	Quite good	194
	Good	99
	Excellent	19
	Total	**376**
Class	Matayom 1-3	376
	Total	**376**

The researcher also conducted an individual telephone interview using open-ended questions to interview the 12 teachers, who were the same group that completed the questionnaire earlier.

3.5.2 Instrumental Development

3.5.2.1 Questionnaires

There are two sets of questionnaires; a teacher questionnaire and a student questionnaire. The first set is the teacher questionnaire which was developed by adapting questions from different surveys used in various studies on the communicative approach.

Section 1: the table contains questions about respondents' demographic data, which includes gender, age, teaching experience, and teaching class.

In Section 2, there are 22 items in the teacher questionnaire. They were categorized into three sub-groups of CLT-related aspects: teachers' and learners' roles (items 1-7), teachers' focus (items 8-13), and practices in the classroom (items 15-23), as shown in Table 3.3.

Table 3.3 Statements Grouped according to the Three Aspects of CLT.

Sub–group of the questionnaire questions	Items/Statements
Teachers' and learners' roles	1) Teachers should motivate learners to work with the language by themselves. 2) Teachers should not correct learners' mistakes, unless they cause communication breakdown. 3) Teachers should provide a discussion between teachers and learners and/or among learners rather than just lecturing. 4) The role of being a transmitter of knowledge is only one of many different roles a teacher needs to perform during the course of a lesson. 5) The most important role of teachers in the language classroom is to train learners to initiative and take responsibility for their own learning. 6) Learners should know exactly why they are learning English language. 7) Learners should use English language outside of the class such as practicing with other people through the Internet, e-mail, clubs, community events, etc.

Table 3.3 (Continued)

Sub–group of the questionnaire questions	Items/Statements
Teachers' focus	8) Teaching English is centered on communicative functions such as to explain, to discuss, and to ask questions, rather than memorizing vocabulary and grammar rules. 9) Contextualization is a main technique to teach and to learn English. 10) Fluency and acceptable language is the primary goal rather than accuracy of language. 11) Teachers should focus is on speaking and listening skills, while vocabulary and grammar learning is a secondary focus. 12) Attempts to communicate in English should be encouraged from the very beginning. 13) The teacher should spend a lot of time on language tasks such as role plays, games, and group and pair work, instead of teaching grammar. 14) Real life materials such as songs, news, and radio programs should be used to teach English rather than using ready-made materials such as textbooks

Table 3.3 (Continued)

Sub–group of the questionnaire questions	Items/Statements
Practices in the classroom	15) Drilling should not be used in the class. 16) The use of student's native language is forbidden. 17) Translation may be used only when students really need it. 18) English will be learned best through the process of struggling to communicate. 19) Real motivation will spring from an interest in what is being communicated by the language. 20) You teach the language indirectly by having students complete language tasks such as role plays, games, and group and pair work, rather than grammar-focused exercises. 21) You give commands to students' in English language, such as "stand up", "pick up your book," etc. 22) You use predominantly real-life materials, such as music, pictures, and movies in teaching the language and the culture rather than textbooks. 23) You group students based at least in some part on students' grades and on their ability to interact with classmates successfully in English.

The second set of questionnaires aims to assess the students' attitudes and perception of CLT based activities compared to non-CLT based activities. The student questionnaire was also developed by accommodating questions from different surveys used in various studies on perception and attitude of the communicative approach e.g. Ngoc and Iwashita, 2012; Savignon and Wang, 2003. The questionnaire included two sections:

Section 1: The table contains questions about students' demographic data, which includes gender, age, English proficiency, and class level.

Section 2: For the students' questionnaire, there are two main groups of items, which are CLT and non–CLT based classroom practices. Non–CLT based classroom practices consist of 10 items, while CLT based classroom practices comprise another 10 items. The details of the statements are shown in Table 3.4

Table 3.4 Statements Grouped according to Teaching Approaches.

Non–CLT based Classroom Practices	CLT based Classroom Practices
1. I like grammar-focused English teaching.	4. I like the language used in the classroom by my English teachers to be mostly English.
2. like sentence drilling, and repeating sentences after my teachers.	6. I like communication based English teaching.
3. I like the language used in the classroom by my English teachers to be mostly Thai.	7. I like communicative activities so that we can interact English with peers.
5. I like most of the time in the classroom to be spent in explaining and practicing grammar rules.	8. I like my English class to be focused on communication, with grammar explained only when necessary.

Table 3.4 (Continued)

Non–CLT based Classroom Practices	CLT based Classroom Practices
9. Learning English is mainly learning its grammar rules and vocabulary.	11. It is essential to practice English in real-life or real-life like situations in the classroom.
10. English learning through sentence drilling is essential.	12. I believe making trial-and-error attempts to communicate in English helps me to learn English.
13. It is important for the teacher to collect students' errors in class all the time.	16. Learning English is learning to use the language in real life fluently, but not necessary accurately.
14. The formal study of grammar is essential to eventual mastery of English.	17. Learning English by practicing the language in communicative activities is essential to eventual mastery of English language.
15. I believe my English improves most quickly if I study and practice the grammar seriously.	18. I believe it is important to take risks in pronunciation or grammar errors in order to learn English effectively.
19. A good English language learner usually pronounces beautifully.	20. A person with good communication skills usually indicate a good English language learners.

In conclusion, both teachers' and students' questionnaires were developed by adapting question items from the review of related studies and previous research on the communicative language teaching approach. The researcher chose only statements or questions which are relevant to the focus of the present study. After conducting a pilot study with a sample of 5 EFL teachers and 5 EFL learners, and double-checking them with a supervisor, some questions were modified to be more realistic and adaptable. Items in both questionnaires were assigned with a response option in a Likert scale for scoring purposes.

3.5.2.2 Interview Questions

Individual telephone interviews were conducted in this study by using open-ended questions, which are considered useful in gaining more detailed and descriptive data (Merriam, 2009). The researcher also applied a semi-structured interview, in which all of the questions are more flexibly worded. It allows the researcher to adapt to the situation at hand, focus on the emerging worldview of the respondent, and respond to new ideas on the topic (Merriam, 2009). According to the research objective of exploring the teachers' perceptions of the applicability of CLT in a Thai Classroom context in which the researcher was interested in teachers' perceptions and opinions, three questions were asked:

1) To what extent is CLT applicable in a Thai classroom context?

2) Are there any problems or limitations in applying CLT in a Thai classroom context?

3) Do you have any suggestions regarding teaching CLT in a Thai classroom context?

3.5.3 Administration and Scoring Procedures

Data collection for the present study was carried out through two questionnaires administered to EFL teachers in 30 public schools in Bangkok between June and August 2013, but only 12 public schools returned the questionnaire with responses due to the schools were busy with the midterm

examination. Therefore, the researcher administered the questionnaire to EFL students only in those 12 public schools during roughly the same period of time that the questionnaires were administered to the teachers. The first questionnaire was designed to investigate the teachers' attitudes towards different aspects of teaching EFL based on CLT. The second questionnaire was designed to measure the students' attitudes and perceptions of CLT based practices compared to non–CLT based practices.

To gain access to the school for data collection, the school principals were first contacted for their consent. Then, volunteer teachers and student groups were contacted and their consent to participate was obtained. It was also made clear that participation in the study was voluntary and teachers' confidentiality was guaranteed. After obtaining their consent, the questionnaires were administered on agreed dates and times. To make sure the ultimate completion of the questionnaire items with no missing responses, the researcher collected the questionnaires immediately after the participants (both teachers and students) completed them, and the data collected from the questionnaires were scored and analyzed by using SPSS for the strategic purpose in order to respond to the research questions. Both of them were constructed on a five-point rating scale, which had scoring criterion as shown below.

Table 3.5 Scoring Criterion for the Questionnaires' Responses.

Level of opinions	Scores
Strongly disagree	1
Disagree	2
Cannot decide (Neutral)	3
Agree	4
Strongly agree	5

The individual telephone interviews (approximately 25 minutes each) were then conducted using prepared questions and prompts to encourage interviewees to elaborate fully. The purpose of the interview was to obtain facts on the applicability of utilizing CLT in a Thai Classroom context. The approach taken was to engage teachers in natural conversation about the applicability of CLT in a Thai context rather than organizing formal interview sessions, since some teachers were willing and available to talk more regarding their English teaching experience. Notes and audio recordings were made during the interviews. For ethical consideration, the participants were informed that the answer would be recorded.

3.5.2 Data Analyses Procedure

For the questionnaire data, the researcher applied the *Statistical Package for the Social Sciences (*SPSS) to compute the mean or average, standard deviation (S.D.) of the responses in both teachers' and learners' questionnaires. The computed scores were then interpreted according to the rating scale shown below (Dillman, 2011):

1) $\bar{x} = 1.00 - 1.80$ = strongly agree

2) $\bar{x} = 1.81 - 2.60$ = disagree

3) $\bar{x} = 2.61 - 3.40$ = Cannot decide

4) $\bar{x} = 3.41 - 4.20$ = agree

5) $\bar{x} = 4.21 - 5.00$ = strongly agree

After the interviews were conducted, a verbatim transcription was be used to transcribe the audio recording. After finishing, the researcher divided the transcript and category into three themes according to the interview questions: 1) the teachers' perceptions of the applicability of utilizing CLT in a Thai classroom context; 2) the problems or limitations of applying CLT in a Thai classroom context; and 3) the suggestion for teaching English in the Thai classroom context

3.6 Reliability and Validity

According to Denscombe (2003), "the idea of validity is around the extent to which research data and the methods for obtaining the data are considered accurate, honest and on target". In this study the researcher realized that some questions did not ask what they were supposed to ask, so they had to be revised. Also, the order of questions or items was changed to assure that everything would work better. To maintain validity of the questionnaires, the first draft was submitted to the supervisor for screening, and the draft was revised to ensure that these questionnaire items were practical. The researcher also conducted a pilot study with 5 students by letting them read the questionnaire and correct ambiguity or errors in the statements. Moreover, triangulation was applied in order to enhance validity by conducting questionnaires and individual telephone interviews as the methods in this study.

The researcher also tested the reliability of the questionnaire by applying Cronbach's alpha reliability coefficient on the individual statements (items). The results show that Cronbach's alpha reliability coefficient for the questionnaires were 0.785, which is considered acceptable. According to George and Mallery (2003),the following rules of the alpha reliability coefficient are (a) >0.9-Excellent, (b) >0.8-Good, (c) >0.7-Acceptable, (d) >0.6-Questionable, (e) >0.5-Poor, and (f) <0.5-Unacceptable". In addition, the size of the participants are acceptable because the researcher has chosen a large group of Thai teachers and students,388 people, to investigate teachers' and learners' attitudes and perceptions concerning CLT and non-CLT based practices.

For external reliability, the questionnaire can be applied to the study regarding teachers' and learners' attitudes and perceptions toward CLT, and can be used with the similar sample group of participants both teachers and learners.

CHAPTER 4

QUANTITATIVE RESEARCH FINDINGS

In this chapter, the data were analyzed and the results were separated into responses for the teacher questionnaire, and responses for the student questionnaire. Detailed analyses are also presented on each of the two main parts.

4.1 The Teachers' Attitudes towards the Three Aspects of Teaching EFL based on CLT

The aim of this section is to present the quantitative results concerning teachers' attitudes towards three aspects of teaching EFL based on CLT as shown in Table 4.1, which contains statements concerning CLT in all three aspects: teachers' and learners' roles, teachers' focus, and practices in the classroom. The table shows the result of the teachers' attitudes in the form of $\bar{x}$, S.D. ,and interpretation.

Table 4.1 Teachers' Attitudes towards the Three Aspects of Teaching EFL
base on CLT.

Statements	$\bar{X}$	S.D.	Interpretation
Teachers' and Learners' Role			
1. Teachers should motivate learners to work with the language by themselves.	4.750	0.452	Strongly agree
2. Teachers should not correct learners' mistakes, unless it causes communication breakdown.	4.333	0.651	Strongly agree

Table 4.1 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
Teachers' and Learners' Role			
3. Teachers should provide a discussion between teachers and learners and/or among learners rather than just giving lectures.	4.500	0.522	Strongly agree
4. The role of being a transmitter of knowledge is only one of many different roles a teacher needs to perform during the course of a lesson.	4.083	0.669	Agree
5. The most important role of teachers in the language classroom is to train learners to have initiative and to take responsibility for their own learning.	4.583	0.515	Strongly agree
6. Learners should know exactly why they are learning the English language.	4.500	0.522	Strongly agree
7. Learners should use the English language outside of the class such as practicing with other people through the Internet, e-mail, clubs, community events, etc.	4.667	0.492	Strongly agree
Teachers' Focus			
8. Teaching English is centered on communicative functions such as to explain, to discuss, and to ask questions, rather than memorization of vocabularies and grammar rules.	4.250	0.754	Strongly agree
9. Contextualization is a main technique to teach and to learn English.	3.750	0.754	Agree

Table 4.1 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
Teachers Focus			
10. Fluency and acceptable language use is the primary goal rather than accuracy of language.	3.833	0.937	Agree
11. Teachers should focus on speaking and listening skills while vocabulary and grammar learning is a secondary focus.	4.000	0.603	Agree
12. Attempts to communicate in English Should be encouraged from the very beginning.	4.417	0.793	Strongly agree
13. Teachers should spend a lot of time on language tasks such as role plays, games, and group and pair work, instead of teaching grammar and vocabulary	3.833	0.838	Agree
14. Real life materials such as songs, news, and radio programs should be used to teach English rather than using ready-made materials such as textbooks	4.333	0.778	Strongly agree
Practices in the Classroom			
15. Drilling should not be used in the class.	3.000	1.044	Cannot decide
16. The use of student's native language is forbidden.	2.917	0.793	Cannot decide
17. Translation may be used only when students really need it.	3.833	0.835	Agree
18. English will be learned best through the process of struggling to communicate.	4.417	0.793	Strongly agree

Table 4.1 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
Practices in the Classroom			
19. Real motivation will spring from an interest in what is being communicated by the language.	3.417	1.240	Agree
20. Language should be taught indirectly by having students complete language tasks such as role plays, games, and group and pair work, rather than grammar-focused exercises.	4.250	0.866	Strongly agree
21. Teachers give commands to their students in English language, such as "stand up", "pick up your book," etc.	4.417	0.793	Strongly agree
22. Teachers use predominantly real-life materials, such as music, pictures, and movies in teaching the language and the culture rather than the textbook.	3.833	0.838	Agree
23. Students are grouped based at least some part on students' grades and on their ability to interact with classmates successfully in English.	4.333	0.778	Agree
Total	**4.087**	**0.366**	**Agree**

The table shows teachers' attitudes towards three aspects of CLT for teaching English in a Thai classroom context. Overall, they agreed with the approach of CLT ($\overline{x}$=4.087, S.D.=0.366), when applied to teaching Thai EFL learners. Moreover, most of the teachers strongly agreed that for teachers' and learners' role aspect, "teacher should motivate learners to work with the language by themselves" ($\overline{x}$=4.750, S.D.=0.452). However, the teachers cannot decide whether the use of the student's native language should be forbidden

($\bar{x}$=2.917,S.D.=0.793), in the Thai classroom context. There are three additional tables to explain the result of each of the aspect separately.

4.1.2 Teachers' Attitudes towards Teachers' and Learners' Roles based on CLT

This section presents the teachers' attitudes towards teachers' and learners' roles based on CLT as shown below:

Table 4.2 Teachers' Attitudes towards Teachers' and Learners' Roles based on CLT

Statements	$\bar{X}$	S.D.	Interpretation
1. Teachers should motivate learners to work with the language by themselves.	4.750	0.452	Strongly agree
2. Teachers should not correct learners' mistakes, unless they cause communication breakdown.	4.333	0.651	Strongly agree
3. Teachers should provide a discussion between teachers and learners and/or among learners rather than just giving lectures.	4.500	0.522	Strongly agree
4. The role of being a transmitter of knowledge is only one of many different roles a teacher needs to perform during the course of a lesson.	4.083	0.669	Agree
5. The most important role of teachers in the language classroom is to train learners to be initiative and to take responsibility for their own learning.	4.583	0.522	Strongly agree
6. Learners should know exactly what they learn English language for.	4.500	0.492	Strongly agree

Table 4.2 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
7. Learners should use English language outside of the class such as practicing with other people through the Internet, e-mail, clubs, community events, etc.	4.667	0.492	Strongly agree
Total	**4.488**	**0.276**	**Strongly Agree**

Table 4.2 shows teachers' attitudes towards teachers' and learners' roles based on CLT. As shown in the table, most teachers strongly agreed that motivating learners to work with the language by themselves is an important role that the teacher should do in teaching EFL students ($\overline{x}$ =4.750, S.D.=0.452). The role of learners which is to actively use English language outside of the class such as practicing with other people through the Internet, e-mail, clubs, community events, etc. is the second most important item among the EFL teachers ($\overline{x}$ =4.667, S.D.=0.492). However, teachers agreed less on the item the role of being a transmitter of knowledge is only one of many different roles a teacher needs to perform during the course of a lesson($\overline{x}$ =4.083,S.D.=0.669). In fact, teachers may realize that their role is not just to give knowledge to their students but they may believe that this role is very significant and it is not just one of many different roles.

4.1.2 Teachers' Attitudes towards Teachers' Focus based on CLT

This section shows the teachers' attitudes towards teachers' focus based on CLT as shown below:

Table 4.3 Teachers' Attitudes towards Teaching Focus based on CLT

Statements	$\overline{X}$	S.D.	Interpretation
1. Teaching English is centered on communicative functions such as explaining, discussing, and asking questions, rather than memorizing vocabularies and grammar rules.	4.250	0.754	Strongly agree
2. Contextualization is a main technique to teach and to learn English.	3.750	0.754	Agree
3. Fluency and acceptable language is the primary goal rather than accuracy of language.	3.833	0.937	Agree
4. Teacher should focuses on speaking and listening skills while vocabulary and grammar learning is a secondary focus	4.000	0.603	Agree
5. Attempts to communicate in English should be encouraged from the very beginning.	4.417	0.793	Strongly agree
6. Teachers should spend a lot of time on language tasks such as role plays, games, and group and pair work, instead of teaching grammar and vocabulary.	3.833	0.838	Agree
7. Real life materials such as songs, news, and radio programs should be used to teach English rather than using ready-made materials such as textbooks.	4.333	0.778	Strongly agree
Total	**4.060**	**0.493**	**Agree**

Table 4.3 shows that most teachers strongly agreed that attempting to communicate in English should be encouraged among the EFL learners from the very beginning ($\bar{x}$ =4.417, S.D. =0.793). They also agreed that real life materials such as songs, news, radio shows should be used to teach English rather than using ready-made materials such as textbooks ($\bar{x}$ =4.333,S.D.=0.778). Moreover, they agreed that teaching English is centered on communicative functions such as explaining, discussing, and asking questions, rather than memorizing vocabularies and grammar rules ($\bar{x}$= 4.250, S.D. =0.754). However, the teachers agreed least on the item contextualization is a main technique to teach and to learn English ($\bar{x}$ =3.750, S.D. =0.754). They also less agreed on fluency and acceptable is the primary goal rather than accuracy of language ($\bar{x}$ =3.833, S.D. =0.937), teachers should spend a lot of time on language tasks such as role plays, games, and group and pair work, instead of teaching grammar and vocabulary ($\bar{x}$ =3.833, S.D. =0.838), and teaching focuses on speaking and listening skills while vocabulary and grammar learning is a secondary focus ($\bar{x}$ =4.000, S.D. =0.603). Therefore, the teachers tend to prefer a balance of focus accuracy and fluency of language usage.

4.1.3 Teachers' Attitudes towards Classroom Practices based on CLT

This section reveals the teachers' attitudes towards classroom practices based on CLT as shown below:

Table 4.4 Teachers' Attitudes towards Classroom Practices based on CLT

Statements	$\overline{X}$	S.D.	Interpretation
1. Drilling should not be used in the class.	3.000	1.044	Cannot decide
2. The use of student's native language is forbidden.	2.917	0.793	Cannot decide
3. Translation may be used only when students really need it.	3.833	0.835	Agree

Table 4.4 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
4. English will be learned best through the process of struggling to communicate.	4.417	0.793	Strongly agree
5. Real motivation will spring from an interest in what is being communicated by the language.	3.417	1.240	Agree
6. Language should be taught indirectly by having students complete language tasks such as role plays, games, and group and pair work, rather than grammar-focused exercises.	4.250	0.866	Strongly agree
7. Teachers give command to their students in English language, such as "stand up", "pick up your book"," etc.	4.417	0.793	Strongly agree
8. Teachers use predominantly real-life materials, such as music, pictures, and movies in teaching the language and the culture rather than the textbook.	3.833	0.838	Agree
9. Students are grouped based at least in some part on students' grades and on their ability to interact with classmates successfully in English.	4.333	0.778	Agree
Total	**4.488**	**0.276**	**Agree**

Most teachers strongly agreed that English will be learned best through the process of struggling to communicate, and teachers should give commands to students in English language, such as "stand up", "pick up your book"," etc.,($\overline{x}$ =4.417, S.D.=0.793).The teachers also strongly agreed that language should be taught indirectly by having students complete language tasks such as role plays,

games, and group and pair work, rather than grammar-focused exercises can enhance communicative competence for students ($\bar{x}$=4.250, S.D.=0.866), rather than grammar-focused exercises. Most teacher cannot decide on two ideas; 1) whether using student's native language is appropriate for Thai EFL students ($\bar{x}$=2.917, S.D. =0.793); 2) Drilling should not be used in the class ($\bar{x}$=3.000, S.D. =1.044). These are the crucial practices which teachers may prefer to utilize in teaching English. That is, the teachers may prefer to teach their students through the process of struggling to communicate such as role plays, games, and group or pair work, while the native language and drilling are not totally abandoned from the classroom teaching.

4.2 Students' attitudes and Perceptions of the CLT based Approach Compared to the Non−CLT based Approach

The aim of this section is to present students' perceptions of the CLT based approach compared to non−CLT based approach as shown in Table 4.5

Table 4.5 The Comparison between Students' Attitudes and Perceptions towards CLT and Non−CLT based Approaches

Statements	$\bar{\mathrm{X}}$	S.D.	Interpretation
CLT−based Classroom Practices	3.745	0.677	Agree
Non CLT−based Classroom Practices	3.367	0.677	Cannot decide

Table 4.5 shows the comparative relation between students' attitudes and perception towards CLT and Non CLT−based classroom practices. Most students agreed on the CLT−based approach ($\bar{x}$=3.745, S.D.=0.677),which mean most students preferred the CLT−based approach rather than non−CLT based approach. Moreover, this section includes two more tables, which present the result on the learners' perception towards CLT based, and non−CLT based approaches separately.

4.2.3 Students' Attitudes and Perceptions towards Non CLT−based Approach

This section presents students' attitudes and perception towards non−CLT based approaches as shown below:

Table 4.6 Students' Perceptions towards Non CLT−based Classroom Approach

Statements	$\overline{X}$	S.D.	Interpretation
1. I like grammar-focused English teaching.	3.144	0.977	Cannot decide
2. I like sentence drilling, and repeating Sentences after my teachers.	3.106	1.090	Cannot decide
3. I like the language used in the classroom by my English teachers to be mostly Thai.	3.412	1.089	Agree
5. I like most of the time in the classroom to be spent explaining and practicing grammar rules.	3.218	1.081	Cannot decide
9. Learning English is mainly learning its grammar rules and vocabularies.	3.263	1.024	Cannot decide
10. English learning through sentence drilling is essential.	3.471	1.053	Agree
13. It is important for the teacher to correct students' errors in class all the time.	3.955	0.953	Agree
14. The formal study of grammar is essential to eventual mastery of English.	3.487	1.063	Agree
15. I believe my English improves most quickly if I study and practice the grammar seriously.	3.324	1.118	Cannot decide

Table 4.6 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
19. A good English language learner usually pronounces beautifully.	3.293	1.081	Cannot decide
Total	**3.367**	**0.677**	**Cannot decide**

Table 4.6 shows students' attitudes and perceptions towards non−CLT based approach. Most students cannot decide if agree or disagree with non−CLT based approach ($\overline{x}$=3.367, S.D.=0.677). They agreed least whether or not sentence drilling, and repeating sentences after teachers is essential ($\overline{x}$ =3.106, S.D.=1.090), and English learning through sentences drilling is essential ($\overline{x}$=3.471,S.D. =1.053). However, some aspects of the non-CLT approach are still agreeable among the learners. Most agreed that it is important for the teacher to correct students' errors in class all the time ($\overline{x}$ = 3.955, S.D. =0.953). They also agreed that the formal study of grammar is essential to eventual mastery of English ($\overline{x}$=3.487, S.D. =1.063).

4.2.4 Students' Attitudes and Perceptions towards the CLT−based Approach

This section shows students' perception towards the CLT−based approach as shown below:

Table 4.7 Students' Perceptions towards CLT−based Classroom Practices

Statements	$\overline{X}$	S.D.	Interpretation
4. I like the language used in the classroom by my English teachers to be mostly English.	3.370	1.090	Cannot decide
6. I like communication-based English teaching.	3.883	1.029	Agree

Table 4.7 (Continued)

Statements	$\overline{X}$	S.D.	Interpretation
7. I like communicative activities so that we could interact in English with peers.	3.737	1.121	Agree
8. I like my English class to be focused on communication, with grammar explained only when necessary.	3.484	1.068	Agree
11. It is essential to practice English in real-life or real- life like situations in the classroom.	3.947	1.042	Agree
12. I believe making trial-and-error attempts to communicate in English helps me to learn English.	4.173	0.912	Agree
16. Learning English is learning to use the language in real life fluently, but not necessary accurately.	3.896	0.959	Strongly agree
17. Learning English by practicing the language in communicative activities is essential to eventual mastery of English language.	3.896	0.928	Strongly agree
18. I believe it is important to take risk of pronunciation or grammar errors in order to learn English effectively.	3.114	1.178	Agree
20. A person with good communication skill usually indicates a good English language learner.	3.955	1.036	Agree
Total	**4.488**	**0.276**	**Agree**

Table 4.7 shows students' attitudes and perceptions towards CLT−based classroom practices. Most agreed that CLT−based classroom practices are essential for them. Moreover, most agreed that making trial-and-error attempts to

communicate in English helps them to learn English ($\bar{x}$ = 4.173, S.D. = 0.912). They also believe that a person with good communication skills usually indicates a good English language learner ($\bar{x}$ 3.955, S.D. = 1.036). In addition, learning English is learning to use the language in real life fluently, but not necessary accurately, and learning English by practicing the language in communicative activities is essential to eventual mastery of the English language ($\bar{x}$ 3.896, S.D. = 0.959, 0.928). Nevertheless, they cannot decide with the item it is important to take risks of pronunciation or grammar errors in order to learn English effectively ($\bar{x}$ = 3.114, S.D. =1.178), and I like the language used in the classroom by my English teachers to be mostly English. Most students realized that CLT−based classroom practices are crucial for them. However, they still have concerned regarding the usage of grammar rule.

In conclusion, the result of this study shows that both teachers and students agreed with CLT−based approach which they claim all the aspects of CLT or even CLT practices can enhance English abilities for Thai EFL learners.

CHAPTER 5

QUALITATIVE RESEARCH FINDINGS

5.1 Introduction

This chapter reports the research findings based on the interview which aims to respond to research question regarding the teachers' perceptions of the applicability of CLT to be utilized in the Thai classroom context. The results in this part are gathered and analyzed from the interview of the group of teachers who completed the questionnaire from 12 secondary public schools in 12 districts in Bangkok, Thailand. All of them are English teachers who held at least a Bachelor's degree in English or English education. There are 9 teachers who teach only MatayomSuksa 3 (Grade 9), and the rest teach both MatayomSuksa 3 and 6 (Grade 9 and 12). They are all female.

The data were collected by audio recording and were transcribed verbatim, then grouped into three themes: the teachers' perceptions of the applicability of utilizing CLT in a Thai classroom context, the problems or limitations of CLT towards a Thai classroom context, and the suggestions for teaching English in a Thai classroom context. All data are presented separately.

5.2 Teachers' Perceptions of the Applicability of Utilizing CLT in a Thai Classroom Context

Most of the teachers agreed that CLT is applicable for a Thai EFL classroom context. Teacher A mentioned that teaching English which applies CLT can develop students' communicative skills since the students are able to apply language in their daily life. Teacher C also agreed that CLT helps students gain more confidence in communication with native speakers, and that once the students can speak, they

will have motivation to study more. Teacher D expressed that CLT is an enjoyable method. She added that CLT provides many opportunities for students to express their opinions/ideas, and they could learn how to collaborate with their peers. Moreover, Teachers S and T, both agreed that CLT is a trend in English teaching nowadays. As AEC is coming to Thailand, and English plays an important role in communication, teacher S says: "It is better to apply CLT in teaching English rather than using non-CLT methods which are old-fashioned teaching methods. Thai students have been taught using non-CLT methods, yet they can't speak or use English fluently".

Therefore, most of the Thai teachers attempt to apply and consolidate CLT into their teaching practices and even in selecting textbooks which contain communicative aspects of language or real life material for their students. One of them say: "English teaching in the past decade heavily concentrated on the structure and ignored the usage of language, so it is time to change that".

Teacher T also gave details of her teaching style when she perceived it was CLT based. Firstly, she provides sentences for the students; then sets up a role play to let the students try to speak. Then, she concludes with the structure students learnt that day. However, there are some teachers who think that both CLT and non-CLT approaches need to be utilized in Thai classrooms equally. As Thai students do not use English as their second language, and they do not use English at home, it is better to teach them the structure first and then let them practice.

In conclusion, in the teachers' opinion, CLT is applicable for the Thai students in many ways, and they attempt to apply CLT in their classroom; however, there are some problems or limitations in applying CLT in a Thai classroom context.

5.3 The Problems or Limitations in Applying CLT in a Thai Classroom Context

There are three main problems and limitations which concern the Thai EFL teachers: 1) the difference in terms of English proficiency among learners in a classroom. 2) the size of the classroom, and 3) the national curriculum designed by the Ministry of Education. Each will be presented respectively.

Most teachers agreed that English proficiency of individual learners is the main constraint for applying CLT. There are both groups of student who have high and low English proficiency students in one class; so it causes the difficulties in teaching with CLT solely. Teacher A expressed: "If I teach English by using CLT activities such as role plays, jigsaw activities, and others, some student may not be able to catch what I am trying to teach because they don't even know the structure of some English sentences. In contrast, the students with high English proficiency tend to understand and can finish the task".

Therefore, she starts teaching English with easy structures and words in order to make sure all students understand and continue their learning. Teacher C also mentioned that: "If I teach English by using CLT, the students who lack English competence will feel that they don't want to learn because they don't understand. This result causes some students being absent from the class".

Thus, the teacher suggested teaching structure in the beginning of the class slowly, and teaching easy vocabulary in order to help some students get through this obstacle; however, they also noted that teaching slowly is sometimes impossible because of time limitations (1 hour/class or lesson).

Apart from the English ability of individual learners, the size of the classroom is also a problem. Teacher A expressed: "There is an average of 40-50 students in one class; it is very difficult to teach because students may not concentrate".

Teacher H also stated: "I can't take care of all students, so I need to ignore those students who are not interested in studying English".

Teacher O stated that not only are large class sizes obstacles, but also students' personalities are obstacles to applying CLT. She said: "Thai students lack confidence when they speak English because they are concerned more about the correct grammar".

According to Teacher S, all of the students use English only in the class and sometimes they do not even use English for communication in the classroom at all. Therefore, it is a problem for Thai students because they do not have opportunities to practice English.

Some teacher expressed that the curriculum which the Ministry of Education has devised also creates limitations in applying CLT in a Thai classroom context. As students must take the English proficiency examination to enter university or higher levels of education (MattayomSuksa 3 to MattayomSuksa 4), the teachers need to focus on teaching structure and grammar rather than how to communicate in order to help their students and to align with the requirements of the Ministry of Education. Hence, there are limitations of time, skills, and environments in applying CLT in Thai classrooms. Some schools have solved this problem by hiring foreign native-speaking English teachers in order to enhance students' chances in using English and reduce the Thai teachers' workload; however, this has not provided much benefit for the students. Teacher P states that: "Some of the foreigners hired by the school do not have a certificate in language teaching and they lack knowledge of Thai students' background, so sometimes it is very difficult for Thai student to learn from them".

However, teacher D argued: "It is good to hire foreigners to teach English for the communication part because they are native speakers and their accents are perfect. Therefore, it helps the students develop their speaking and listening skills".

5.4 Suggestions for Teaching English in the Thai Classroom Context

According to the problems and limitations mentioned above, there are some suggestions which emerged from the interview such as resizing the classroom for more effective teaching. Teacher O suggested: "Thai classrooms need to be resized, and new technology and more authentic material should be applied in the classroom to enhance good criteria for learning".

Teacher T also recommended that teachers need to let students participate more in group work and let students help each other in learning because of the large class sizes. Moreover, most teachers also agreed to apply CLT in the beginning of teaching English to Thai students.

In conclusion, CLT contains both applicability and limitations in many ways. For instance, CLT can develop students' communicative skills, help students gain more confidence in communication with native speakers, and provide many opportunities for students to express their opinions/ideas. In addition, they could learn how to collaborate with their peers. On the other hand, CLT still has limitations for Thai classroom contexts due to the size of the classroom (40-50 students per class), the different levels of students' English proficiency in the class, and the curriculum of the Ministry of Education.

CHAPTER 6

DISCUSSION, IMPLICATION AND CONCLUSION

6.1 Introduction

This chapter aims to discuss the research finding from both quantitative and qualitative methods, and to answer the research questions. Finally, this chapter will end with the conclusion and suggestion for further research in related fields.

6.2 Teachers' Attitudes towards Three Aspects of Teaching EFL based on CLT and Its Applicability in a Thai Classroom Context

From the findings in chapters 4 and 5, all of the teachers prefer to apply CLT in their classrooms. The teachers also agreed that CLT is an effective method and is applicable for a Thai classroom context with the mean score of 4.087. The teachers stated that CLT is applicable for a Thai classroom context for many reasons. First, CLT can develop student's communicative skills. Second, students gain more confidence in communication with native speakers; once the students can speak, they will have motivation to study more. Third, CLT provides opportunities for students to express their opinions or ideas. This mean that the teachers think it is possible that CLT is the appropriate approach for a Thai classroom context. Similarly to what was reported by Pat Watanasin (2013), Thai EFL teachers claimed to adopt CLT in their teaching, and they expressed commitment to CLT. The teachers also saw CLT as benefiting speaking authentic language in real-life situations. Moreover, CLT provides a number of opportunities to help students develop communicative competence. Rahimi and Naderi (2014), also found that the EFL teachers had positive attitudes towards

CLT in general and group work in communicative classes in particular. It is also believed that the interaction among teacher and students and students with each other can cause students to be more proficient in English and it helps them to have a good command of English and communicative competence (Rahimi and Naderi, 2014). Therefore, it could be discussed that the method of teaching English in a Thai classroom context which focuses more on grammar, structure, and accuracy could not help the students to apply or use English appropriately. The students cannot speak, listen or write English when they would like to communicate with foreigners, they do not understand how to apply their grammar or use appropriate words when they want to speak. Therefore, CLT seems to be applicable for a Thai classroom context. It is noted that CLT gives an opportunity for Thai students to practice their English in their classroom, both with teachers and peers.

In this study, the teachers also have positive attitudes towards the roles of teachers in a communicative classroom; the teachers' role is to train learners to be initiative and to take responsibility for their own learning, and teachers should encourage learners to use English outside of the class. In addition, most teachers agreed that they have the role to motivate learners to work with the language by themselves through interactive activities, and through the application of CLT in their classroom. This suggests that teachers might be the ones who motivate, and encourage the students to use English in the class or even outside of the class; if not, the students' have no chance to practice or communicate with others. Burke (2007) also suggested that teachers should help students overcome their fear of speaking the target language and allow students to take control of their own learning. To do this, teachers should invite students to become involved in the teaching and learning process by listening to their ideas and suggestions (Burke, 2007).

Furthermore, a majority of teachers in this study strongly agreed that attempting to communicate in English should be encouraged among the EFL learners from the beginning. This is the primary focus which EFL teachers should concentrate on. They should try to speak English with their students to make the students' feel

comfortable with English; hence, the students will respond in kind. As mentioned in Richards (2006, p.86) "fluency can be developed by creating classroom activities in which students must negotiate for meaning". If teachers attempt to communicate with them and give them a chance to speak, they will probably become fluent in English. They also agreed that teachers should strongly support communication in real life through materials such as songs, news, and radio shows which should be used to teach English rather than using ready-made materials such as textbooks. It could be said that if the teachers use teaching materials related to real life, it will catch students' attention because it will be relevant and realistic to their daily lives. In turn, it could boost their communicative competence. Moreover, they can apply and adjust what they have learnt in the real world. Similarly, Yang and Cheung (2003) highlighted that the classroom activities must be purposeful and meaningful to their lives.

For the teaching activities, the teachers tend to believe that learners will learn best through the process of struggling to communicate, and the activities which the teachers give physical commands to students' such as "stand up" and "pick up your book" are appropriate activities. This might be the better way to allow the students to practice their English. The teachers' should use the activities which enable learners to achieve the communicative objectives as Richards and Rodgers (2007) proposed.

However, there are some teachers who think that the Thai classroom still needs to utilize both CLT and non-CLT methods equally because the Thai classroom context still has many limitations such as students' limited English ability, large class size, and the education curriculum policy. As well as in Saksit Saengboon (2014) study, his results also show that Thai EFL teachers selected to apply CLT principles cautiously; none appeared to have rejected CLT. The impression that the teachers gave of CLT was that CLT alone is insufficient which need to include non-CLT in the Thai classroom in order to enhance Thai EFL learner both linguistic and communicative competence.

In this study, some teachers claimed that there are both high and low proficiency students in one class; therefore, it causes difficulties in teaching with CLT

in which everyone needs to participate in classroom activities. Kittiporn Nonkukhetkhong, Balduaf and Moni (2006) similarly reported that Thai students' in general have limited English knowledge, thus teachers found it hard to do any communicative activities with them. Other Asian classroom contexts also face these difficulties. For example; in South Korea, Li (1998) reported that one of the crucial difficulties encountered by the teachers when using CLT was students' low English proficiency. The South Korean teachers reported that it is very difficult conducting oral communicative activities with students because students did not have sufficient proficiency in English (Li, 1998). A similar problem occurred in Vietnam in which EFL teachers also experienced a difficulty in getting students to participate in group activities (Hiep, 2007). Hiep reported that this is because the students did not have enough English language skills to communicate with each other. Hence, they switched to Vietnamese to conduct the group work. Likewise, Bock (2000) revealed that even Western teachers teaching in Vietnam also found students' low English proficiency a difficulty in using communicative activities. In Libya, the teachers similarly referred to the students' low level of English as an obstacle for their participation in classroom activities (Orafi and Borg, 2009).

On the contrary, since the Thai students' still need to enhance their linguistic competence, balancing both communicative and linguistic competence should be the way to teach and learn English for a Thai classroom context. Pat Watanasin (2013) also concluded that CLT which is suitable for a Thai classroom context should be an adapted version of CLT. Some teachers suggested that "they need to teach structure at the beginning of the class slowly, and teach easy vocabulary to help some students get through these obstacles". This may be one solution to solve this problem.

Another limitation in applying CLT in Thailand is the large class size. There is an average of 40–50 students in one class, and it is very difficult to teach and take care of all students in the class. Sometimes teachers need to ignore those students who are not interested in studying English. This case is similar to classrooms in other countries, namely Bangladesh, Japan, Vietnam, China, Taiwan, Greece, and South Korea

where class size is a major concern since most classes in public schools are over-crowded. The low number of English teachers makes this issue even more complicated (Ansarey, 2012). It can be suggested that the teachers might set the students' group to be mixed with both high and low proficiency students, and allow them to work together by providing more opportunities for low- proficiency students to practice and do some activities by themselves. Moreover, teachers may create this type of learning environment by using games and giving rewards to stimulate, and provide motivation for both kinds of students.

The respondent teachers also said that Thai education system, which heavily focuses on grammatical competence, could also be an obstacle to successfully implementing CLT activities in the classroom because students are required to pass the exam and need to pass the English standards test as well, similar to students in South Korea, and Bangladesh. According to Shim and Baik (2004), "teachers in South Korea are caught between government recommendations on the one hand and the demands of students and parents for more examination-oriented classroom instruction on the other". In the same way as Japan, the university entrance examination also emphasizes grammar, vocabulary and reading comprehension; thus the students and teachers are less inclined to focus on communicative aspects of English in order to respond to the exam provided. This seems to be a big issue which governments and Education sectors should review and develop an examination which covers both communicative and linguistic competence aligned with new educational reforms in order to enhance students' communicative competence and students' English proficiency according to the changing world.

The final remark to be noted is that most of the Thai EFL teachers still prefer the use of student's native language, and drilling is an appropriate method to use in the Thai classroom context. This is similar to Malaysian teachers, who stated that "they need to use translation in the English class, and have to apply translation in their classes as students cannot understand different words, idioms or paragraphs fully in English" which seems to be another challenge for teachers to apply CLT fully in an EFL

classroom context. In South Korea, Lee (2005) also found that there was sometimes excessive dependence on the mother tongue to solve communication problems, which deprives learners of the opportunity to listen and speak in the target language. This seems to contrast with the CLT approach in which use of the mother tongue is forbidden, and this seems to be a big problem in implementing CLT in Asian countries including Thailand.

6.3 Students' Attitudes and Perceptions of the CLT-Based Approach Compared to Non-CLT Based Approaches

This section discusses the answers to Research Question 2, which aims to compare students' attitudes and perceptions towards CLT and non-CLT based classroom activities discussed in Chapter 4. Most students expressed favorable attitudes towards principles of the CLT-based approach rather than non-CLT based approaches (3.745 › 3.367). Similar findings have been reported among Korean students, who also agreed with this CLT tenet. Korean students enjoy doing group tasks (McClintock, 2011). Ngoc and Iwashita (2012) similarly reported that the students in Vietnam also have favorable attitudes towards CLT for the implementation of CLT in a Vietnamese context. In China, it was also reported that secondary students held favorable attitudes towards CLT (Liao, 2003).

The majority of students preferred making trial and error attempts to communicate in English to help them learn English. This is similar to teachers' attitudes towards CLT; "learners will learn best through the process of struggling to communicate". This will certainly make students deeply involved in activities that draw on their creativity. Teachers should encourage students to speak out loud without fear of embarrassment whether it is correct or incorrect. According to Swain (1985), "this activity allows the learners to practice the target language, thus enhancing fluency; to notice or trigger a particular structural form that needs modifying (p. 223)". Similar to Swain (1980), he pointed out that trail and error provides opportunities for the non-

native speakers to practice structural components, and increase communicative skills. Moreover, the students can use all they have learnt of the language and practice it in their classroom. Thus, they will have the experience in creating messages based on what they hear or read.

The students in this study also agreed that teachers should strongly support communication in real life through materials such as songs, news, and radio shows to teach English rather than using ready–made materials such as textbooks. They also think that it is essential to practice English in real–life or real–life situations in the classroom, and also preferred communicative activities which focus on communication in which grammar is explained only when necessary. In contrary, Thai teachers still use textbooks or ready–made materials to teach their students, and grammar is explained in the classroom in order to prepare students for the national examination even though CLT has been introduced to Thai EFL teachers. However, there are some teachers who attempt to apply CLT in their classroom, but still face many difficulties. Nevertheless, if the teachers try to apply CLT by using real life or authentic material, it will lead students to acquire what they need and what they actually want to use in real life situations. Moreover, using communicative activities such as pair work, group work, problem solving, etc., can lead the students to have an experience in real language which can be used in a real context. As we know, authentic materials and communicative activities are highly motivating, giving a sense of achievement when understood thus encouraging further activities. It also reflects the changes in the use of language, and it can be used in different ways to promote different competence including communicative competence (Berardo, 2006).

Although, most of the students have positive attitudes towards the CLT approach, they still have positive attitude towards non–CLT based approaches; for instance, they agreed that it is important for the teacher to correct their errors in class all the time. Bock (2000) also found that Thai students always focused on accuracy more than fluency. This may reflect the way Thai EFL teachers concentrate on accuracy. This concern is not only in Thailand, but also in Vietnam. The study of Ngoc and Iwashita (2012) also

revealed that the Vietnamese students are still concerned with the role of explicit grammar teaching and error correction in particular. In Korea, many teachers stated that their students did not like the way that they did not point out students' errors; therefore, some of the teachers realized that their students want more correction throughout of the course (Numrich, 1996). Moreover, the students in this study also agreed that grammar is essential to eventual mastery of English. In the Thai classroom context as you can see, it is obvious that grammar is essential because English is not the official language, and Thai students have fewer opportunities to practice English outside classrooms. Furthermore, as in Asian culture, Confucian belief system is also the main problem to apply CLT in the Thai classroom context due to the students need to give respect to their teachers. As a result, they tend to be passive learner as they will only listen to their teachers, no negotiation in the classroom; so, they may not be fully creative when practicing English in the classroom. Therefore, teaching grammar may be an important method for Thai EFL learners to practice their English. Once they know the grammar rules and know the words, they can put them together and make sentences to communicate.

6.4 Conclusion

This research study has been conducted to find out the teachers' attitudes towards three aspects of teaching EFL based on CLT, and to find out the students' attitudes and perceptions of the CLT based method compared to non–CLT based approaches as well as to explore the teachers' perceptions of the applicability of CLT to teach in a Thai Classroom context. The research applied a mixed–method of quantitative survey and individual telephone interview to study a case of students' and teachers' perceptions towards CLT. The survey was conducted to describe the teachers' attitudes of the effectiveness of CLT in teaching English in a Thai classroom context, and to examine the students' attitudes and perceptions of CLT activities compared to non-CLT based activities. The individual telephone interview was conducted for the teachers who conducted the questionnaire and the findings show that they prefer CLT.

From the results, it can be concluded that most of the teachers have positive attitudes towards CLT. They prefer CLT and agreed that CLT is applicable for a Thai classroom context. As well as students, they also have positive attitudes towards CLT and prefer CLT more than non–CLT based approaches. The students prefer communication–based English teaching which focused on communication in which grammar was explained only when necessary. Moreover, students claimed that the best way to master their English ability is to practice English in real–life or real–life situations in the classroom and making trail and error attempts and that is not necessary to accurately communicate in English. Moreover, they like all communicative practices, so that they will be able to interact in English with peers. Similarly, teachers also stated that they should motivate students to work with the language by themselves by letting their students, interact with peers through communicative activities such as group work, role plays, and jigsaw activities. Furthermore, the teachers should attempt to communicate in English in order to encourage the students to speak, and teachers should not correct students' mistakes unless it causes communication breakdown; in contrast with students, who prefer the teachers to correct their errors in class all the time. In this study, the teachers claimed that they attempted to implement CLT in their classroom according to the new education reform, but they still face the difficulties in applying CLT due to the limitations of the Thai classroom context which was mentioned above. However, CLT still seems to be the most appropriate approach for the Thai classroom context because it consists of activities which give opportunities for Thai learners to practice their English, to express their ideas and opinions, and to know how to use the language in the real world. Apart from that, the Thai classroom context cannot leave grammar rules behind. Teachers still need to teach structure and students should know how to use the correct form of language along with using the CLT approach, which teaches students how to use the language in various contexts even though there are some limitations in implementing the CLT. All in all, the CLT approach has more advantages than disadvantages.

Therefore, Thai educators or stakeholders need to reconsider CLT and heavily promote CLT for Thai EFL teachers and attempt to reduce the limitations found in this and previous studies, and provide some training to the teachers so that they can utilize CLT and apply it effectively in their classroom, by focusing on both communicative competence and linguistic competence.

6.5 Limitations of the research

The limitation of the current research were the low rate of sample size of respondents (40%), gender dimension which include only females, and cultural aspect which is less mention in this research.

The low rate of sample size which is only 40% might not enough for the thick and descriptive data and information. Further research may need to follow up the request which sent to the schools, and contact them immediately when receive the response from those schools in order to have a wide range of sample size. Moreover, gender dimension in this research is also limiting in which the results are not come from the variety of gender both male and female; that is female might have different attitude from male. In order to cope with this limitation, the researcher should identify the gender of respondents, and try to access the data from both male and female. In this research, cultural aspect was a bit mention due to the results reveal heavily on teachers' and learners role, focus, and practices toward CLT; but some results were reveal about cultural aspect which is very interesting aspect to study for further research whether this aspect is influenced teachers' and learners' attitude toward CLT.

6.6 Implications and Suggestions for Future Research

Knowing that CLT is applicable for a Thai classroom context, it change the researchers' attitudes towards learning English in which learning English is not just focus on one aspect but need to keep the balance between the form and the usage of language

itself . For the EFL learners, they can utilize and apply CLT approach in their language learning as individual or even in their classroom in order to enhance their communicative skill. For the EFL teachers, they might consider more on the way they teach in the EFL classroom whether applying CLT is suitable for their students. If so, they can enhance CLT practices and activities in order to boost their students' English proficiency in term of speaking and listening. For the Thai educators and stakeholders, they can bring the concept of CLT into account to design the right curriculum which can solve and enhance communicative skill for Thai EFL learners, and CLT can be enhance and promoted for wide application in Thai EFL classroom.

In addition, there are some suggestions for further study to investigate the whole picture of the applicability of CLT which are: further study may expand the scale of collecting data from different parts of Thailand such as different school contexts across the country in order to see the whole picture of CLT situations in Thailand and investigate different ideas of people in various contexts to confirm the results. Some important data may be derived from different aspects. Furthermore, researchers may attempt to increase the number of participants (teachers and students, male and female) in both private and public schools to differentiate their attitudes towards CLT and deeply investigate on cultural aspect which may or may not influence teachers' and learners' attitudes towards CLT, and also investigate the way teachers teach English in their classroom to summarize the CLT situation in Thailand and whether or not to apply CLT.

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Appendix A

Teachers' Questionnaire

Explanation: Thank you for participating in this project. This questionnaire is designed for research purposes only, and all information will be kept confidential. Please read the directions below carefully, and the write your responses on the answer sheet.

Personal Data: Please put ✓ in ☐which matches your personal background

1. Gender

☐   Female   ☐   Male

2. Age

☐   Lower than 20 Year old   ☐   20-30Year old

☐   31-40Year old   ☐   41-50 Year old

☐   More than 51 Year old

3. Teaching experience

☐   Lower than5 Years   ☐   6-10 Years

☐   11-20 Years   ☐   More than 21 Years

4. Teaching class

☐   Matayom 1-3   ☐   Matayom4-6   ☐   Others …………………….

Direction: Please put ✓ in the column which is the best reflects your view for each item.

Statements	The scale				
	Strongly disagree	Disagree	Cannot decide	Agree	Strongly disagree
Teachers' and Learners' Roles					
1. Teacher should motivate learners to work with the language by themselves.					

Statements	The scale				
	Strongly disagree	Disagree	Cannot decide	Agree	Strongly disagree
Teachers' and Learners' Roles					
2. Teacher should not correct learners' mistake, unless it causes communication breakdown.					
3. Teacher should provide a discussion between eachers and learners and/or among learners rather than just giving lecture.					
4. The role of being a transmitter of Knowledge is only one of many different roles a teacher needs to perform during the course of a lesson.					
5. The most important role of teachers in the language classroom is to train learners to be initiative and to take responsibility for their own learning.					
6. Learners should know exactly what they learn English language for.					
7. Learners should use English language outside of the class such as practicing with other people through internet, e-mail, clubs, community events, etc.					
8. Teaching English is centered on communicative functions such as to explain, to discuss, to ask question, rather than memorization of vocabularies and grammar					

Statements	The scale				
	Strongly disagree	Disagree	Cannot decide	Agree	Strongly disagree
Teachers' Focus					
9. Contextualization is a main technique to teach and to learn English.					
10. Fluency and acceptable language is the primary goal rather than accuracy of language.					
11. Teachers should focus on speaking and listening skills while vocabulary and grammar learning is a secondary focus.					
12. Attempts to communicate in English should be encouraged from the very beginning.					
13. Teachers should spend a lot of time on language tasks such as role play, games, group and pair works, instead of teaching					
14. Real life materials such as songs, news, radio shows should be used to teach English rather than using ready-made materials such					
15. Drilling should not be used in the class.					
16. The use of student's native language is forbidden.					
17. Translation may be used only when students really need it.					
18. English will be learned best through the process of struggling to communicate.					

Statements	The scale				
	Strongly disagree	Disagree	Cannot decide	Agree	Strongly disagree
Practices in the Classroom					
18. English will be learned best through the process of struggling to communicate.					
19. The real motivation will spring from an interest in what is being communicated by the language.					
20. Language should be taught indirectly by having students complete language tasks such as role play, games, group and pair works, rather than grammar-focused exercises.					
21. Teachers give command to students' physical respond in English language, such as "stand up, pick up your book," etc.					
22. Teachers use predominantly real-life materials, such as music, pictures, and movies in teaching the language and the culture rather than the textbook.					
23. Students and grouped based at least in some part on their ability to interact with classmates successfully in English					

แบบสอบถามสำหรับครูผู้สอน

คำอธิบาย: แบบสอบถามนี้ได้จัดทำขึ้นเพื่อใช้ในการทำวิจัยเท่านั้น และข้อมูลทั้งหมดที่ท่านทำ
จะไม่ถูกนำมาเผยแพร่ใดๆทั้งสิ้น กรุณาอ่านคำแนะนำอย่างละเอียดและกรอกข้อมูล
ที่ตรงกับท่านมากที่สุดลงในแบบสอบถามนี้ ขอขอบคุณเป็นอย่างยิ่งที่ให้ความร่วมมือ
ในครั้งนี้

ข้อมูลส่วนตัว: โปรดทำเครื่องหมาย ✔ ลงในช่อง ☐ หน้าข้อความ

1. เพศ

☐ หญิง ☐ ชาย

2. อายุ

☐ ต่ำกว่า 20 ปี ☐ 20-30 ปี ☐ 31-40 ปี ☐ 41-50 ปี ☐ 51 ปีขึ้นไป

3. การศึกษา

☐ มัธยมศึกษาตอนปลายหรือเทียบเท่า ☐ อนุปริญญาหรือเทียบเท่า
☐ ปริญญาตรี ☐ สูงกว่าปริญญาตรี

4. ประสบการณ์การสอน

☐ ต่ำกว่า 5 ปี ☐ 6-10 ปี ☐ 11-20 ☐ มากกว่า 21 ปี

5.ระดับชั้นที่สอน

☐ มัธยมศึกษา 1-3 ☐ มัธยมศึกษา 4-6 ☐ 11-20 อื่นๆ.........................

คำชี้แจง: โปรดทำเครื่องหมาย ✓ ลงในช่อง ที่คิดว่าสะท้อนความคิดเห็นของท่านที่มีต่อข้อความใน

แต่ละข้อได้ดีที่สุด

ข้อคำถาม	ระดับความคิดเห็น				
	น้อยที่สุด (1)	น้อย (2)	น้อยปานกลาง (3)	มาก (4)	มากที่สุด (5)
บทบาทของครูและนักเรียน					
1. ครูควรที่จะกระตุ้นให้นักเรียนหัดใช้ภาษาอังกฤษด้วยตนเอง					
2. ครูไม่ควรแก้ข้อผิดพลาดทันทีขณะที่กำลังสื่อสาร ควรรอจนกว่านักเรียนจะไม่สามารถสื่อสารกันได้ จึงเข้าไปช่วย					
3. ครูควรจะเปิดโอกาสให้นักเรียนได้แสดงความคิดเห็นระหว่างครูและนักเรียน หรือระหว่างนักเรียนด้วยกันเองมากกว่าที่ครูจะเอาแต่สอนอย่างเดียว					
4. บทบาทของครูในการเป็นผู้ถ่ายทอดความรู้ภาษาอังกฤษให้แก่นักเรียนเป็นเพียงแค่บทบาทหนึ่งในหลายๆบทบาทที่ครูต้องทำในการสอนภาษาอังกฤษ					
5. บทบาทสำคัญที่สุดของครูเมื่ออยู่ในห้องเรียนภาษาอังกฤษคือการฝึกให้เด็กมีความคิดริเริ่มสร้างสรรค์และรับผิดชอบในการเรียนของตนเอง					
6. นักเรียนควรตระหนักว่าตนเองเรียนภาษาอังกฤษไปเพื่ออะไร					
7. นักเรียนควรใช้ภาษาอังกฤษนอกห้องเรียน เช่น การฝึกสนทนากับผู้อื่นผ่านทาง อินเทอร์เน็ต อีเมลล์ ชมรม และตามโอกาสอื่นๆ					

ข้อคำถาม	ระดับความคิดเห็น				
	น้อยที่สุด (1)	น้อย (2)	น้อยปานกลาง (3)	มาก (4)	มากที่สุด (5)
หลักการในการสอน					
8. การสอนภาษาอังกฤษควรจะเน้นที่การสื่อสารเป็นหลัก เช่น การอธิบาย การอภิปราย การถามคำถาม มากกว่าการให้ จำเพาะคำศัพท์หรือหลักไวยากรณ์เพียงอย่างเดียว					
9. การสอนในบริบทเป็นเทคนิคหลักของการเรียนการสอนภาษาอังกฤษ					
10. ความสามารถในการใช้ภาษาอย่างเชี่ยวชาญเป็นจุดประสงค์หลักของการเรียนภาษามากกว่าเน้นที่ความถูกต้องของตัวภาษา					
11. การสอนของคุณ(ครู)เน้นที่ทักษะการพูดและการฟังในขณะที่การเรียนเกี่ยวกับคำศัพท์และหลักไวยากรณ์เป็นเรื่องรองลงมา					
12. ครูควรพยายามกระตุ้นให้นักเรียนสื่อสารกันเป็นภาษาอังกฤษตั้งแต่เริ่มต้นเรียนภาษาอังกฤษ					
13. ครูควรใช้เวลาส่วนใหญ่ไปกับกิจกรรมที่เกี่ยวกับภาษา เช่น การแสดงหน้าชั้นเรียน การเล่นเกมส์ การทำงานเป็นกลุ่มหรือคู่ แทนที่จะสอนหลักไวยากรณ์และคำศัพท์เพียงอย่างเดียว					
14. ครูควรเลือกใช้สื่อการสอนที่เกี่ยวข้องกับชีวิตจริง เช่น เพลง ข่าว หรือรายการวิทยุมากกว่าการเลือกใช้สื่อการสอนที่มีพร้อมอยู่แล้ว เช่น หนังสือเรียน เป็นต้น					

ข้อคำถาม	ระดับความคิดเห็น				
	น้อยที่สุด (1)	น้อย (2)	น้อยปานกลาง (3)	มาก (4)	มากที่สุด (5)
กิจกรรมในห้องเรียน					
15. ไม่ควรนำการท่องประโยคหรือคำศัพท์ตามซ้ำๆมาใช้ในห้องเรียน					
16. ไม่ควรใช้ภาษาไทยหรือภาษาท้องถิ่นในห้องเรียน					
17. การแปลเป็นภาษาไทยขณะเรียนภาษาอังกฤษ ควรจะถูกใช้เมื่อจำเป็นจริงๆเท่านั้น					
18. การเรียนภาษาอังกฤษที่ดีและได้ผลนั้นต้องเรียนรู้ จากการลองผิดลองถูกในการพูดสื่อสารกับผู้อื่น					
19. แรงจูงใจที่แท้จริงจะเกิดมาจากความสนใจของนักเรียน ในภาษาอังกฤษที่ต้องการใช้ในการสื่อสารเท่านั้น					
20. คุณสอนภาษาอังกฤษแบบทางอ้อมโดยให้นักเรียนทำงาน ตามคำสั่งที่เกี่ยวกับการเรียนภาษาอังกฤษ เช่น ให้ออกมาแสดงหน้าชั้นเรียน เล่นเกมส์ ทำงานเป็นกลุ่มหรือเป็นคู่ มากกว่าการสอนที่เน้นการทำแบบฝึกหัดไวยากรณ์					
21. คุณออกคำสั่งต่างๆ ในห้องเรียนโดยใช้ภาษาอังกฤษและท่าทางประกอบ เช่น "Stand up" (ยืนขึ้น) หรือ "Pick up your book" (หยิบหนังสือ)					
22. คุณใช้สื่อการเรียนการสอนที่นักเรียนสามารถพบเห็นได้ง่าย ในชีวิตจริงเป็นหลัก เช่น เพลงภาษาอังกฤษ รูปภาพต่างๆ และภาพยนตร์ภาษาอังกฤษ ในการสอนทั้งภาษาและวัฒนธรรม มากว่าการสอนตามหนังสือเรียนอย่างเดียว					
23. นักเรียนถูกจัดกลุ่มตามความสามารถและผลการเรียนของนักเรียน เพื่อทำให้การเรียนภาษาอังกฤษมีประสิทธิภาพมากขึ้น					

Appendix B

Students' Questionnaire

Explanation: Thank you for participating in this project. This questionnaire is designed for research purposes only, and all information will be kept confidential. Please read the directions below carefully, and the write your responses on the answer sheet.

Personal Data: Please put ✓ in ☐ which matches your personal background

1. Gender

  ☐ Female   ☐ Male

2. Age

  ☐ 13-15 Y/O   ☐ 16-18 Y/O

3. English Proficiency

  ☐ Low   ☐ Quite Low

  ☐ Good   ☐ Excellent

4. Class

  ☐ Matayom 1-3 ☐ Matayom 4-6 ☐ Others

Direction: Please put √ in the column which is the best reflects your view for each item.

Statements	The scale				
	Strongly disagree	Disagree	Cannot decide	Agree	Strongly disagree
My attitude towards the instructional practice in my classroom					
1. I like grammar-focused English teaching.					
2. I like sentence drilling, and repeating sentences after my teachers.					
3. I like the language used in the classroom by my English teachers to be mostly Thai.					
4. I like the language used in the classroom by my English teachers to be mostly English.					
5. I like much of the time in the classroom to be spent in explaining and practicing grammar rules.					
6. I like communication-based English teaching.					
7. I like communicative activities so that we could interact in English with peers.					
8. I like my English class to be focused on communication, with grammar explained only when necessary.					
9. Learning English is mainly learning its grammar rules and vocabularies.					
10. English learning through sentence drilling is essential.					
11. It is essential to practice English in real-life or real-life like situations in the classroom.					

Statements	The scale				
	Strongly disagree	Disagree	Cannot decide	Agree	Strongly disagree
12. I believe making trial-and-error attempts to communicate in English helps me to learn English.					
13. It is important for the teacher to correct students' errors in class all the time.					
14. The formal study of grammar is essential to eventual mastery of English.					
15. I believe my English improves most quickly if I study and practice the grammar seriously.					
16. Learning English is learning to use the language in real life fluently, but not necessary accurately.					
17. Learning English by practicing the language in communicative activities is essential to eventual mastery of English					
18. I believe it is important to take risk of pronunciation or grammar errors in order to learn English effectively.					
19. A good English language learner usually pronounces beautifully.					
20. A person with good communication skill usually indicates a good English language learner.					

แบบสอบถามสำหรับนักเรียน

คำอธิบาย: แบบสอบถามนี้ได้จัดทำขึ้นเพื่อใช้ในการทำวิจัยเท่านั้น และข้อมูลทั้งหมดที่ท่านทำจะ
ไม่ถูกนำมาเผยแพร่ใดๆทั้งสิ้น กรุณาอ่านคำแนะนำอย่างละเอียดและกรอกข้อมูลที่
ตรงกับท่านมากที่สุดลงในแบบสอบถามนี้ ขอขอบคุณเป็นอย่างยิ่งที่ให้ความร่วมมือ
ครั้งนี้

ข้อมูลส่วนตัว: โปรดทำเครื่องหมาย ✔ ลงในช่อง ☐ หน้าข้อความ

1. เพศ

☐ หญิง   ☐ ชาย

2. อายุ

☐ ต่ำกว่า 13-15 ปี   ☐ 16-18 ปี

3. ความสามารถทางภาษาอังกฤษ

☐ ต่ำ   ☐ ค่อนข้างดี

☐ ดี   ☐ ดีมาก

4. ระดับชั้นเรียน

☐ มัธยมศึกษา 1-3   ☐ มัธยมศึกษา 4-6   ☐ อื่นๆ..........................

คำชี้แจง: โปรดทำเครื่องหมาย ✓ **ลงในช่อง ที่คิดว่าสะท้อนความคิดเห็นของท่านที่มีต่อข้อความในแต่ละข้อได้ดีที่สุด**

ข้อคำถาม	ระดับความคิดเห็น				
	น้อยที่สุด (1)	น้อย (2)	น้อยปานกลาง (3)	มาก (4)	มากที่สุด (5)
ทัศนคติและความเชื่อต่อการเรียนภาษาอังกฤษในห้องเรียน					
1. ฉันชอบการเรียนภาษาอังกฤษที่เน้นการสอนหลักไวยากรณ์					
2. ฉันชอบพูดประโยคซ้ำๆและอ่านออกเสียงตามครู					
3. ฉันชอบให้ครูใช้ภาษาไทยในการสอนภาษาอังกฤษในห้องเรียน					
4. ฉันชอบให้ครูใช้ภาษาอังกฤษในการสอนภาษาอังกฤษในห้องเรียน					
5. ฉันชอบให้ครูใช้เวลาส่วนใหญ่ในห้องเรียนอธิบายหลักไวยากรณ์และให้นักเรียนฝึกทำแบบฝึกหัด					
6. ฉันชอบการเรียนการสอนภาษาอังกฤษที่เน้นการใช้ภาษาอังกฤษเพื่อสื่อสารเป็นหลัก					
7. ฉันชอบกิจกรรมที่เน้นการสื่อสารที่ทำให้เราได้ใช้ภาษาอังกฤษกับเพื่อนจริงๆ					
8. ฉันชอบการเรียนภายในห้องเรียนที่เน้นการสื่อสารภาษาอังกฤษกันเป็นหลัก และมีการอธิบายหลักไวยากรณ์เมื่อจำเป็นเท่านั้น					
9. การเรียนภาษาอังกฤษก็คือการเรียนหลักไวยากรณ์และคำศัพท์เป็นหลัก					

ข้อคำถาม	ระดับความคิดเห็น				
	น้อยที่สุด (1)	น้อย (2)	น้อยปานกลาง (3)	มาก (4)	มากที่สุด (5)
ทัศนคติและความเชื่อต่อการเรียนภาษาอังกฤษในห้องเรียน					
10. การเรียนภาษาอังกฤษด้วยการฝึกพูดประโยคเดิมซ้ำๆเป็นสิ่งที่จำเป็นที่สุด					
11. การฝึกภาษาอังกฤษในสถานการณ์เหมือนชีวิตจริงในห้องเรียนเป็นสิ่งที่จำเป็นอย่างยิ่งเช่น ฝึกการสั่งอาหารหรือการถามทิศทาง ถามเวลา เป็นภาษาอังกฤษ					
12. ฉันเชื่อว่าการพยายามที่จะพูดภาษาอังกฤษ ถึงแม้จะพูดผิดๆถูกๆสามารถช่วยให้ฉันเรียนรู้ได้มาก					
13. สิ่งสำคัญที่สุดที่ครูควรทำ คือคอยแก้ไขข้อผิดพลาดทางภาษาอังกฤษให้เด็กตลอดเวลาเมื่อผิด					
14. การเรียนหลักไวยากรณ์อย่างละเอียดเป็นสิ่งที่จำเป็นในการพัฒนาภาษาอังกฤษขั้นสูงสุด					
15. ฉันเชื่อว่าวิธีที่จะพัฒนาภาษาอังกฤษที่เร็วที่สุด คือการเรียนและฝึกทำแบบฝึกหัดไวยากรณ์อย่างจริงจัง					
16. การเรียนภาษาอังกฤษก็คือการเรียนภาษา เพื่อสามารถใช้ได้จริงและใช้ได้คล่อง โดยไม่จำเป็น ต้องถูกต้องตามหลักไวยกรณ์เสมอไป					
17. การเรียนภาษาอังกฤษด้วยการฝึกที่เน้นการสื่อสารภาษาอังกฤษเป็นหลักเปืนสิ่งที่จำเป็นอย่างยิ่ง ในการเรียนภาษาขั้นสูง					
18. ฉันเชื่อว่าการเรียนภาษาอังกฤษเพื่อให้ได้ผลดีที่สุดคือ การหลีกเลี่ยงการออกเสียงและการใช้หลักไวยากรณ์ที่ผิด					

19. คนที่เก่งภาษาอังกฤษคือคนที่ออกเสียงถูกต้องสวยงาม					
ข้อคำถาม	ระดับความคิดเห็น				
	น้อยที่สุด (1)	น้อย (2)	น้อยปานกลาง (3)	มาก (4)	มากที่สุด (5)
ทัศนคติและความเชื่อต่อการเรียนภาษาอังกฤษในห้องเรียน					
20. คนที่พูดสื่อสารกับคนอื่นได้เก่งและคล่องแคล่วมักจะเป็นผู้ที่เรียนรู้ภาษาอังกฤษได้ดี					

Appendix C

LIST OF ABBRAVATIONS

Abbreviations	Equivalence
AEC	ASEAN Economics Community
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
SPSS	Statistical Package for the Social Sciences
S.D	Standard Deviation
TEFL	Teaching English as a Foreign Language

BIOGRAPHY

NAME   Sayumpoo Khunbankong

ACADEMIC BACKGROUND   Bachelor's degree with a major in
English for International Communication
from Rajamangala University of Technology
Isan Khonkaen Campus (RMUTI),
Khonkaen Province, Thailand in 2010

PRESENT POSITION   Administrative Assistant of Operations
Director, World Vision Foundation of
Thailand, Bangkok, Thailand