

**A QUALITATIVE CASE STUDY OF ENGLISH TUTORIAL  
SCHOOL IN THAILAND: TEACHERS'  
AND STUDENTS' PERCEPTIONS**

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**A Thesis Submitted in Partial  
Fulfillment of the Requirements for the Degree of  
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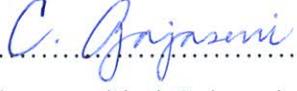
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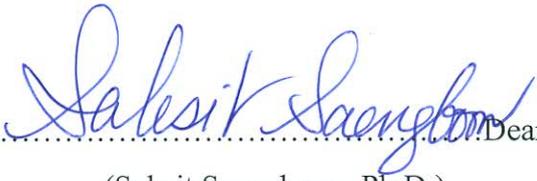
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## **ABSTRACT**

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English language tutorial school has gained currency in the field of English as a Second Language Teaching (ESL), leading to increasing attention in research and practices regarding the language teaching and learning in tutorial schools. As a result, it has become necessary for teachers and practitioners to understand the different teaching methods and the perceptions students and teachers have towards such methods of tutorial schools. The present study addressed two questions. What are the teaching methods employed in an English language tutorial school, and what are the students' and teachers' perceptions towards such methods?. By examining the teaching methods in an EFL (English as a Foreign Language) tutorial school in Thailand, and how the teachers and learners perceive such methods; this study found that an orderly eclectic teaching method was employed, and the student's and the teacher' perceptions towards the method varied considerably. The result of this study suggested that there should be a combination of both traditional teaching methods and contemporary ones.

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Matthanee Saisoonthornwatthana

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# CHAPTER 1

## INTRODUCTION

### 1.1 Background

English has been considered an international language as it is spoken and understood by almost two billion speakers worldwide (Paul, Simons and Fennig, 2013). It is unarguable that English is an essential language, and people who attain higher levels of English language proficiency will definitely gain greater benefits from it, for English is a pre-dominant language of career prospects, business opportunities, advanced technology, and entertainment around the world. In addition, English has gained pre-eminence as a gatekeeper in higher education because more than a half of all research in academia is published in English (Nunan, 2003); as a result, it is undeniable that English plays an important role in the new era of globalization.

In Thailand, English is taught as a foreign language and has been introduced as a mandatory academic subject in schools, colleges, and universities. Nevertheless, many students fail to communicate well in English despite many years in schools. In fact, Thailand is classified as an 'expanding circle' country (Kachru, 2005) where English is used only as a means of intercultural communication, not an official language. Together with the fact that Thailand has never been colonized by any English speaking countries, most Thais fail to achieve high level of English language proficiency because they are not familiar with the language system and usage in general (Arunee Wiriyaichitra, 2001). Many learners in Thailand attempt to learn English in order to have a good command of the language. As a result, many language tutorial schools have been established in order to meet the demands. This research focused on the teaching methods and both teachers' and students' perceptions on the methods used in an international language tutorial school, which will lead to better understanding of English as a Foreign Language Teaching in tutorial schools in Thailand. This study might contribute to a more

comprehensive understanding of what students want and need, and how to better serve them through tutorial support. These findings may also be utilized to explore institutional practices that encourage excellence in academics for all students.

## **1.2 Statement of Problems**

Despite a number of studies on English as a Foreign Language Teaching in a number of circumstances and contexts, none of the studies has focused on English as a foreign language teaching in an international tutorial school in Thailand. Most of the studies concerning English teaching in Thailand paid more attention to English teaching in schools, universities, or colleges, with a specification on either rural or urban areas (e.g. Ankrah-Dove, 1982; Arunee Wiriyachitra, 2002; Turnbull & Arnett, 2002; Applebee & Langer, 2003; Baker, 2008; Draper, 2012). Having worked for an international tutorial school myself, the researcher found that the teaching in the tutorial school are different from normal schools, universities, and institutes in Thailand in a number of ways including different teaching methods, methods, atmosphere, teachers, and so forth. Therefore, this research was conducted in order to investigate and understand English as a foreign language teaching in an international tutorial school. Moreover, the researcher wants to explore the teaching methods employed at an international English tutorial schools and the students' and the teachers' perceptions towards the teaching methods. In this respect, a well-known international language tutorial institute in Thailand was studied. The students and the teachers of the institute will be selected as the subjects of this research.

## **1.3 Objectives of the Study**

The purpose of this research study is to investigate the teaching methods implemented in an international tutorial school as well as to explore the roles and the influences of the English teaching methods used with Thai students learning English as a foreign language in Thai contexts. Therefore, the objectives of this research are as follows:

- 1) to explore English teaching methods employed at an international English language tutorial school
- 2) to understand the perceptions of teachers and students about the usefulness of the teaching methods

#### **1.4 Research Questions**

In order to investigate the teaching methods employed by the tutorial school, this study will be conducted to answer two main research questions as follows:

- RQ1: What are the teaching methods employed at an international English language tutorial school?
- RQ2: What are the students and the teachers' perceptions towards teaching methods employed at an international English language teaching school?

#### **1.5 Scope of the Study**

- 1) The scope of the study will be limited to students and teachers of the institute in Thailand.
- 2) The population of this qualitative study is 18 participants. The participants were 15 students from different levels at the institute and 3 native-speaking teachers of the institute.
- 3) All the participants must have at least one year experience of teaching or learning at the institute prior to this research in order to ensure that they have had sufficient English learning and teaching experiences.

#### **1.6 Context of the Study**

The institute is an international language tutorial school that has been operating on over 28 countries with approximately 450 centers worldwide. According to the website and brochure of the institute, only one unique teaching method is used worldwide. The focus of the institute is to provide English education for adult

learners. The teaching method used involve computer programs and native speaking teachers, and the institute claims that 97 percent of the students who follow its method achieve their language goals.

As the philosophy of the institute is that students should learn to achieve their personal goals, several factors come into play. Computer is used as the tools to help learners learn English; and both native and non-native teachers are assigned to teach learners and create a total English environment to encourage learners to receive input and produce their output in English. Therefore, apart from related theories, teaching methods, methods and approaches, there are other factors that influence learners' second language acquisition that need to be studied.

## **1.7 Operational Definition of Terms**

For the purpose of this study, these terms were defined as follows:

1) Teaching method refers to the teaching pattern created by using a particular set of strategies. For the purpose of this study, the common language teaching methods including grammar translation, audiolingualism, communicative language teaching, and direct method as referred by Richards (2006) are the main teaching methods.

2) International Tutorial School refers to a specialized school which trains students to meet particular goals by using English as a medium of instruction. It also refers to a school which has an international curriculum and may operate in many countries. In addition, students of an international tutorial school have different citizenships.

3) Student refers to adult learners of English who study at an international English language tutorial institute in Bangkok, Thailand.

4) Teacher refers to native speakers of English who teach English at an international English language tutorial school in Bangkok, Thailand.

5) Perception refers to the attitude students and teachers have towards particular topics. For the purpose of this research, perception refers to the attitude students and teachers reflected on teaching methods.

## **1.8 Structure of this Report**

There are five chapters presented in this report. Chapter One: Introduction consists of an introduction and explanation of the study. Chapter Two: Literature review consists of the review of previous studies on English as a Foreign Language Teaching (EFL) which are discussed as well as the concepts concerning English teaching namely the role of input in second language acquisition (SLA), the role of output in second language acquisition (SLA), teaching approaches, and English teaching and learning in Thailand. Chapter Three: Research Design and Methodology, the methodology and the procedures conducted as part of this research are explained in details. Chapter Four: Findings and Discussions, the findings and the discussions are provided. Chapter Five: Conclusion is concerned with the result and the interpretation on the research questions, the implications of the study, and the recommendation for future research.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Any discussion of English teaching efficacy must necessarily be prefaced by the enabling roles of key concepts in second language acquisition (SLA), namely the comprehensible input and output hypotheses (Krashen, 1981; Swain, 1985), interaction (Long 1990) and socio-cultural theory (Lantolf, 2000). All these theories and hypotheses revolve around fostering communicative competence on the part of the L2 learner. In this chapter, I will discuss these constructs vis-a-vis English as a foreign language teaching (EFL), the Thai EFL context. Also discussed will be major teaching methods and approaches e.g., grammar-translation, audiolingual methods, direct method as well as the communicative approach. Towards the end of the literature review, the Thai EFL context will be provided. Eventually, prior studies centering on EFL situations will be compared and contrasted that would point to the existing gap in the literature concerning the Thai EFL scenario.

#### **2.1 The Concepts of the Role of Input in Second Language Acquisition (SLA)**

Second language (L2) learning cannot take place without input (Gass, 1997); thus, input is the main consideration in second language acquisition research and study. One of the basic understandings concerning input for SLA researchers is that input is converted into intake, which refers to the mental activity that mediates input and grammar during the process of assimilating linguistic materials. Language learners convert input into intake through the mental process which leads to language acquisition. Seeing that second language acquisition is based on input, many researchers in the field of language teaching have studied input and the role of input

in language acquisition in order to gain insight into the factors that influence language learning and teaching.

### **2.1.1 Comprehensible Input**

Most of the studies on input comprehension have been developed from Krashen's (1980, 1982, 1985) Input Hypothesis which posits that second language learners must be exposed to "comprehensible input" in order to acquire the language. According to Krashen, comprehensible input is input that contains language structures that are slightly beyond learners' knowledge. Concerning this, he elaborated that "humans acquire language in only one way—by understanding messages, or by receiving 'comprehensible input'...that contains structures at our next 'stage' structures that are a bit beyond our current level of competence" (Krashen, 1985: 2). In other words, learners can acquire L2 only when they are exposed to the right level of input which is the only factor that leads to language acquisition.

Putting an emphasis on input, Krashen (1982) suggested that the teacher's main role in classroom is to ensure that learners receive comprehensible input by providing them with listening and reading materials. Also he suggests that "perhaps the main function of the second language teacher is to help make input comprehensible" (p. 21). He further explained that "...the defining characteristics of a good teacher is someone who can make input comprehensible to a non-native speaker, regardless of [the latter's] level of competence in the target language" (p. 64). In other words, if the language produced by teacher is not comprehensible, it will be regarded as noise, not medium of instruction.

Krashen's idea that comprehensible input is the key to second language acquisition is supported by Long (1982). He posits that input should be modified in order to make it comprehensible for learners. Concerning the idea that input can be made comprehensible for learners, Long (1982) suggests that there are four ways to make input comprehensible:

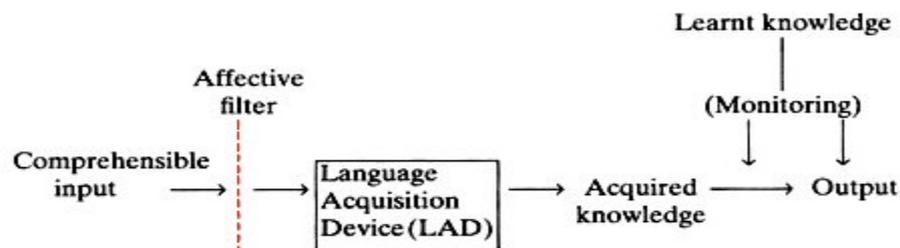
- 1) By modifying speech
- 2) By providing linguistic and extralinguistic context
- 3) By orienting the communication to the 'here and now'
- 4) By modifying the interactional structure of the conversation

Long (1982) also states that the greater quantities of comprehensible input lead to better and/or faster L2 acquisition; on the contrary, lack of comprehensible input leads to little or no acquisition. Similarly, Higgs (1985) concludes that adult L2 acquisition is "similar, if not identical" to child L1 acquisition, and depends on exposure to comprehensible input (p. 199). In other words, the more amount of input learners are exposed to, the more likely that learners will acquire the language. Clearly, Long's (1982) and Higgs' (1985) statements are in congruent with Krashen's Input Hypothesis; nevertheless, there is another factor that directly affects the effectiveness of comprehensible input (Krashen, 1982).

Having only comprehensible input is not enough for stimulating second language acquisition. According to Krashen, affective filter is also important in language acquisition; hence, it is necessary to investigate the role of affective filter and its influence on input and language acquisition.

### 2.1.2 Affective Filter

Despite the guaranteed effectiveness of comprehensible input, many researchers including Krashen (1982) himself agree that comprehensible input per se is insufficient in stimulating language acquisition and triggers the Language Acquisition Device (LAD) which refers to a system of principles human are born with that helps them learn language (Krashen, 1982). There are other factors that also contribute to language acquisition. One of the factors is affective filter, which refers to the attitudinal and/or psychological factors that help to define an individual's internal and external perspective.



**Figure 2.1** The Second Language Acquisition Model

**Source:** Cook, 1993.

Higgs (1985) points out that comprehensible input will fail to penetrate to activate natural acquisition device if learners have high affective filter because learners have negative attitude towards the target language. He further explains that learners with negative stereotypes about the culture of the target language speakers will have a high affective filter. High affective filter can result in little or no acquisition despite comprehensible input (Higgs, 1985: 198-199). Therefore, comprehensible input per se does not lead to successful language acquisition if the learners have high affective filter. On the ground that the affective filter influences L2 acquisition, Krashen notes that teachers play an important role in language classrooms. Apart from providing students with sufficient amount of comprehensible input, teachers should provide students with a non-threatening environment in language classroom in order to reduce affective filter. In summary, providing learners with extensive comprehensible monologues per se is not sufficient according to Krashen, but the teachers should lower affective filter in order for students to acquire a second language.

### **2.1.3 Incomprehensible Input**

As opposed to Krashen's input hypothesis, several research studies on the efficacy of meaning-focused communicative approaches reveal that input alone is not sufficient to acquire the target language, especially for adult learners (e.g., Long, 1996; Long & Robinson, 1998; Lightbown & Spada, 1999). Concerning this, White (1987) suggests that incomprehensible input may be more crucial to SLA than comprehensible input. She contends that incomprehensible input is necessary for learners because it can provide negative feedbacks essential for learners to develop their language ability; on the contrary, comprehensible input only provides learners with utterances that learners can understand. In other words, learners need to be exposed to incomprehensible input in order to get negative feedback and acquire L2.

In addition, according to Mazurkewich and White (1984), when learners encounter incomprehensible input which occurs because their interlanguage rules do not permit the particular L2 structures, they may be pushed to modify those interlanguage rules to accommodate the unknown structures. When students do not understand the language, they will be urged to notice their problems such as grammar or vocabulary which they do not yet know or understand. Therefore, it can be concluded that incomprehensibility can provide important negative feedbacks to the learners. To support that incomprehensible input is more crucial in SLA, White (1991) conducted a research in Quebec to examine the role of negative evidence in SLA. The result revealed that negative evidence which was the result of incomprehensible input was very effective in assisting ESL learners in learning certain forms.

Incomprehensible input was also supported by Long (1982) on the ground that incomprehensible input leads to meaning negotiation. Even though Long supports Krashen's comprehensible input, he also suggests that incomprehensible input is crucial because it involves social interaction necessary for language acquisition to take place. Adding an interactional aspect to the idea, he suggests that incomprehensible input can be comprehended through the process of interaction or negotiation. In summary, incomprehensible input requires meaning negotiation which leads to meaning negotiation during interaction.

#### **2.1.4 Comprehended Input**

Gass (1988, 1997) suggests that comprehended input should be of a greater importance than comprehensible input because comprehended input refers to input that is understood by learners. This means that students control the extent to which the input is understood, not the teachers. On the contrary, comprehensible input implies that the speaker controls the comprehensibility when the speakers and the hearers interact. The difference in terms of speaker and hearer control is crucial because learner controls the intake and the likelihood of input becoming intake is partially dependent on the level of control. Therefore, it can be seen that comprehended input are necessary for students than comprehensible input.

A further difference between Gass' (1988) comprehended input and Krashen's (1982) comprehensible input is that Krashen considered input as a dichotomous variable. In other words, input is either comprehensible or incomprehensible. However, Gass (1988) suggested that there are different levels of comprehension that can occur. Students may or may not comprehend the input they receive. Furthermore, if students comprehend input only for immediate interaction purposes, the input may not become the intake that lead to language acquisition. Thus, according to Gass, the crucial variable in determining intake is not comprehensible input, but rather comprehended input.

In summary, comprehensible input, incomprehensible input and comprehended input contribute to learners' second language acquisition. Concerning this, perhaps the role of teachers in a language classroom might be to provide learners with different kinds of input. Moreover, as affective filter is also influential, perhaps teachers are expected to create a low anxiety learning environment to lower the level of affective filter. Nevertheless, it is also controversial whether input per se is sufficient for language learners, as language learning also involves output. Thereby, in the next section, the role of output will be discussed.

## **2.2 The Concepts of the Role of Output in Second Language Acquisition (SLA)**

One of the most famous theorists from the other school of thought different from Krashen's input hypothesis is Swain (1985) who argues that comprehensible input per se is not sufficient for L2 acquisition. She posits that comprehended output is also necessary because learners will acquire L2 if communicative demands urge them to produce comprehensible output. Learner production sometimes elicits either direct or indirect negative feedback from an interlocutor. If communicative demands are put on the learners to make their output more comprehensible, in the process, they may test and modify their interlanguage hypothesis (Fang, 2010).

Swain (1985) conducted a research study in France and revealed that, based on comprehensible input alone, learners may achieve native-like proficiency in their comprehension, but their proficiency and accuracy in production are not as good as native speakers despite years of exposure. This study provides support that comprehensible input does not necessarily lead to acquisition. It is more crucial for learners to strive toward comprehensibility in responding to interlocutor feedback, rather than to reach comprehension of interlocutor input. In other words, she emphasizes the role of output by suggesting that the attempt to produce the target language encourages learners to notice their linguistic problems precisely and “enables them to control and internalize linguistic knowledge” (p. 126).

According to Swain (1985), there are four ways in which output can be helpful in the process of acquiring a second language:

- 1) To develop fluency and automaticity in language use;
- 2) To let learners notice what they do not know or know only partially;
- 3) To give learners opportunity to try out new expression;
- 4) To generate feedback which can lead learners to modify their output.

In short, output plays a significant role in language acquisition as well as input. Swain's idea is the direct opposite of Krashen's (1982) Input Hypothesis which emphasizes on the importance of input as she pays more attention to the output produced by learners. According to Swain, output is part of the language acquisition. It is a cause of the acquisition rather than a result.

However, concerning this issue, Krashen (1982) argues that learners will not be required to produce utterances in the target language during the "silent period" which refers to the period that learners might not produce the output but try to comprehend the input they are exposed to. After learners pass the silent period, "fluency emerges over time, on its own," and "accuracy develops over time as the acquirer hears and understands more input" (p. 22). Furthermore, according to Krashen (1982), output is the result acquiring the target language via comprehensible input rather than the factor that leads to L2 acquisition. Therefore, in Krashen's opinion, output should be considered to be a result of acquisition, not a cause.

In summary, according to Swain (1985), receiving input without having a chance to produce output does not provide students or learners with enough resources to develop their language skills and ability. Learners should have the chance to produce their L2 output in order to develop their interlanguage rules and system. Also by producing their L2 output, learners receive feedback from others which also contributes to learners' interlanguage development. However, Krashen responds that output is the result of receiving comprehensible input which helps develop learners knowledge and accuracy. Nevertheless, the issues of input and output are challenged by the influence of social interaction. In the next section, I will review the interaction hypothesis and its role on language acquisition.

### **2.3 Interaction Hypothesis**

Interaction Hypothesis was introduced by Michael Long in 1983. Long proposes that language proficiency is promoted by interaction and communication. The effectiveness of comprehensible input relies greatly on the negotiation of meaning. In other words, social interaction and communication contribute to the development of language proficiency because learners will learn when they have to negotiate for meaning.

According to Long (1983), interlocutors modify their conversations, recruiting strategies such as comprehension checks, clarification checks, and comprehension requests. Learners use these strategies in order to facilitate communication and to understand the new input without being aware of their intention (as known as incidental acquisition) during negotiation of meaning. To explain the idea of negotiation of meaning, Ellis (1998) states that learners are intuitively able to modify new information during a conversation in order to facilitate their interlocutor's comprehension. There are cases where interlocutors pretend to have understood the information negotiated, but it is more likely to signal that they still need more assistance in understanding. Long suggests that interlocutors will use various communicative strategies to help the interaction progress. These strategies help learners to develop their language proficiency.

In addition, Long (1985) suggests that the modified input created within interaction can be facilitating in explaining linguistic forms that learners found difficult to understand. Learners can comprehend difficult language forms through the process of interaction or negotiation. He asserts that the need to exchange unknown information leads to meaning negotiation during interaction. In other words, modified input which refers to the input that is created through interactions will facilitate their comprehension (Ellis, 1999).

Long's (1983) interaction hypothesis is also consistent with White (1984) who suggests that learners can acquire the language when they receive feedback. Learners can learn through interaction because interaction results in negative evidence. Negative evidence allows learners to notice their problems and receive feedback on their production and on grammar as a consequence; therefore, interaction is part of language acquisition. Nevertheless, many researchers claim that interaction should not be considered to be a cause of acquisition since it can only set the scene for potential learning (Fang, 2010).

As opposed to Long (1983), Gass and Selinker (2008) claim that interaction may function as a setting for learning rather than being the means by which learning takes place. In addition, Ellis (1984) notes that interaction is not always positive. Interaction can make the input more complicated, or produce amounts of input which overwhelm learners if interlocutors use lengthy paraphrases or give complex definitions of a word that is not understood while negotiating the meaning. Therefore, according to Ellis, interaction may have a complex role in second language acquisition. In addition, although Long (1983) suggests that interaction helps increase the effectiveness of comprehensible input in the process of language acquisition, he also suggests that there are many factors that involved in L2 learning. Hence, interaction may not be the cause of language acquisition.

In summary, many other researchers agree that the role of interaction is to facilitate second language acquisition; therefore, interaction and meaning negotiation should be in English classroom. Nevertheless, there are other factors other than input, output and interaction. One of the factors is sociocultural theory which will be discussed in the next section.

## 2.4 Sociocultural Theory

An approach to learning and mental development known as Sociocultural Theory (SCT) was proposed by Vygotsky (1978) who suggests that complex human mental functioning (e.g. learning, thinking, voluntary attention, and logic memory) is "inherently situated in a social interactional, cultural, institutional, and historical context" (Vygotsky, 1978). Human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts. In other words, society and culture influence human mental functioning.

On the ground that the process of learning cannot be separated from social interactions and relations, interaction with teachers, classmates, computer assisted learning programs, learning materials, and interactions with native speakers outside classroom are necessary for learners to acquire an L2. According to Vygotsky (1978), social interaction plays an important role in language classroom because:

- 1) Learners are often assisted and scaffolded by teachers or more advanced learners;
- 2) Errors made by learners will be noticed and pointed out by teachers and expert peers; and
- 3) Learners may receive recasts or models during their interactions.

Therefore, interactions and feedback from teachers or more advanced peers are essential in language classroom. Meanwhile, the role of input and output in classroom might be that (1) teachers will have to assess the students' level of language competence by their output before planning the tasks or instructions; therefore, initial input is linked to output; and (2) teachers will have to modify their speech and instruction according to their students' responses, input is influenced, or shaped, by output. In other words, it is not comprehensible input or output but social interactions that result in language acquisition.

### 2.4.1 The Constructs of Sociocultural Theory

Sociocultural theory is an approach to learning and mental development which is concerned with social interactions. The constructs of SCT consist of two main parts: mediation and appropriation (Bobbett, 2012). Mediation refers to the process

that humans learn from surrounding social and cultural environment while appropriation is a process of transition from intermental to intramental functioning.

#### 2.4.1.1 Mediation

Mediation is the process that human learn from surrounding social and cultural environment. Vygotsky (1978) acknowledged that there are two levels of cultural tools in human mental activities: lower-level cultural tools and higher-level cultural tools. Lower-level cultural tools include immediate responses to external stimuli which humans share with other species. These are biological programs, thus, they do not require voluntary memory or attention. On the contrary, higher-level cultural tools refer to a more complex set of artifacts or symbols used by human such as number systems, alphabets, signs, and social conventions that require voluntary memory and attention, rational thoughts, and meaning making activity (Boblett, 2012; Lantolf & Thorne, 2006). Among the artifacts in higher-level cultural tools, language is the most powerful as it constructs relationships amongst self, others, and the environment and contribute to further development. Mediation takes place within an individual's Zone of Proximal Development (ZPD), which in turn provides a window into future development (Vygotsky, 1978).

#### 2.4.1.2 Appropriation

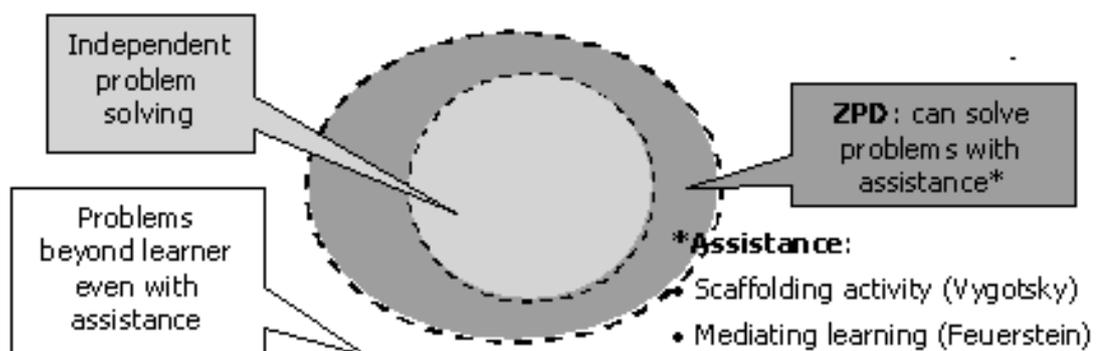
As interpreted by Aljaafreh and Lantolf (1994), appropriation is a process of transition from intermental to intramental functioning, "a dynamic process of reconstruction and qualitative change in which the novice and the expert collaborate in constructing a mutual activity frame" (p. 467). In other words, appropriation is the goal of mediation (Boblett, 2012). This corresponded to Vygotsky's genetic law of cultural development, which states that every stage in a child's cultural development made two appearances, first between people on the social level (inter-psychologically), and then inside the child on an internal level (intra-psychologically) (Vygotsky, 1978). In the same way, scaffolding is based on the interaction (i.e. mediation) between expert and novice, the goal of which is the novice taking in (or appropriating) the content of a particular social interaction.

Both mediation and appropriation are process of human development which emphasize social interactions and human mental activities. These constructs of sociocultural theory apply equally to voluntary attention, to logical memory, and to

the formation of concepts. All the higher functions originate as actual relationships between individuals. Sociocultural theory focuses not only on how adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact how instruction and learning take place. Therefore, sociocultural theory explains the process of human learning which can be applied in language classroom. Nevertheless, there is another concept that affects human learning process and will be discussed in the next section.

#### 2.4.2 Zone of Proximal Development (ZPD)

Vygotsky (1978) also proposed that learning happens in learners' Zone of Proximal Development (ZPD) which refers to the area between what learners can perform on their own and what they can perform with assistance. In other words, ZPD is the next stage of learners' current competence. Interactions that can assist learners' language acquisition should be in learners' ZPD. If the assistance given was above or below the child's ZPD, development would not occur. If aimed too low, the child might gain practice or reinforce previously assumed developmental functions or ways of thinking, but there would be no further development or transition to a higher level. If targeted at a level higher than the child's ZPD, it would not be accessible to the child (Boblett, 2012).



**Figure 2.2** Zone of Proximal Development

Wertsch (1991) pointed out that Vygotsky's and Krashen's ideas are compatible. Krashen's input (1982) is a part of social interactions. Even the action of

reading can be a social interactions since it is also a dialogue between the readers and characters in the book. Also, Vygotsky's idea supports Swain's (1985) Output Hypothesis, as output is made to serve the purpose of social interactions. Vygotsky (1978) suggested that input and output should not be the main consideration of second language acquisition, for social interactions are what contribute to learners' development. Therefore, in a language classroom, interaction should be there because interactions lead to language acquisition and development.

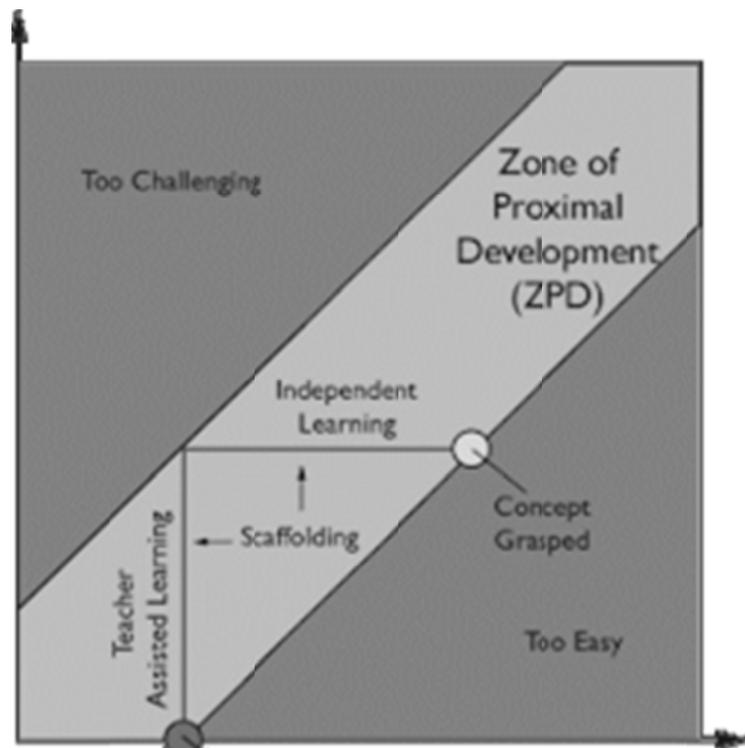
### **2.4.3 Scaffolding**

According to Boblett (2012), scaffolding happens within the ZPD which is the area where learners can develop their competence through social interactions. The idea of scaffolding began to gain acceptance as the term used to describe the work done within the ZPD during teacher-learner classroom interactions. Scaffolding is a metaphor that describes "a system of temporary guidance offered to the learner by the teacher, jointly co-constructed, and then removed when the learner no longer needs it" (p. 1). Wood et al (1976) defined scaffolding as "The intervention of a tutor may involve...a kind of "scaffolding" process that enables child or novice to solve a problem, carry out a task or achieve a goal which would be beyond his unassisted efforts" (p. 90).

The importance of interaction between peers was added to scaffolding and introduced later as collective scaffolding. This type of scaffolding answers a question concerning the appropriate interactions within the ZPD and answers the question whether learners could successfully engage in scaffolding when paired with other learners whose proficiency are lesser or equal. Ohta (2001) also suggests that students could perform better in group and argues that there are several variables affecting the success of scaffolding, including the expertise of the participants, the characteristics of the task, the goals of the participants, and developmental level. Also supportive scaffolding impacted learners' cognitive and affective development. Therefore, scaffolding is essential for learners to learn language and should take place in learning environment.

Although scaffolding was not initially part of Vygotskian sociocultural theory, many researchers have found solid verification that it is involved with Vygotsky's

metaphor of the ZPD and placed scaffolding within theory of learning and development, specifically, within the ZPD. Scaffolding takes place in child first language learning, child and adult second language learning contexts, mother-child interaction to teacher-learner interaction, and learner-learner interaction in the classroom. Therefore, it also come to reflect and lead the development of teaching and learning models and approaches, and to influence teacher education (Boblett, 2012).



**Figure 2.3** Scaffolding and Zone of Proximal Development

In summary, many researchers propose several ideas concerning second language learning and acquisition. There are several factors that influence the process of learning a second language such as comprehensible input, comprehended input, incomprehensible input, output, feedback, negative evidence, affective filter, interaction, and scaffolding. There are still controversial issues concerning the overlapping roles of these factors on learners' language acquisition and development. Nevertheless, these concepts are the key factors that aid language learning and; therefore, should take place in language classroom.

Given the significance of the input interaction and output model together with the major role played by sociocultural theory in the rate of success in second language acquisition, it is obvious that learning a second language requires concerted efforts that go beyond mere mention of the computational metaphor as traditionally practiced in SLA theories. In the next section, I will discuss those traditional teaching methods and contemporary approaches.

## **2.5 Teaching Methods and Approaches**

The British Association of Advisers and Lecturers in Physical Education [BAALPE], 1989) proposes that teaching method refers to the teaching pattern created by using a particular set of strategies. Teaching approach refers to theories about the nature of language and language learning that serve as the sources of practices and principles in language teaching (Anthony, 1963). For the purpose of this study, the common language teaching methods including Grammar translation, Audiolingualism, Communicative language teaching, and direct method as referred by Richards (2006) are the main teaching methods. These methods and approaches are widely accepted for their usefulness; nevertheless, there are flaws of these approaches which are discussed and identified by several researchers and scholars in the field of language teaching. Therefore, the teaching methods and approaches will be discussed in this section in order to explore the characteristics of each method or approach.

### **2.5.1 Grammar Translation**

Grammar translation was a standard way of teaching English until the 19th century. The goals of grammar translation teaching approach are to develop students' reading ability and students' knowledge on grammar. As a result, the main focuses of this approach are reading and writing, while speaking and listening are less focused. Grammar translation has been used as the teaching method in most schools in Thailand. Thai learners of English in schools are often taught to remember grammar rules and vocabulary because Thai university entrance examinations focus on the test of grammatical knowledge and reading comprehension. The examinations influence

how learners learn English as the learners' purpose of learning is to pass the examinations rather than to be able to communicate (Arunee Wiriyachitra, 2001).

#### 2.5.1.1 Key Features of Grammar Translation Method

According to Prator and Celce-Murcia in *Teaching English as a Second Foreign Language* (1979), the key features of the Grammar Translation Method are as follows:

- 1) Classes are taught in the mother tongue, with little active use of the target language.
- 2) Much vocabulary is taught in the form of lists of isolated words.
- 3) Long elaborate explanations of the intricacies of grammar are given.
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- 5) Reading of difficult classical texts is begun early.
- 6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- 7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

In summary, vocabulary is taught in the form of isolated word lists. Instruction with elaborate explanations of grammar focuses on the form and inflection, or conjugation of words. Drills are exercised in translating disconnected sentences from the target language into the mother tongue and vice versa. In other words, students may be asked to learn grammar rules by rote and practice by using grammar drills.

Since this approach involves translation to and from the target language and explanation of grammar, the students' native language is usually used as a medium of instruction. Classes are taught in the students' mother tongue, with little active use of the target language. Textbooks are used as the main materials for students to read, practice, learn, and memorize grammar. Little attention is paid to the content of texts; also, little or no attention is given to pronunciation.

### 2.5.2 Audiolingualism

Audiolingualism is based on the principles of behavior psychology. This method gained currency in the USA during World War II. It focuses on the phonemic, morphological and syntactic systems of a language rather than traditional categories of grammar. Audiolingualism fosters memorization of utterances and over-learning. Structures are sequenced and taught one at a time using repetitive drills. In other words, learners are to learn through listening rather than translating or memorizing grammar rules because grammar is taught inductively; little or no grammatical explanations are provided.

#### 2.5.2.1 Key Features of Audiolingualism Method

In this teaching method, skills are sequenced: listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Materials such as tapes and visual aids are used. Great importance is given to precise native-like pronunciation. Therefore, the use of the mother tongue by the teacher is permitted, but discouraged among and by the students. According to Richards and Rodgers (1986), there are four typical oral drills used as methods to teach language including:

1) Repetition refers to the situation where the student repeats an utterance as soon as he or she hears it. For example, "Teacher: There's a cup on the table. Students: There's a cup on the table";

2) Inflection refers to the situation where one word in a sentence appears in another form when repeated. For example, Teacher: I ate the "sandwich." Student: I ate the "sandwiches.";

3) Replacement refers to the situation where one word is replaced by another. For example, Teacher: He bought the "car" for half-price. Student: He bought "it" for half-price.; and

4) Restatement refers to the situation where the student rephrases an utterance. For example, Teacher: "Tell me not to" shave so often. Student: "Don't" shave so often!

The objectives of this method are: (1) accurate pronunciation, (2) ability to respond quickly and accurately in speech situations, and (3) knowledge of sufficient vocabulary to use with grammar patterns. However, after Chomsky (1965)

suggested the behaviorism in language learning, communicative competence became more popular. As a result, audiolingualism lose its popularity.

### **2.5.3 Communicative Language Teaching (CLT)**

Communicative language teaching is concerned with the nature of language and language learning. It has its root from Noam Chomsky's (1965) idea of competence (language form) and performance (language use) which were clearly separated. In other words, learners' ability to perform is separable from learners' ability to use, notice, or recognize forms according to Chomsky. However, several theorists disagreed with the idea that performance and competence are separable in second language teaching and learning. Many theorists argue that the nature of communicative competence is not static and is largely defined by context, which are opposed to Chomsky who defined the nature of communicative competence as static, and absolute. Concerning this, Savignon (1983) noted that " Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved" (p. 3). Therefore, in Savignon's view, interpersonal construct plays a more important role than the intrapersonal constructs which Chomsky proposed.

One of the most influential ideas against Chomsky's is the concept of competence proposed by Dell Hymes in 1966. According to Hymes (ibid), communicative competence is not only an inherent grammatical competence but also the ability to use grammatical competence in a various communicative situations. In other words, communicative competence is competence that enables humans to convey and interpret messages and negotiate meanings in interactions within specific contexts. Therefore, the definition of competence and communicative competence are different according to Hymes. Nevertheless, Hymes' idea brings the sociolinguistic perspective into Chomsky's linguistic view of competence and is also consistent with Savignon's idea. Savignon (1972) equated communicative competence with language proficiency and suggested that competence can be observed, developed, maintained and evaluated only through performance. Moreover, she posits that communicative competence is "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total

informational input, both linguistic and paralinguistic, of one or more interlocutors” (Savignon, *ibid.* p. 8).

Another school of thought was the idea from Widdowson (1983) who made a distinction between competence and capacity. He defines competence in terms of the knowledge of linguistic and sociolinguistic conventions, while capacity is the ability to use knowledge as means of creating meaning in a language. In other words, there are rules of language use without which the rules of grammar are useless (Widdowson, 1978). Moreover, Widdowson states that ability is not part of competence as it does not turn into competence, but remains “an active force for continuing creativity” (p. 27). In short, Widdowson gave more emphasis on performance or real language use.

However, Canale & Swain (1980) study communicative language teaching approach and have a different viewpoint. According to Canale and Swain, communicative language teaching has four competences and each of the competence has its own characteristics. The four areas of communicative competence that Canale and Swain outline are:

1) Grammatical competence: Grammatical competence refers to the ability to express and interpret meaning of utterances and understanding of phonological and lexicogrammatical rules and rules of sentence formation.

2) Sociolinguistic competence: Sociolinguistic competence refers to the understanding of how utterances are produced and understood in different sociolinguistic contexts including understanding of speech act conventions, awareness of norms of stylistic appropriateness, the use of a language to signal social relationships and so forth.

3) Discourse competence: Discourse competence refers to the understanding of rules concerning cohesion and coherence of various kinds of discourse in L2 namely the use of appropriate pronouns, synonyms, conjunctions, substitution, repetition, marking of congruity and continuity, and topic comment sequence.

4) Strategic competence: Strategic competence refers to the ability to use verbal and nonverbal communication strategies in L2 when trying to resort to lower level of L2 to compensate for deficiencies in the grammatical and

sociolinguistic competence or to enhance the effectiveness of communication by paraphrasing, addressing others when uncertain of their relative social status, and giving slow speech for rhetorical effect.

If we are to compare Canale & Swain's construct of communicative competence with that of Chomsky's (1965), it can be concluded that Chomsky's "competence" is equivalent to Canale & Swain's "grammatical competence." The idea of performance by Chomsky and actual communication by Canale & Swain point to the same phenomenon of uttering sentences in communicative situations. Canale & Swain's idea was further developed by Bachman (1990) who puts more emphasis on the importance of describing "the processes by which [the] various components interact with each other and with the context in which language use occurs" (p. 81). Three components were introduced including language competence, strategic competence, and psychophysiological mechanisms.

According to Bachman (1990), language competence consists of two parts: 1) organizational competence and 2) pragmatic competence. The organizational competence comprises two main parts: grammatical competence and textual competence. Bachman's grammatical competence is consistent with Canale & Swain's grammatical competence, as it refers to abilities to control the formal structure of language. The second component, textual competence, refers to the knowledge of cohesion, coherence, and rhetoric used in conversations. Textual component is similar to Canale & Swain's discourse competence and strategic competence. Finally, Bachman suggested that there are four abilities concerning sociolinguistic competence: ability to be sensitive to regional and social language varieties, ability to be sensitive to differences in register, ability to produce and interpret utterances based on naturalness of language use, and ability to understand cultural reference and figures of speech (Bachman, *ibid*, pp. 95-98).

Similar to Bachman (1990); Richards (2006) suggested that language competence includes grammatical competence (GC) and communicative competence (CC). Grammatical competence refers to the knowledge that contribute to ability to produce sentences in a language. Grammatical knowledge includes the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns), sentence structures, and rules of grammar. Communicative competence, on the other

hand, refers to ability to communicate and use the language for meaningful communication. There are four types of ability: 1) knowing how to use language for a range of different purposes and functions; 2) knowing how to vary our 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) knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations); and 4) knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies (Richards, 2006).

Focusing on communicative language teaching (CLT), Richards (2006) suggests that the role of teachers in language classroom should be assisting students to learn rather than giving instructions and grammatical explanation. Learners have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students have 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 are expected to take on a greater degree of responsibility for their own learning. Moreover, the teachers have to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher have to develop a different view of learners' errors and of her/his own role in facilitating language learning (Richards, 2006).

According to Richards (2006), communicative language teaching (CLT) is the current approach in language teaching. In the past, traditional methods such as grammar translation aimed at mastery of the target language, and students were expected to study for years before being able to use the language in real life. However, these assumptions were challenged by adult learners who were not able to spend a long time learning grammar before being able to communicate effectively. Consequently, communicative language teaching, a broader concept than that of grammatical competence, was utilized instead of traditional approach in which repetition and drilling were used as the methods of teaching. Unlike the audiolingual method of language teaching which relies on repetition and drills, or the traditional

approach which focuses on grammar as the basis of language proficiency and competence, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. Moreover, as communicative competence includes knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions, traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind in CLT. It was assumed that communicative competence would be picked up informally (Richard, 2006: 9).

Similarly, Nunan's (1991) five features of communicative language teaching describe the approach of communicative teaching. The five features include: 1) an emphasis on learning to communicate through interaction in the target language; 2) the introduction of authentic texts into the learning situation; 3) the provision of opportunities for learners to focus, not only on language but also on the learning management process; 4) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning; and 5) an attempt to link classroom language learning with language activities outside the classroom.

Overall, since CLT comprises grammatical competence, sociolinguistic competence, discourse competence, and strategic competence, CLT established teaching approaches such as interaction and involved incorporation of teaching techniques in 1980s (Walia, 2012). Role plays, pair work, and simulations are used in CLT to teach students and help them improve their four key competences. In an article CLT and the 21st Century, Mazhar (2006) discusses five categories in which the CLT (authentic material reliant) curriculum is based. These are as follows:

1) Language Arts: It includes teaching of English through different activities;

2) Language for Purpose: This means teaching language for communication with due consideration to the learner's purpose of communication;

3) Personal Language: This looks at the learner as an individual with a pre-defined set of psychological strands. This must not, as it cannot, be overlooked while shaping curriculum, as it demands certain respect for the learner;

4) Theatre Arts: This implies teaching through role-plays, giving the learner an opportunity to play many roles to understand the meaning in real context; and

5) Beyond the Classroom: This focuses on bringing the learners to an environment beyond the classroom so as to acquaint them with the language used in various real life situations and contexts. For example if they visit a courtroom trial, an auction proceeding, and so on, they will get to know real language used there

In order to explore the differences between the traditional teaching methods and CLT, a comparison between CLT was conducted in India by Divya Nimit Walia in 2012. In the study, Walia (2012) suggested that there are factors that make CLT more difficult to utilize when compare to the traditional teaching methods such as time constraints, selection of suitable activities, cost, size of classroom, students' shyness, and challenge of inculcating self learning. However, CLT has a lot of advantages that far outweigh the difficulties in its implementation.

In summary, communicative language teaching focuses on learners' ability to communicate in English. Different scholars have proposed different ideas concerning Communicative Language Teaching (CLT). Nevertheless, these ideas seem to be employed by formal school in contexts different from the setting focused on in this research. Markedly, there are different factors that can influence learners and teachers of a tutorial school.

#### **2.5.4 Direct Method**

Richards and Rodgers (1986) also mentioned that, in the history of language teaching, direct method or natural method or monolingual method emerged in the nineteenth centuries. Many researchers studied how a child learned a language which led to the attempt to make a second language learning similar to the first language learning. L Sauveur (1826-1907) used intensive oral interaction in the target language. Later he opened a school in Boston using the Natural method in the late 1860s. He believed that a foreign language could be taught without translation or the use of the students' native tongue if there were elicitation that could conveyed direct meaning to students. According to Richards, these language teaching principles and procedures of this method are as follows:

- 1) Classroom instruction was conducted exclusively in the target language;
- 2) Only everyday vocabulary and sentences were taught;
- 3) Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes;
- 4) Grammar was taught inductively;
- 5) New teaching points were introduced orally;
- 6) Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas;
- 7) Both speech and listening comprehension were taught; and
- 8) Correct pronunciation and grammar were emphasized

Interestingly, advance grammar rules are not primarily focused in this method of teaching, as only everyday vocabulary and sentences would be taught through oral demonstration and elicitation. However, correct grammar and pronunciation were emphasized and taught inductively. This method is reported to have been used by language institutes such as Berlitz schools. The principles developed and employed by the schools are as follows (Titone, 1968: 100-101) :

- 1) Never translate: demonstrate
- 2) Never explain: act
- 3) Never make a speech: ask questions
- 4) Never imitate mistakes: correct
- 5) Never speak with single words: use sentences
- 6) Never speak too much: make students speak much
- 7) Never use book: use your lesson plan
- 8) Never jump around: follow your plan
- 9) Never go too fast: keep the pace of the student
- 10) Never speak too slowly: speak normally
- 11) Never speak too quickly, speak naturally
- 12) Never speak too loudly: speak naturally
- 13) Never be impatient: take it easy

The direct method is claimed to be successful in Berlitz private language schools; however, there is no evidence that shows that the method is also applicable for normal schools (Richards, 1986). Many researchers point out that first language learning is not the same as second language learning; therefore, the direct method has been criticized on the overemphasis of naturalistic learning. In addition, it is also suggested that there are drawbacks of this method as it requires native or at least native-like speakers and tends to rely on teachers' ability rather than books, and not all teachers are efficient and able to carry out the principles of the method. Consequently, Richards and Rodgers (1986) took this issue into consideration and asked a set of questions concerning English teaching, the questions are as follows:

- 1) What should the goals of language teaching be?; Should a language course try to teach conversational proficiency, reading, translation, or some other skills?;
- 2) What is the basic nature of language, and how will this affect teaching method?;
- 3) What are the principles for the selection of language content in language teaching?;
- 4) What principles of organization, sequencing, and presentation best facilitate learning?;
- 5) What should the role of the native language be?;
- 6) What processes do learners use in mastering a language, and can these be incorporated into a method?; and
- 7) What teaching techniques and activities work best and under what circumstances?

Based on the discussion of relevant SLA theories/hypotheses above, it might be concluded that effective L2 instruction should rely on experiential learning, implying that both teachers and students need to engage in jointed efforts for learning to take place. In this regard, the conduit metaphor of learning (which tends to be widely practiced in the Asian educational contexts) is no longer appropriate. This is because it will not be conducive to proper learning.

This study attempts to elucidate instructional techniques of a specific tutorial school believed to comply with contemporary L2 learning theories and to ascertain teachers and learners' perceptions of such techniques.

## **2.6 Related Research Studies**

Several research studies have been conducted in the field of EFL teaching. Yung (2015) conducted a study on private tutorial school in Hong Kong. 75 year one undergraduates were recruited to participate in the research. The result revealed that tutorial school may not be effective in increasing students' overall English communication skills or proficiency as grammar teaching was more emphasized for students to achieve their academic goals. Chang (2011) conducted a contrastive research of grammar translation and communicative language teaching in Taiwan using pre-test, post-test, and questionnaires to collect the data. The researcher revealed that grammar translation was more suitable for teaching grammar for Taiwanese college students; on the contrary, Communicative approach was not suitable for the current English teaching situation due to its inefficiency and ineffectiveness. Shih-Chuan suggested three reasons why CLT is not accepted by Asian students of English. 1) students in Taiwan intended to associate games and similar activities with entertainment and are skeptical of their use as learning tools; 2) students in Asia had never had a chance to visit any English-speaking countries so that they have little knowledge about English and culture of English-speaking countries. 3) students had no hope of ever visiting the target country and no desire to adopt the target culture. As a result, the grammar translation method is more effective in improving learners' learning confidence, and motivation than the communicative language teaching approach.

Another research study on prospects and problems of communicative language teaching in the secondary level education in Bangladesh was conducted in 2011 by Mohammad Samsul Arefeen, Taslima Akter, and Mahmudul Haque. The researchers referred to the four prevalent teaching methods including 1) grammar translation, 2) direct method, 3) audiolingual method, and 4) communicative language teaching method. However, the researcher focused on the CLT. In this research, semi-structure

interview was used as the research instrument to collect the data. The result revealed that CLT was practiced as a tool of passing the examination or achieving more marks, not for acquiring communicative competence. Therefore, CLT alone could not fulfill its purpose in Bangladesh because the core aim was skipped, but there should have been a mixed method based on CLT.

In 2013, Wahyuni conducted a research study on the effectiveness of using direct method to improve students' speaking ability in Israel. The research instrument was classroom action research which refers to a classroom-based research conducted by teachers in order to reflect upon or the evolve their teaching. Pre-test and post-test were also used to measure the students' speaking ability. The findings revealed that direct method could help students increase vocabulary and become more confident to speak up because students had to speak English in front of the class. Students were reported to have gain better marks on the test after the direct method was implemented.

Apart from teaching methods and approaches, several research studies on EFL in South East Asia revealed that there is the L1 influence, Therefore, the medium of instruction should be in the language that students are learning rather than their native language because the L1 transfer interferes their production of English. Chen (2006) conducted a quasi-experimental study on the effect of the use of L1 in a multimedia tutorial on grammar learning in Taiwan. The researcher examined the impact of the CAI (computer assisted instruction) program on Taiwanese learners of a private college by conducting error analysis in EFL writing. The findings revealed that most error types occurred were closely related to L1. Moreover, the data gathered from the interviews conducted by the researchers also confirmed that EFL students first called upon their L1 before producing their English writings.

Similarly, Liu, Sung, and Chien (1998) also concluded that the less English proficiency learners possess, the more L1 interference was found in their English writings. The researchers conducted a research study which revealed that beginning EFL learners relied on their L1 to retrieve words more than advanced EFL learners. In short, it can be concluded that using L1 in teaching L2 is not effective because L1 transfer has impact on learners. L1 does have a significant impact on second language learners. Since the subjects of this research are Thai learners of English, Their L1

(Thai) could influence students who learn English at the institute because the target Language (English) is the only language used as the medium of instruction. The influence of L1 could also influence their perceptions on the effectiveness of the teaching methods employed at the institute. Therefore, this research aims at examining the students' perceptions on learning English in a total English environment of the institute which are prone to be influenced by L1.

In addition to an awareness of the L1 influence, the use of computer and technology is also discussed in language instruction. Several researchers revealed that language instruction that combines technology such as computers and software has become popular and effective for learners. Concerning this, numerous EFL research studies (Willetts, 1992; Higgins, 1993; Kramsch & Andersen, 1999; Skinner & Austin, 1999; Blake, 2000; Cheng & Liou, 2000; Williams & Williams, 2000; Egbert, 2002; Cheng, 2003; LeLoup & Ponterio, 2003; Strambi & Bouvet, 2003 quoted in Chen, n.d.) suggest that integration of technology can improve academic performance, enhance motivation, and promote learning. In other words, learning by using computer and technology is proven to be more effective and preferable by learners.

Concerning the impact of technology in English teaching, Chatel (2002) conducted interviews and observations with eight classroom teachers and four ESL teachers. One of the participants in the interview indicated that she chose appropriate software and websites, which enabled ESL learners to learn and apply English. Lasagabaster and Sierra (2003 quoted in Chen, n.d.) conducted a similar research study to examine the attitude of 59 undergraduate students toward Computer-Assisted Language Learning (CALL) software programs. The findings revealed that the students had a positive attitude toward learning language with computers. However, there are students who reported having difficulty using computers. Also some students reported having negative attitude towards learning with computers as they felt that learning with a teacher was more effective.

Previous research suggests that Thai university students believe that talking to foreigners is useful in improving their English (Sureepong Phothongsunan, 2006). Grubbs, Vachira Jantaracha and Supamas Kettem (2009) conducted a research study to examine students' perceptions and opinions to discover how students perceive these teachers and their usefulness in the English language learning process. The

researchers compared a group of 600 university students studying with native-speaking (NS) teachers with another comparable randomly selected group of 600 students studying with Thai teachers. The results revealed that most English learners have positive perceptions of native speaking teachers, specifically related to oral skills (speaking, pronunciation and vocabulary usage) and to the knowledge they bring of the English-speaking world's culture. On the negative side, students think native speaking teachers lack experience and awareness of their students' culture. In contrast, non-native speaking teachers are seen by students as good role models, hard-working and demanding.

In this research, the researcher decided to use semi-structure interview utilized by Arefeen, Akter and Haque (2011) because it allowed the researcher to gain in-depth information concerning the teaching method of the institute from the participants. Moreover, classroom observation was adapted from Wahyuni's (2013) classroom action research method because classroom observation allowed to researcher to observe and reflect the features and the details in the classrooms.

## **2.7 English Language Teaching and Learning in Thailand**

Since Thailand has never been colonized by the British or the European, the country has had a comparatively short history of involvement with the English language (Kirkpatrick, 2010). Consequently, Thailand is classified as an 'expanding circle' country (Kachru, 2005) where English is used as a means of intercultural communication, not an official language. However, English is increasingly referred to as essential *lingua franca* in Thailand as it is used for cultural, commercial and intellectual purposes (Baker, 2008; 2009; Kirkpatrick, 2010). It is also viewed as a necessary skill and status symbol for the urban middle classes (Simpson & Noi Thammasathien, 2007) but not in the case in rural or poorer communities since access to English education is limited (Kosonen, 2008; Hayes, 2010).

English is regarded by the Thai as an important factor to the domain of information technology, innovation, and other infrastructures which are considered essential requirements for the development of the nation. Therefore, the need for individuals who can speak and understand English is acute in both public and private

sectors in Thailand. Arunee Wiriyachitra (2001) has emphasized the need in English Language Teaching and Learning in Thailand in this decade by providing the situation during the Thailand greatest economical crisis (as known as Asian financial crisis or Tom Yum Kung crisis) in 1997:

With the economic downturn in Thailand a few years ago, a large number of Thai companies have embraced cooperation regionally and internationally. Mergers, associations, and takeovers are common and English is used as the means to communicate, negotiate and execute transactions by participants where one partner can be a native speaker of English or none of the partners are native speakers of English. (p. 1)

Moreover, Thailand will commit itself to ASEAN Economic Community (AEC) which is a regional integration aiming at creating a competitive labor market in ten ASEAN countries. The integration will positively lead to better business opportunities, greater investment in the region, tourism opportunity and GDP growth of each member countries of the community. Nevertheless, Thailand would be at risk due to the Thais' low level of English language proficiency. As a consequence, English proficiency enhancement is a crucial adjustment for Thai workers to stay competitive in the more liberalized labor market under this globalizing trend across the region.

Due to the importance of English, the Thai government has been attempting to promote English language development in the country by drafting English in the Thai national curricula as a mandatory subject in schools. The history of English teaching in Thailand can be traced back to 1970s when English was first placed in the national curricula in as part of the education program (Phongsakorn Methitham & Pisan Bee Chamcharatsri, 2011). Later in 2002, the 1999 Education Act and National Education Curriculum, in which English was placed "at the forefront of national intellectual development," was implemented and became effective (Achara Wongsothorn, Kulaporn Hiranburan, & Supanee Chinnawongs, 2003). Wuthiya Saraithong (2003) reported that a number of governments, including the Thai government, have made an

effort to provide efficient English education to children and adults by taking this issue as a national agenda in order to prevent loss and maintain gain from the AEC. Consequently, many Thai educational institutes have been offering extensive English curriculum and international programs in which English is used as the main medium of instruction in order to prepare Thai students and scholars to meet the current demands for English in both academic and business setting. (Arunee Wiriyachitra, 2001).

Despite the attempt to promote English education in Thailand, the majority of Thai students fail to communicate in English. The problems of English language teaching and learning in Thailand are caused by factors including: (1) Teachers' insufficient English language skills and native speaker cultural knowledge; (2) lack of opportunity to use English in their daily lives; (3) university entrance examinations which demand an international tutorial teaching and learning method; and (4) interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage, which lead to unsuccessful English teaching in the country.

Teachers' insufficient English language skills and knowledge of native speaker cultural context indicate inability to provide input and interactions necessary for Thai students to acquire the target language according to Krashen's (1980, 1982, 1985) Input Hypothesis. Tuhoey (2010) reports that many Thai teachers of English in Thailand fail government English tests, which suggests that the level of English proficiency of teachers is low. Also, the Thai's level of English proficiency is low in international English tests (ETS 2009). Concerning this, Phongsakorn Methitham (2009) suggests that Thai teachers' lack of fluency causes them to deprive their students of exposure to the language. As a consequence, they might teach English in Thai for fear that they might make mistakes and lose face. This leads to ineffective English teaching and learning in the country because achieving advanced level of language use requires considerable amount of exposure to input. Moreover, Draper (2012), is in congruence with Arunee Wiriyachitra (2001) and Hayes (2010), also reported that Thailand has experienced a lack of English teachers and many of them feel overwhelmed by heavy teaching loads, leading to insufficient time and lessons for both teachers and students to progress in English education.

In addition to teachers' lack of English language skills in general, lack of opportunity for students to use English in their daily lives holds back the process of development in Vygotsky's (1978) Sociocultural Theory. Arunee Wiriyachitra (2001) pointed out that Thai lack opportunities to use English in their daily life as English is not the official language of the country. English is neither needed or heard in some parts of the country especially in rural area except for common loan words from English such as 'computer' or 'internet' (p. 11). Similarly, Draper, (2012) revealed that Thailand's largest majority, the 'Isan' of Northeast Thailand, has been affected by the low quality of education and limited access to English education such as English programs or bilingual education which are mostly available in schools attached to universities in urban areas. Hayes (2010), also contends that students in rural areas in Thailand have limited opportunities to progress English. English is not considered to be necessary in rural areas. As a result, Hayes suggested that teachers and learners should keep in mind that there are varieties of contexts involving English curriculum in Thailand. Therefore, the curriculum should be made appropriate for local contexts rather than "offering centralized prescriptions to be applied uniformly throughout the country" (p. 11).

Moreover, Thai university entrance examinations foster the grammar-translation and focus-on-form method of learning. As more emphasis is put on the grammar and reading comprehension in order to score well on the exam, together with the interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage, Thai students fail to perform well in listening and speaking. Anyan (2006) suggested that there are three main interferences Thai have on English which are (1) Orthographic interference ('footbon' instead of 'football'), (2) Grammatical interference (only present tense is used and understood by contexts or markers/adverbs of time), and (3) Lexical interference (Tinglish phrases such as 'same same but different' which comes from the repeatable characteristic of Thai adjectives.)

In summary, four main areas concerning English as a Foreign Language teaching in Thailand are discussed in this chapter: 1) the role of input in second language acquisition, in which the concepts of input hypothesis, affective filter, and input processing are discussed, 2) the role of output in second language acquisition, in which the constructs of Sociocultural Theory, namely Mediation and Appropriation,

as well as the concepts of Scaffolding and Interaction Hypothesis are discussed, 3) teaching approaches, in which the approaches in English as a Foreign Language teaching (EFL) such as Grammar Translation, Audiolingualism, and Communicative Language Teaching (CLT) are discussed, and 4) English language teaching and learning in Thailand. This chapter provides the background of EFL in contexts, as well as the theoretical framework of this research study.

## **2.8 Summary and Implications of the Literature Review**

In this section, main teaching methods and approaches including grammar translation, audiolingualism, communicative language teaching, and direct method were reviewed. These main methods are the main approaches employed in EFL teaching in normal schools, so there is a possibility that these main EFL methods used in normal schools may also be applied in a tutorial school as well. All the methods and approaches have both weaknesses and strengths. This research, therefore, aims at exploring the students' and the teachers' perceptions concerning the teaching method(s) of the institute.

In this chapter, relevant research studies, contexts of previous studies, teaching methods, and theories, including Second Language Acquisition (SLA), Input Hypothesis, Output Hypothesis, Interaction Hypothesis, Affective Filter, Comprehended Input, Sociocultural Theory, Zone of Proximal Development (ZPD) and Scaffolding were reviewed. All these SLA theories seem to be based on regular classroom or official classroom settings whereas the tutoring school setting may have its own unique characteristics that may or may not be satisfactorily explained in these studies. So far, little research have been conducted to explore the roles of these theories in L2 learning in this particular situations. Consequently, this research aims to investigate and answer the research questions to enrich the field of English as a Foreign Language Teaching (EFL) in order to answer the research questions

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

This chapter is divided into two main sections: research design and methodology. The research design section describes the motivation and the scope of the present research. The methodology sections outlines the procedures for the data analysis including research methods, data collection, and procedures.

#### **3.1 Research Design**

##### **3.1.1 Site Selection**

The institute that is studied in this present research is chosen because of 3 main reasons:

- 1) This institute is an international language institute. It has many branches worldwide but claims that only one unique teaching method is used.
- 2) This institute claims that 97 percent of the students who follow its method achieve their language goals.
- 3) The institute focuses only on adult students (students at the age of fifteen and above). Therefore, the institute would be an institute that could provide the insights into adult English teaching and learning management.

##### **3.1.2 Participants**

Participants will be 3 native-speaking teachers and 15 Thai students of the institute. The participants must have been studying or teaching English for at least one year at the institute prior to the interviews in order to ensure that they have had sufficient English learning and teaching experiences.

### **3.1.3 Sample**

Purposive sampling was used for the recruitment of participants for this study. Purposive sampling is commonly used in qualitative research. It involves selecting research participants according to the needs of the study (Glaser & Strauss, 1967; Morse, 1991) in that researchers choose participants who give a richness of information that is suitable for detailed research (Patton, 1980). In summary, purposive sampling is used in this present study.

## **3.2 Data Collection and Procedure**

In this research, the qualitative research method is utilized to examine teaching methods employed at the institute because it allows the researcher to gain a better understanding of otherwise mundane activities such as language teaching, which might be conducive to a sharpened perspective towards such activities. Primary data is the data source for this research which will be collected through 1) Semi-structured interviews, 2) Classroom observation, and 3) Learner journals. In this section, research instrument and data collection procedure will be discussed.

### **3.2.1 Semi-Structured Interviews**

In this qualitative research, semi-structured interview is employed because semi-structured interview is the type of interview that enables researchers to collect extensive data. The semi-structured interview in this research will be used to answer the research questions and provide information on English as a Foreign Language Teaching (EFL). The interviews will focus on the following topics:

- 1) English teaching methods employed at the institute
- 2) The perceptions of teachers and students about the usefulness of the teaching methods

The interview protocol was developed in order to explore the proposed research questions. Prior to the interviews, the interview questions and the interview protocols were submitted to an expert in the field of second language acquisition and teaching for approval. After the approval was obtained, the interview questions were used to interview the participants.

In this research, 15 Students and 3 teachers were interviewed. The questions in the interview asked respondents to concentrate on the teaching methods employed at the institute and the participants' perceptions towards the advantages and disadvantages of the methods and methods. Appointments were made to interview 3 teachers and 15 students over a two month period. The interviews will be conducted in the teachers' native language (English) and the students' native language (Thai) in order to gain precise information without language obstacles. The interviews will be completed anonymously; names are neither collected nor recorded.

### **3.2.2 Classroom Observation**

In this study, three different teaching episodes will be observed. Each episode lasted approximately one hour. The teacher and students in each episode were not the same group of people. The details of classroom activities were noted and recorded while observing the classes.

### **3.2.3 Learner Journals**

Journal or diary studies are “a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events” (Bailey, 1990: 215). In this research, the data gained from learner journals were analyzed to support the data gained from the interviews and classroom observation. Students at the institute were asked to write a journal after their classes over a four-week period. The participants were asked to provide details of their teaching and learning experiences and feelings towards them.

The main purpose of the journals was to gain the insights from both the teachers and learners after their classes; therefore, the participants were asked to complete a journal immediately, if possible, after their classes. Four writing prompts were also provided as guidelines for students. Fifteen journals were collected by the researcher. There is no limitations of words, and the names of the participants were neither collected nor recorded.

### **3.3 Data Analysis**

Content analysis was used in this research to analyze the data obtained from the three research instruments. Content analysis refers to the analyzing and the interpreting of any qualitative materials, especially qualitative texts: interview transcripts, documents, or case studies. (Patton, 2002). One of the core meanings of content analysis is pattern which refers to descriptive findings. In this research, data were analyzed to discover the patterns which suggested the answers for the research questions.

Since there are three research instruments employed in this research, the data analysis procedure is divided into three parts: The Semi-structured interviews, the classroom observation, and the learner journals.

#### **3.3.1 The Semi-Structured Interviews**

Interviews were recorded and transcribed. The transcription were subsequently reviewed. In addition, the member check technique was employed after the interviews were transcribed and interpreted. According to Merriam (1998) member check technique can enhance internal validity. Therefore, the transcriptions and the interpretations of the tape-recorded interviewed were given to the participants in order to ask for their comments and verification of the data collected.

After the interviewed were transcribed and reviewed, key points were summarized and categorized. Summaries of the key points from each teacher and students were compared and cross-checked to examine the patterns. The patterns suggested answers for each of the research questions.

#### **3.3.2 Classroom Observation**

Classroom episodes were observed by the researcher. The details and the class activities were noted and recorded. The recording of the teaching episodes were also transcribed and summarized in order to explore the key teaching patterns and the methods/methods. The patterns were utilized to suggest the answer of the research question 1 in particular. In addition, in this research, the criteria and framework for analyzing the data obtained from classroom observation were adapted from Nunan's and Richards' features of teaching English as discussed in Chapter 2.

### 3.3.3 Learner Journals

The journals were collected and analyzed in order to discover similarities and patterns that suggested the answer for the research questions. Coding technique was used to identify key points and the perceptions of the participants towards the teaching methods. There are two phases of coding used in this research study: 1) open coding when the focus of the analysis was on the text to define the concepts and categories, and 2) axial coding when the researcher employed the concepts and the categories while re-reading the text to confirm the categories (Strauss & Corbin, 1990). Also, the information provided in the journals was also compared with that given in the interviews.

This study aims to examine the teaching method employed at the institute and the participants' perceptions towards the teaching method. The study employed qualitative research methods because it provides the research with the opportunity to explore the data in-depth. It was conducted with 15 Thai students and 3 native-speaking teachers. In summary, there are three research instruments used in this study: semi-structured interviews, classroom observation, and learner journals. The research results and additional findings are presented in Chapter 4.

**Table 3.1** Summary of the Research Methodology

	<b>Research Questions</b>	<b>Research Instrument</b>	<b>Data Analysis</b>
1	What are the teaching methods employed at an international English language tutorial school?	1. Semi-structured interviews 2. Classroom observation	Content analysis
2	What are the students and the teachers' perceptions towards teaching methods employed at an international English language teaching school?	1. Semi-structured interviews 2. Learner journals	Content analysis

### **3.4 Pilot Tested**

The interviews were pilot tested on respondents similar to those in the real study. The main objective of the pilot test was to check wordings and formats as well as to measure the reliability of the interview questions. Two interviews were tried out with a native-speaking teacher and a Thai student. A revision of the research questions was made as a result of the both the pilot tests and the consultation of the advising professor and experts in the field of language teaching.

### **3.5 Conclusion**

This chapter has been an explanation of the methodology of the research project which included (1) Research design, (2) Data collection and procedure, (3) Data analysis, and (4) Instruments validation and reliability. This study aims to examine the characteristics of teaching methods employed at the institute. The study employed qualitative research methods. It was conducted with 15 Thai students and 3 native-speaking teachers. The main purpose of the methodology was to answer the research questions, and the information collected through the instruments and procedure in this chapter led to the data necessary for the interpretation. In Chapter 4, the information was interpreted and discussed.

## CHAPTER 4

### FINDINGS

In this section, the data gained from the interviews, classroom observation, and the learner journals were analyzed. For the interviews, the researcher interviewed two groups of participants: the students and the teachers. For the students, ten main research questions were used to ask for the details of how the classes in which they participated were taught or delivered. Fifteen questions were asked to gain the information from the native-speaking teachers at the institute. The results from the interviews were presented in this section. For the classroom observation, the researcher took notes that provided the details of the classes she observed. For the learner journals, the students provided the insights to the learning experience and the perceptions they had towards learning English at the institute. Both the teachers and the students provided their classroom features and the methods used during their lessons. The findings reported in the same order as the research questions as follows:

4.1 Research Question 1: What are the teaching methods employed at an international English language tutorial school?

4.2 Research Question 2: What are the students and the teachers' perceptions towards teaching methods employed at the institute?

#### **4.1 Research Question 1: What are the teaching methods employed at an international English language tutorial school?**

##### Orderly Eclectic Method

From the data gained from the research instruments including semi-structure interviews, classroom observation, and learner journals, there are several methods and approaches reported by the participants. This seems to allude to an orderly eclectic

way of teaching English. The orderly eclectic method refers to the method in which several teaching techniques are used in language teaching rather than one single technique. At the institute, the orderly eclectic method comprises of audiolingualism, communicative language teaching, and direct method.

#### 1) Audiolingualism

Audiolingualism was demonstrated through the use of computer and technology at the institute. Computer lessons were designed for students to practice speaking and listening. The findings revealed that utterances in the lessons were modified according to the language levels which was in consistent with Krashen's (1980) notion of comprehensible input. There were lessons students could access through the computer program at the institute. Each lesson contained 6 sections which were: Listen, Repeat, Read, Speak, Confirm, and Write. This sequence was in congruence with Richards and Rodgers' (1986) notion of Audiolingualism which comprised repetition, inflection, replacement, and restatement. Great importance was given to precise native-like pronunciation.

To illustrate the demonstration of audiolingualism at the institute through the use of technology, it was observed that students would hear recordings and answer questions to check their understanding in 'Listen' section. The objectives of this activity were to help students become familiar with spoken English and to enhance their listening skill. In addition, the level of difficulty of the recordings varied according to the students' levels of English proficiency measured by the institute's Placement Test. Each student was placed in a level which was one step higher than his or her current level. This was in congruence with Krashen's (1990) Comprehensible Input hypothesis which stated that learners could acquire a second language only when they were exposed to input that was slightly beyond their current level. Also in 'Repeat' section, the students had to listen to the recordings and repeat the utterances. The computer would record their voices. At the end of each utterance, the students would hear the comparison between the original recordings and their voices. The objectives of this activity were to help students improve their speaking skill, listening skill, and also their pronunciation. Since students were required to listen to and repeat the utterances immediately after they hear them, it was apparent that Richards and Rodgers's (1986) repetition method which referred to the situation

when a student repeated an utterance as soon as he or she heard it was applied in computer lesson of the institute.

Furthermore, in 'Read', the students were required to read the text out loud and record their voice. Then the students would have to compare their voice with the program. The objective of this activity was to help the students pronounce better in English. The difference between 'Repeat' and 'Read' was that the students would not hear the utterances in 'Read'. Instead, they were asked to try pronouncing the words they saw in the lessons. They might pronounce some words wrongly at the first try, but they would hear the correct pronunciations and learn how to pronounce those words correctly later. Then the students would also be asked to answer questions with personalized answers in 'Speak' section. The students also rephrased the utterances they heard in Listen or Repeat section to answer the questions which is in congruence with Richards and Rodgers' (1986) notion of restatement. Also pattern drills were used in this section as students could replace words with other words which Richards and Rodgers' (1986) referred as replacement. Moreover, students had to choose word forms that were consistent with the tenses and voices in their speeches. This was related to Richards and Rodgers' (1986) idea of inflection which referred to the situation where one word in one sentence appeared in another form when repeated. The objective of this activity was to help the students get used to responding to questions without having guidelines.

Apart from the listening and speaking practices, grammars drills were still part of the lesson, but instead of using the same type of printed materials students were familiar with at schools, the institute put the grammar exercises on the computer. In 'Confirm' section, the students were required to do exercises on the computer to check their understandings of grammar, vocabulary, or comprehension. In order to pass the 'Confirm' section, the students needed to get over 70 percent. Grammar drills, fill in the blank, and reading comprehension were mainly used in this section. Then finally in 'Write' section, the students had to complete exercises and writing tasks in the 'Student Manual' which was the only printed material used during the lesson. The student manual acted as a summary of the grammar rules and vocabulary the students learned in each lesson. The objective of this activity was to help student consolidate the newly-acquired language. All the exercises and writing tasks were related to the

computer lesson in which the students participated. Since the students were required to produce their own piece of writing as a consolidation of their target language they acquired from the lesson, Swain's (1985) Comprehended Output played a role in this activity. In summary, Audiolingualism which put an emphasis on teaching speaking and pronunciation was used at the institute. Each activity focused on practicing speaking and listening skills except for the 'Confirm' and 'Write' section that focused more on functions and vocabulary items. All of the four oral drills used in audiolingualism according to Richards and Rodgers' (1986) which were repetition, reflection, restatement, and replacement were demonstrated through the sections in computer lessons.

A combination of both traditional methods and contemporary ones was in evidence within each section in the computer lesson. Grammar lessons and drills were still presented in the contents of the lessons. Therefore, what seems to be new and modern here does not offer a new way of teaching and learning, rather it clings to the old way of teaching but uses technology as a tool. This means that there is no dichotomy between the use of technology and the traditional way of teaching. Instead, a combination of both to help students learn the target language effectively should be encouraged.

## 2) Communicative Language Teaching (CLT)

Another method within the orderly eclectic method of the institute was communicative language teaching. Communicative Language Teaching (CLT) refers to the teaching approach that emphasizes interaction as the means and the goal of study. From the interviews, classroom observations, and the learner journals, both the students and the teachers revealed that the main objective of the study at the institute was for students to communicate. Students were encouraged to speak and interact with teachers and other students in English. It could be noticed that the main teaching method of the institute was based on activities that enabled students to interact in real situations. Therefore, this aspect of the CLT was clearly seen as the teaching method at the institute. Most students believed that lectures were uninteresting; on the other hands, classrooms that contained activities and games could help students learn more effectively. At the institute, there were classes such as business classes and presentation classes that served students' needs on business English. Moreover, there

were classes that students could participate and interact with their own language output, leading to students' English language acquisition through role-plays, which gave the learners an opportunity to play many roles to understand the meaning in real context. At the institute students were required to take part in role-plays both with computer in the computer lab and with the teachers and other students in classrooms. Therefore, students subconsciously learned the target language and usage in real situations. Through interactions students learned the everyday English they could use in real situations; consequently, students reported that they found interactive classrooms effective and beneficial.

In summary, the CLT way of teaching in the classes was clearly seen at the institute. Students were exposed to the authentic input through activities and were provided with opportunities to produce their own utterances to interact with teachers and peers in class. That students were provided with the opportunity to produce comprehended output and receive feedbacks from teachers and peers was related to Swain's (1985) Comprehensible Output Hypothesis which stated that learners could learn effectively from producing output, testing their L2 hypotheses, and receiving feedbacks from their interlocutors. Therefore, students could notice the gap in the L2 production and work to stretch their interlanguage capacity through the use of CLT in classroom.

### 3) Direct Method

The last teaching method within the orderly eclectic method employed at the institute was direct method. From the data gained, the researcher found that the characteristics of the teaching methods of the institute were relevant to Richard's (1985) notion of direct method because of several reasons. First of all, classroom instruction was conducted exclusively in the target language. At the institute, all the classes and lessons in the computer program were conducted in English; no classes that were taught in Thai or any other languages other than English. Moreover, students, teachers, and staff had to speak English when they were in the institute. No Thai was allowed in the institute; consequently, students were encouraged to learn and practice their communication skills in English. Another main characteristic of the teaching and learning English at the institute was that all the activities were conducted in English by native-speaking teachers. Therefore, students could not speak Thai in

the classrooms because the teachers would not understand their speeches in Thai. In addition, students gained benefit from receiving authentic input from the native speaking teachers at the institute. Authentic texts referred to the inputs the students receive from the native speaker of English. In 'Encounter Class', The language was English delivered by the native-speaking teacher. Therefore, the students would have the opportunity to receive input and produce output.

Moreover, only everyday vocabulary and sentences were taught at the institute. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas. Demonstration was immensely used at the institute as the teaching technique. From the classroom observation, it could be observed that instead of giving students answers immediately, teachers gave students hints or demonstrations of the words the students did not know. Abstract vocabularies were often explained by association of ideas or situations. No direct answers were given unless there was no other means to help students understand the teaching points or vocabularies. In addition, most of the classes and lessons especially at the beginner levels focused on everyday communication. There were activities such as role-play, competition, and presentation in which students had to participate and work to produce their own output to respond in different situations in English. The vocabularies and the sentences were those that were commonly used in everyday communication. Moreover, it was observed that in upper-intermediate and higher levels, the sentences and vocabularies were more complex and more academic. Students were provided with academic and formal English used in Everyday situation. In conclusion, only everyday vocabulary and sentences were taught at the institute. In addition, oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes. In each class at the institute, there were 4-12 students and at least 1 teacher. All the students in each class were from the same level of English which had been measured by the placement test the students had taken before they studied at the institute. Teachers asked questions on the topics that were not too difficult for the students in each level. Students would answer the questions and receive feedbacks from the teachers. The question-answer

exchanges between teachers and students could be clearly seen in the small, intensive classes at the institute.

From the data collection, it could also be concluded that grammar was also taught inductively through the use of target language in classrooms and oral communication. Since communicative competence was the main focus of the teaching and learning English at the institute, grammar was not taught explicitly. Instead, students learned grammar through communication, interactions, and feedback they received from teachers and other students. Grammar was emphasized only when students were to reply or interact with other using particular grammar points. Consequently, new teaching points were introduced orally; and both speech and listening comprehension were taught through interactions and activities the institute provided their students with. Students were required to listen, understand the utterances they heard, and produce output in English in order to communicate with teachers and other students. Apparently, the institute focused on the communication skills; it put more emphasis on speaking and listening skills than on writing and reading skills. Besides, correct pronunciation and grammar were emphasized. In every class at the institute, students needed to speak English clearly enough to be understandable and communicable. Therefore, correct pronunciation was highlighted for all students. Teachers corrected and gave students corrective feedbacks on their pronunciation. Also, grammar was the focus for students could only communicate well and precisely if they produced grammatically-correct sentences. Thus, at the institute, correct pronunciation and grammar were emphasized for learners.

It is apparent that direct method is used as one of the teaching methods of the institute. The authentic input is provided by the native speaking teachers which ensures that students are exposed to the input necessary for second language acquisition to take place according to Krashen's (1982) notion of input. However, not all the input at the institute is authentic as students are also exposed to modified input in the computer lesson. Therefore, the findings suggested that input is still an important part of the teaching method. Nevertheless, the input is the 'graded' input when modified input is provided for students followed by modified input, not just a selection of only one type of input.

In conclusion, the teaching method employed at an international English language tutorial school is an orderly eclectic method which is a combination of three teaching methods: audiolingualism, communicative language teaching, and direct method. Since computer is used as a tool to demonstrate traditional audiolingual teaching method at the institute, there seems to be no dichotomy between traditional method of teaching and technology, rather both should go hand in hand to help students accomplish their language goals. Similarly, there is also no dichotomy between authentic and modified input at the institute as the first half of the course contains a set of modified inputs which is followed by authentic input in the latter half. Therefore, input is still vital for language teaching at the institute, but it has to be graded input rather than either authentic input or modified input.

#### **4.2 Research Question 2: What are the students and the teachers' perceptions towards teaching methods employed at the institute?**

In this section, the data gained from the semi-structured interviews and the learner journals were analyzed in order to answer the RQ2. From the data gained from the research instruments, the student's and the teachers' perceptions towards the orderly eclectic teaching method employed at the institute varied considerably ranging from highly positive to somewhat negative. A number of students reported that they found orderly eclectic way of teaching at the institute effective. From the interview, one student stated that he felt his English improved after having studied at the institute. To illustrate this point, an excerpt from the interview transcript is provided as follows: Student A: "My English was so poor before I studied at the institute, but now my English has improved a lot. I think my English was 4 out of 10 before I came to the institute, now I give myself 8 out of 10."

From the excerpt, the student seemed confident in the effectiveness of the teaching method employed at the institute. Similarly, some teachers stated that learning English at the institute is efficient. Concerning the effectiveness of the teaching method of the institute, a teacher revealed that: Teacher A: "If students come to study regularly, they will be able to improve their skills...the method itself works

with all students, but it will never work for students who do not follow the methods or do not study correctly."

It can be seen that both students and teachers have positive attitude towards the teaching method employed at the institute. Particularly, several students and teachers revealed their positive attitude towards audiolingualism employed as part of the orderly eclectic teaching method used at the institute through the use of computer. Many students mentioned that the effectiveness of the teaching method of the institute lied on the flexible and accessible characteristics of the computer lessons. Some students disclosed that they felt at ease when studying at the institute because they could choose to come to study at any time they wanted. Concerning the computer lessons, a student revealed in an interview that;

Student H: I like to study at the computer lab because I can access it whenever I want. I sometimes come to study here or sometimes study at home. It's really convenient. And the lessons vary from easy to difficult. I'm a beginner so I start from the first level here and the lessons get more and more difficult. I think that these lessons are very useful because I can practice whenever I have time.

Moreover, some students revealed that that they had to do the placement test prior to the study at the institute was useful as they knew their own levels of English and could start learning from where they still needed improvement. A student revealed his opinion on this aspect of the teaching method that:

Student I: I did the test when I first came here and I felt quite bad about it because I thought my English skills were better than the result I got at that time. But after studying here I realized that my English wasn't that good. Then I study hard because I want to have a good command of English...I'm a fast learner and I pass many levels faster than my friends. This is a good point of this institute in my opinion because I don't have to wait for my classmates to pass to the next

level. If I can do well in that lesson already I think I should move to the next level.

Despite the fact that the demonstration of audiolingualism through the use of computer was effective in helping the students learn English has been confirmed, a number of the participants stated that the lessons in the program were ineffective. First of all, many students revealed that using computer programs to learn English was not effective because computers could not interact with students. Students only hear voice recordings as a response to their speeches. Concerning this, a student disclosed that Student J: "I don't like the computer lab because it's boring studying with computer. Computer cannot really talk with us. I think it is more effective and enjoyable to study and interact with a teacher."

In addition, some students revealed that their expectation from a language tutorial school was to receive and be exposed to authentic input; therefore, they felt disappointed to realize that they had to study with computer and receive modified input instead of having the chance to study with native speakers all the time they study at the institute. One student revealed in the interview that:

Student K: I didn't know at first that I had to learn through computer a lot. When I came to enroll at this institute, the consultant told me that there were classes with foreign teachers. Then I expected that I would have to join classes where there was a teacher like most schools I have known. I was a bit disappointed and now I feel that my English hasn't improved at all. I don't think this is worth my money and time.

Moreover, some students revealed some minor drawbacks of the audiolingual method at the institute as they said that the computer lessons were too long. Moreover, there were long gaps between each section in the lessons. Therefore, it takes too much time for students to finish a lesson. Student K: "I don't think we need the computer. We can just study join the activities and learn from that. The computer is boring."

It can be seen that the participants' perceptions towards audiolingualism demonstrated through the use of computer at the institute varied tremendously from highly positive to negative. Audiolingualism through the computer-assisted learning program seemed to help learners learn more conveniently as it was available at all time; yet it failed to provide students with authentic input and responses students needed to acquire the target language. Therefore, it can be concluded that the demonstration of audiolingualism through the use of computer program can be a double-edged sword since the use of computer which seems to be modern and helpful nowadays does not necessary lead to effective English learning in students' opinion. On the contrary, computer can lead to complication and frustration for some students who expected to be exposed to authentic input rather than modified input.

It has been reported by both students and the teachers in this present study that students learned English through activities that encouraged students to participate and subconsciously learn the target language. Thus, it can be seen that communicative language teaching which puts emphasis on learning activities plays a role in the participants' opinions. From the interviews and the learner journals, students disclosed that the activity-based communicative language teaching method was beneficial because they learned the language without noticing that they were learning. In other words, subconscious learning through the use of activities was perceived to be positive by the many participants. Concerning this, a student revealed that

Student I: "I like to learn English here because there are many activities every day. Some activities are fun like cooking and games, but some activities are boring. And I have new friends here because we join activities together and we speak English even outside this school."

The findings revealed that there were two aspects of the subconscious learning: 1) there was no stress that could lead to high affective filter that blocked language input to reach the language acquisition device (LAD) and 2) students learned English naturally and led to higher level of accuracy and confidence in using English. Students also reported that that they were surrounded by English, they subconsciously and gradually acquired the language. More importantly, since all

students at the institute were interested in improving their English, some students reported that they became friends with other students who had common interests and that stimulate them to learn more.

Despite the fact that most students find the teaching methods of the institute effective, there were some students who did not benefit from the particular teaching methods. From the data collection, a number of students revealed that there were two main drawbacks of teaching methods of the institute as follows.

#### 1) Shyness to Participate in Activities in English

Interestingly, a number of participants reports that the communication-based teaching and learning is not effective for students who are shy to speak English or lack confidence to participate in activities conducted in English. It is observed that Thai students are passive. This fact goes together with the collectivist nature of Thais, leading to the collectivistic behaviors and the tendency not to stand out of the group. As a result, some students avoid participating actively in activities and lead to no language acquisition. Concerning this, a student revealed in a journal that:

Student J: "I don't like to study here much because I don't like to join activities. I'm always shy so I avoid speaking in front of many people. I think the institute is good for people who enjoy socializing and joining activities, but that simply isn't me."

This illustrated that some students feel they have to struggle when participating in activities conducted in English, especially when they are at the beginning stage of learning. This can result in pressure and negative feelings towards learning English for some students. For this aspect, it can be seen that although the institute uses activities as the method to help students learn in a low anxiety learning environment and uses placement test to assess students' ability and determine their courses according to Krashen's comprehensible input hypothesis, some evidence provided by the students revealed that a number of students cannot learn effectively even when there is comprehensible input because they feel uncomfortable. Possibly, Krashen's affective filter which blocks the comprehensible input from reaching the

LAD is still there at the institute despite the attempt to use activities to reduce anxiety and affective filter.

## 2) A Reductive and Insufficient Grammar Teaching Approach

Apart from students' shyness to speak English which some students reported to be a result from the activity-based teaching and learning approach, a number of students disclosed that insufficient grammar teaching was also a result from this approach as well as reported by a student as follows:

Student K: "It is too bad that grammar isn't focused on here. Usually we just come here to speak even when what we're speaking isn't correct. We are encouraged to speak which is a good thing, but the problem is sometimes we don't know what is correct and sometimes we just keep saying the wrong words or sentences because we see that other people speak it. I know that my English is not yet perfect and I come here to perfect my English. I have to say I'm a bit disappointed because I don't get what I actually want here."

Similar responses emerged during the interviews with other students which illustrated that some students feel that activity-based teaching approach still has its drawback for the fact that grammar is de-emphasized. Therefore, it can be concluded that this teaching method is still considered as ineffective for some students.

One of the characteristics of the direct method was the use of target language in classroom. The institute used English as the only means of instruction and communication which was perceived by students to be beneficial. Students believed that their English skills improved because they had the chance to communicate in English. By having the chance to communicate in English, the students learned that there were gaps in their English knowledge and could work to fill the gaps. Concerning this, a student provided that;

Student B: "I think my listening and speaking skill are better after studying English at the institute because I have to speak English all

the time. Then I realize that there are some words or sentence structures that I do not yet know, and I think if I want to be good at English, I have to know them. So every time I have a question I will ask teachers and practice."

Students C "I think my grammar was okay before studying at the institute, but I was not so confident when I had to speak English. I used to translate from Thai to English when I spoke. Now I learn how to speak without translating because we have to speak English all the time and I get used to it, and finally I feel more confident to speak."

In addition, students revealed that they became more confident to speak English because they saw that their friends were speaking English, and that no one spoke Thai. Thus, it can be seen that students were positive towards the direct method used in English as foreign language teaching. From the interviews and learner journals, students disclosed that they felt the urge to speak English because everyone around them were speaking English, so they felt they had to conform to the rules. Moreover, some students revealed that they felt less stressful when they saw that other students were speaking in English, and that other students made mistakes as well. An excerpt from the learner journal illustrated this point that;

Student D: "I like to come to the institute because everybody speaks English here, so I don't feel shy or embarrassed to speak. There is nowhere else I can speak English because people around me speak Thai. So coming to the institute is like coming to a place where English can be used, like in another country."

The result indicated that using English as the only language of instruction and communication was effective in the participants' opinion. This statement supported Vygotsky's (1978) Sociocultural Theory which stated that lack of opportunity for students to use English in their daily lives holds back the process of development, Also the results supported Arunee Wiriyachitra's (2001) research result

which pointed out that Thai lack opportunities to use English in their daily life, leading to the ineffectiveness of English education in Thailand.

Many students disclosed that they found authentic input necessary for learning; therefore, studying English with native speaking teachers was reported to be effective. This is in congruence with Richard's (1986) notion of direct method. Overall, students revealed that they found that learning English with native speaking teachers is more effective because they were confident that the language use and the pronunciations were accurate. Moreover, students believed that the native speaking teachers could correct their speeches and provide them with corrective feedbacks when they made mistakes which was considered to be necessary for them to acquire English. For this aspect, students disclosed that: Student E: the teachers here are native speakers. For me it is crucial to learn English with the native speakers because they know what is actually spoken in real situations, unlike Thai teachers.

Student F: "I want to improve my accent when I speak English. I can speak English but I think my accent is not so good. I want to speak English with British or American accent. So it is very important that I study with teachers from the UK or the US."

It was found in the present study that native speaking teachers were perceived as the key element of effectiveness of the teaching methods. The statement that native-speaking teachers were perceived to be more effective teachers by students is in congruence with Sureepong Phothongsunan, 2006; Grubbs, Vachira Jantaracha and Supamas Kettam (2009) which stated that Thai university students believed that talking to foreigners is useful in improving their English. Therefore, it could be concluded that Thai students still relied much on native-speaking teachers.

Despite the fact that many students and teachers found that the teaching method employed at the institute was efficient because students got the chance to produce their output and to notice the gap in their English knowledge, some other students and teachers reported drawbacks of the methods as well. From the interviews, both the students and the teachers said that English was the only language spoken in the institute: teachers, students, or even staff were not allowed to speak

Thai unless it was necessary. Most students followed the rules; nevertheless, some students still spoke in Thai. These students revealed in the interviews that they felt nervous when they had to speak English in front of other people; some students felt uncomfortable speaking English because they were not used to speaking English; other students said that they worried that they would make grammatical mistakes or pronounce the words they wanted to say wrongly. Concerning this, a student said that:

Student G: "I don't want to speak English because I'm afraid of making stupid mistakes in English. Sometimes it takes a long while before I can speak a sentence in English because I have to think of grammar and vocabularies. And I think my accent isn't very good because I still speak English with Thai accent."

Student H: "I think the institute is good for people who have some basic knowledge in English before they come to study at the institute. I have seen many people who come here and start at Survival 1 (Beginner). I can see that they have a very hard time because everybody speaks English here. Some of them lose heart when they feel they can't speak English as well as their friends can. So my suggestion is if they want to study at the institute they should have some basic knowledge of English."

Interestingly, 3 out of 6 students who stated that they felt uncomfortable learning English in the total-English environment were from beginner levels; 2 other students were from intermediate level; and only 1 student in advance level suggested that total-English environment was ineffective for Thai students. One student from the beginner level revealed that she was not confident and worried that other people would think she was stupid when she spoke English incorrectly. This might indicate that students from beginner levels seemed to perceive total-English environment to be less effective than those from higher levels.

In addition, from the classroom observation the researcher noticed that students of intermediate level and above participated in English and corrected their

own mistakes when speaking based on the comments from their teachers and peers in the classroom. This possibly illustrated that students learned from producing their own English output, testing their hypotheses in English, notice the gaps in their interlanguage capacity, and finally correct their own output. Most Thai students made mistakes on pronunciation, intonations, word choices, usage, and grammar. Also it could be observed that the native speaking teachers in all the classes adjusted their English in terms of speech and the vocabulary. It is possible that most students did not have problems understanding the teachers even when the teachers spoke English only because the input had been adjusted to become comprehensible for students by the teachers.

In summary, this section is concerned with the students' and the teachers' perceptions towards the teaching methods employed at the institute. The perceptions towards the orderly eclectic method vary from positive to negative. This can be seen that the use of orderly eclectic method worked with some students who believed that one single method was not efficient in English teaching and learning. However, the use of computer, activity, and English as the only means of instruction caused anxiety and increase complexity in learning for some students. Therefore, the main issue should not be which method is the most effective for students to learn English, instead it should be which methods, how to execute the methods, and to what extent each method should be used to help students acquire the language.

## **CHAPTER 5**

### **CONCLUSION**

The purpose of this chapter is to present the discussions of the findings gained from the data collection of this study. The characteristics of the teaching methods employed at the institute are discussed in comparison to the previous research studies and key concepts in Second Language Acquisition (SLA). Later in this chapter, limitations of the study, pedagogical implications, and recommendations for further research are proposed.

#### **5.1 Summary**

The main purposes of the present study are to examine the characteristics of the teaching methods and to explore the students' and the teachers' perceptions towards the teaching methods employed at the institute. The data was collected through semi-structured interviews, classroom observation, and learner journals. The participants of this study were 15 students and 3 teachers of the institute who have studied or taught at the institute for at least 1 year prior to the study. The researcher interviewed the participants, then observed the classes taught at the institute, and analyzed the journals students were asked to write and submit to the researcher. The data was collected in Bangkok, Thailand.

It was found from the study that the prime teaching method employed at the institute was the orderly eclectic method which comprised of three distinguished teaching methods in EFL which were: 1) audiolingualism, 2) communicative language teaching, and 3) direct method. The use of computer as a tool to aid teaching and learning at the institute was also present. Also, the communicative language teaching through activities was applied. Finally, the use of English as the only means of

instructions and the use of both modified and authentic input were reported to be employed by the institute. For the perceptions towards the teaching methods, the findings revealed that the students' and the teachers' perceptions vary considerably from highly positive to somewhat negative.

## **5.2 Limitations of the Study**

There are some limitations of this present study. Firstly, the data obtained from the interviews and the learner journals were limited and incomprehensive. On the ground that the researcher had interviewed each participant only one time, some details were not comprehensively revealed and presented in this study. Moreover, some students did not keep writing the journals due to their other tasks and responsibilities. Therefore, although the use of learner journals enabled the researcher to explore the data more extensively, some details were not provided.

The second limitation of this study is concerned with the effectiveness of the teaching methods of the institute. The researcher had found that some students who reported that the teaching methods of the institute were effective also practiced speaking and listening outside the institute. These students reported to have practice English at home and some were particularly interested in learning English themselves, not just come to study because they were told by their parents or their bosses. For this reason, it could be seen that there were some other factors apart from the teaching methods employed at the institute that contributed to effective learning and acquiring English that this present study did not cover.

## **5.3 Pedagogical Implications**

The results from the present study suggested that using English as the medium of instruction is beneficial for students to acquire English. Most students reported that their English improved because they had a chance to practice speaking and listening skills in the total-English environment where they could internalize their knowledge and produce their own output to test their interlanguage hypothesis.

Moreover, the results revealed that the integration of the computer-assisted teaching method and the communication-based teaching method was perceived by the teachers and the students as a double-edged sword. Using both the computer programs and activities could help students to acquire a language more effectively than the grammar translation normally used in school; however, excessive use of computer and activity-based teaching method can lead to students' anxiety and frustration.

#### **5.4 Recommendations for Further Research**

Firstly, as mentioned in the limitations of the research, the data from the interviews and the learner journals were still limited. There are two aspects of this limitation: 1) the interview questions and 2) the journals. Future research should extend the interviews questions and the encourage the participants to write and submit the journals to receive more information for further analysis.

Secondly, the participants of this present study were 15 students and 3 teachers. The data gained from the interviews were limited partly due to the small number of participants. If further research is conducted in a larger group of participants, the researcher should be able to gather more information. Also, since this present study was conducted only in the institute, it could not represent all the English language tutorial schools in Thailand. Future study should be conducted focusing on a larger number of tutorial schools and participants, so that generalization could be achieved.

Finally, since this present study employed only qualitative research methods, there was no quantitative results that could indicate the findings and results statistically. Future study should also use both qualitative and quantitative methods to gain more comprehensive data and explore more on the EFL teaching in tutorial schools in Thailand.

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## **APPENDICES**

## Appendix A

### Interview Questions

#### Part 1: Teachers

1. What are the teaching methods employed by WSE institute? Is there single method or a variation of teaching methods/methods you can choose from?

2. What types of teaching methods do you use to teach students in your classroom? Would you explain to me how you use them? Which of these do you use most often? Is there one you use most often your favorite? If yes, why? If not favorite, why do you use it most often?

3. What are the advantages of the methods? Are there particular groups of students who benefit more from the methods? If yes, why do you think they benefit more? What aspects of the methods help them learn more?

4. What do you think are the disadvantages of the methods? Is there any concern about students' progress? Are there any drawbacks of the methods that slow students' progress?

5. What kinds of difficulties or problems do you encounter when teaching English in your classroom? Do your students' abilities have a large range? How does this range in ability affect your teaching? Do other tasks take too much your time or create more burdens on your daily work?

6. Do you use the same or different methods with different groups of students? Do you have criteria for choosing different teaching method for different students?

7. How does students' personal background information influence your teaching? How do you collect this information?

8. How do you assess your students' ability? What types of methods do you use to assess your students' competence after your class?

9. How valuable do you believe these assessments to be? What function do you see these assessments serving?

10. How do you use the outcomes of assessment? What kinds of influence do they have on your instruction?

11. Do you find the methods employed at WSE effective, beneficial or advantageous for your students at the institute? Why?
12. What teaching methods or method is the most effective in your opinion? Why?
13. What kinds of information do these assessments give you? What is the quality of information you believe these assessments give you?
14. Do you discuss methods with other ESL teachers? Could you please give me some examples?
15. Are there any other concerns or information you would like to provide?

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## ส่วนที่ 2 คำถามสัมภาษณ์ผู้เรียน

1. คุณคิดว่าวอลล์สตรีทมีลักษณะการสอนอย่างไรบ้าง
2. คุณชอบรูปแบบการสอน (Method) แบบใดที่วอลล์สตรีทมากที่สุด เพราะเหตุใด
3. โดยปกติแล้ววิธีการเรียนแบบใดที่คุณชอบมากที่สุด เพราะเหตุใด
4. คุณคิดว่าวิธีการสอนและรูปแบบการสอนที่วอลล์สตรีทช่วยให้คุณเรียนรู้ภาษาอังกฤษได้ดีขึ้นหรือไม่ และวิธีการเหล่านี้มีประสิทธิภาพมากน้อยเพียงใด
5. คุณคิดว่าอะไรคือข้อดีของวิธีการสอนและรูปแบบการสอนที่วอลล์สตรีท อะไรบ้างที่ช่วยให้คุณเรียนรู้ได้ดีขึ้น
6. คุณคิดว่าอะไรคือข้อเสียของวิธีการสอนและรูปแบบการสอนที่วอลล์สตรีท อะไรบ้างที่วอลล์สตรีทควรแก้ไขหรือปรับปรุง
7. คุณคาดหวังอะไรบ้างจากสถาบันสอนภาษา
8. คุณคิดว่าวิธีการสอนและรูปแบบการสอนที่วอลล์สตรีทเหมือนหรือแตกต่างจากสถาบันหรือโรงเรียนที่คุณเคยเรียนมาหรือไม่ อย่างไร
9. คุณประสบปัญหาใดบางระหว่างการเรียนที่วอลล์สตรีท และคุณรู้สึกอย่างไร
10. มีเหตุการณ์ใดบ้างที่คุณประทับใจ หรือไม่พอใจ เกี่ยวกับการเรียนภาษาอังกฤษที่วอลล์สตรีท เกิดอะไรขึ้นในเหตุการณ์นั้น และคุณรู้สึกอย่างไร

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## Appendix B

### Interview Summary Form

#### 1. Teacher Interview Summary Form

Contact date: \_\_\_\_\_ Teacher Code \_\_\_\_\_

Today's date: \_\_\_\_\_

Interview time: \_\_\_\_\_

Site: \_\_\_\_\_

#### A. Participant background information:

1. Name \_\_\_\_\_
2. Gender \_\_\_\_\_
3. Degrees \_\_\_\_\_
4. Years of teaching \_\_\_\_\_

#### B. Researcher's reflection:

1. Main issues/themes I observed/heard in this interview

\_\_\_\_\_

2. Summarizing information from questions

\_\_\_\_\_

3. Which questions did not get adequate answers for?

\_\_\_\_\_

4. Salient points from this interview

\_\_\_\_\_

#### C. Concerns:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Student Interview Summary Form**

Contact date: \_\_\_\_\_ Student Code \_\_\_\_\_

Today's date: \_\_\_\_\_

Interview time: \_\_\_\_\_

Site: \_\_\_\_\_

**A. Participant background information:**

5. Name \_\_\_\_\_

6. Gender \_\_\_\_\_

7. Years of study \_\_\_\_\_

8. Level of English proficiency \_\_\_\_\_

**B. Researcher's reflection:**

5. Main issues/themes I observed/heard in this interview

\_\_\_\_\_

6. Summarizing information from questions

\_\_\_\_\_

7. Which questions did not get adequate answers for?

\_\_\_\_\_

8. Salient points from this interview

\_\_\_\_\_

**C. Concerns:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix C

### Classroom Observation Form

Nunan's classroom features		Details
1	Communication-based learning	
2	Authentic texts	
3	Provision of opportunities	
4	Personal experience enhancement	
5	Activities outside classroom	
Richards' oral teaching features		Details
6	Repetition	
7	Inflection	
8	Replacement	
9	Restatement	

## Appendix D

### A Sample of the Learner Journal Form

<p>Name _____ Class _____ Date ___/___/___ Time _____</p> <p><b>What I learned today:</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>How I learn today:</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>How the class was taught today:</b></p> <hr/> <hr/> <hr/> <hr/>
<p><b>How I felt about my learning today:</b></p> <hr/> <hr/> <hr/> <hr/>

## **BIOGRAPHY**

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