THE COMMUNICATIVE LANGUAGE TEACHING (CLT) CONCEPTUALIZATION AND CLT PRACTICE OF THAI EFL SCHOOL TEACHERS IN BANGKOK

PHENTHIP MANAJITT

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Phenthip Manajitt
.....
Miss. Phenthip Manajitt
Candidate

Patama Kittidhaworn
.....
Lect. Patama Kittidhaworn
Ed.D. (Curriculum and Instruction)
Major-Advisor

.....
Lect. Sidney da Silva Facundes
Ph.D. (Linguistics)
Co-Advisor

B. Mahaisavariya
.....
Prof. Banchong Mahaisavariya,
M.D.
Dean
Faculty of Graduate Studies

W. Puntai
.....
Assist. Prof. Wiwat Puntai
Ph.D. (Information Studies)
Chair
Master of Arts Programme in
Applied Linguistics
Faculty of Arts
Mahidol University

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Thesis
entitled

THE COMMUNICATIVE LANGUAGE TEACHING (CLT) CONCEPTUALIZATION AND CLT PRACTICE OF THAI EFL SCHOOL TEACHERS IN BANGKOK

was submitted to the Faculty of Graduate Studies, Mahidol University
For the degree of Master of Arts (Applied Linguistics)
on
April 28, 2008

Miss. Phenthip Manajitt
Candidate

Assoc. Prof. Somchai Chuchat,
Ph.D. (Secondary Education)
Chair

Lect. Patama Kittidhaworn
Ed.D. (Curriculum and Instruction)
Member

Lect. Sidney da Silva Facundes
Ph.D. (Linguistics)
Member

Prof. Banchong Mahaisavariya,
M.D.
Dean
Faculty of Graduate Studies
Mahidol University

Assist. Prof. Sosapin Bhumiratana
M.A. (Linguistics)
Dean
Faculty of Arts
Mahidol University

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Phenthip Manajitt

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PHENTHIP MANAJITT 4636264 AREN/M

M.A. (APPLIED LINGUISTICS)

THESIS ADVISORS: PATAMA KITTIDHAWORN, Ed.D.,
SIDNEY DA SILVA FACUNDES, Ph.D.

ABSTRACT

The purpose of this survey research was to investigate the Communicative Language Teaching (CLT) conceptualization and practice of Thai EFL secondary school teachers in Bangkok. The sample was derived from multi-stage sampling. The sample was composed of 58 Thai EFL teachers who were teaching from Matayomsuksa one (Grade 7) to Matayomsuksa six (Grade 12) in public secondary schools in 2007. Nine of these took part in individual interviews. 2,328 EFL learners who had studied with the sample Thai EFL teachers were also part of the sample. There were three research instruments: a teacher questionnaire, a student questionnaire and a semi-structured interview. The questionnaires and the face-to-face interview investigated the CLT conceptualization and the CLT practice of these Thai EFL secondary school teachers. The data was analyzed statistically through means, frequencies, percentages and ratios.

The research revealed that the teachers had a clear conceptualization of CLT and were enthusiastic in learning about CLT from different sources such as media, research studies, and seminars. The teachers, however, applied CLT in their teaching only moderately. Some suggested that this was due to large classes, lack of equipment, and time constraints. They often used Thai to teach English and applied both CLT and traditional approaches in their classrooms. For instance, the EFL learners learned English individually – exemplifying traditional approaches – or in pairs – in accordance with CLT precepts. A perceived difficulty was that both teachers and learners felt obliged to partly focus on developing knowledge and skills for the English entrance examinations rather than for English communication. To remedy these problems, teachers should be given more training opportunities and course and exams designed to be more flexible and responsive.

KEY WORDS: COMMUNICATIVE LANGUAGE TEACHING /
CONCEPTUALIZATION / PRACTICE /
PUBLIC SECONDARY-SCHOOL TEACHERS

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การศึกษาความรู้ความเข้าใจตามแนวคิดเกี่ยวกับการสอนภาษาอังกฤษตามทฤษฎีการสอนภาษาเพื่อการสื่อสาร และการปฏิบัติการสอนภาษาอังกฤษเพื่อการสื่อสารของครูไทยผู้สอนภาษาอังกฤษระดับมัธยมศึกษา (THE COMMUNICATIVE LANGUAGE TEACHING (CLT) CONCEPTUALIZATION AND CLT PRACTICE OF THAI EFL SCHOOL TEACHERS IN BANGKOK)

เพ็ญทิพ มานะจิตต์ 4636264 AREN / M

ศศ.ม. (ภาษาศาสตร์ประยุกต์)

คณะกรรมการควบคุมวิทยานิพนธ์ : ปัทมา กิตติถาวร, Ed.D., SIDNEY DA SILVA FACUNDES, Ph.D.

บทคัดย่อ

การศึกษาครั้งนี้เป็นงานวิจัยเชิงสำรวจ โดยมีจุดประสงค์เพื่อศึกษาความรู้ความเข้าใจตามแนวคิดเกี่ยวกับการสอนภาษาอังกฤษตามทฤษฎีการสอนภาษาเพื่อการสื่อสาร และการปฏิบัติการสอนภาษาอังกฤษเพื่อการสื่อสารของครูไทยที่สอนระดับมัธยมศึกษาของโรงเรียนรัฐบาล ในเขตกรุงเทพมหานคร ปีการศึกษา 2550 กลุ่มตัวอย่างของการศึกษาครั้งนี้ได้จากการสุ่มแบบหลายขั้นตอน ประกอบด้วยครูที่สอนภาษาอังกฤษ ระดับมัธยมศึกษาปีที่ 1 ถึง 6 จำนวน 58 คน รวมทั้งครูจากกลุ่มตัวอย่างจำนวน 9 คน สำหรับการสัมภาษณ์ของงานวิจัยนี้ และนักเรียนจำนวน 2,328 คนที่เรียนกับครูที่เป็นกลุ่มตัวอย่าง เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลคือแบบสอบถามสำหรับครู เพื่อวัดความรู้ความเข้าใจตามแนวคิดเกี่ยวกับการสอนตามทฤษฎีการสอนภาษาเพื่อการสื่อสารและแบบสอบถามสำหรับนักเรียน เพื่อวัดการปฏิบัติการสอนภาษาอังกฤษเพื่อการสื่อสาร รวมทั้งการสัมภาษณ์เพื่อวัดความเข้าใจตามแนวความคิดและการปฏิบัติการสอนภาษาอังกฤษเพื่อการสื่อสาร ในการวิเคราะห์ข้อมูลใช้ค่าเฉลี่ย, ความถี่, ร้อยละ และสัดส่วน

ผลการศึกษาพบว่าครูมีความรู้ความเข้าใจแนวการสอนภาษาอังกฤษเพื่อการสื่อสารค่อนข้างสูง และมีความกระตือรือร้นในการแสวงหาความรู้ความเข้าใจจากแหล่งต่างๆ อาทิ สื่อ ผลงานวิจัย และการสัมมนา ครูมีการปฏิบัติการสอนเพื่อการสื่อสารระดับปานกลาง การปฏิบัติการสอนของครูใช้วิธีผสมผสานแบบดั้งเดิมกับแบบการสอนภาษาอังกฤษเพื่อการสื่อสาร โดยปกติผู้เรียนมักจะเรียนภาษาอังกฤษโดยทำกิจกรรมเป็นรายบุคคลหรือเป็นคู่มากกว่าเป็นกลุ่มและมีการใช้ภาษาไทยเพื่อการสื่อสารอยู่บ่อยครั้งในชั้นเรียนภาษาอังกฤษ เป้าหมายการเรียนการสอนในชั้นเรียนและการประเมินผลส่วนหนึ่งมุ่งเน้นการพัฒนาความรู้และทักษะเพื่อการสอบเข้าศึกษาต่อมากกว่าเพื่อการสื่อสารภาษาอังกฤษ

160 หน้า

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CONTENTS

		Page
ACKNOWLEDGEMENTS		**iii**
ABSTRACT		**iv**
LIST OF TABLES		**ix**
LIST OF FIGURE		**xi**
CHAPTER		
I	**INTRODUCTION**	**1**
	1.1 Background and rationale of the study	1
	1.2 Purpose of the study	4
	1.3 Scope and limitations of the study	4
	1.4 Definitions of terms	4
II	**LITERATURE REVIEW**	**6**
	2.1 Theoretical developments underlying Communicative Language Teaching	6
	2.2 Communicative Language Teaching in practice	9
	2.3 The government's education policy	17
	2.4 Previous studies of Communicative Language Teaching	19
	2.5 The framework of the present study	23
III	**METHODOLOGY**	**27**
	3.1 Population	27
	3.2 Sample	27
	3.3 Variables and measurement of the variables	32
	3.4 Instruments	32
	3.4.1 Questionnaire investigating the CLT conceptualization of the Thai EFL school teachers	33
	3.4.2 Questionnaire exploring the CLT practice of the Thai EFL school teachers	34
	3.4.3 Interview exploring the CLT conceptualization and CLT practice of the Thai EFL school teachers	35

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CONTENTS (Continued)

CHAPTER		Page
	3.5 Scoring criterion	36
	3.6 Interpretation of the scores	37
	3.7 Development of the instruments	37
	3.8 Data collection procedures	39
	3.9 Data analysis procedures	40
	3.10 Statistics of the study	40
IV	**RESULTS** ……..…….	**43**
	4.1 The analysis of the background information of the sample Thai EFL school teachers in Bangkok in the academic year 2007	43
	4.2 The analysis of the CLT conceptualization of the sample Thai EFL school teachers in Bangkok in the academic year 2007	45
	4.3 The analysis of the CLT practice of the sample Thai EFL school teachers in Bangkok in the academic year 2007	54
	4.4 The interview results of the CLT conceptualization and CLT practice of the Thai EFL school teachers in Bangkok in the academic year 2007	57
	4.5 Summary of the main points	62
V	**DISCUSSION**	**65**
	5.1 Background of the present study	65
	5.1.1 Thai government policy and strategic plan of the Ministry of Education	65
	5.1.2 Teacher's background	66
	5.1.3 Learner's background	66
	5.1.4 Research instruments	67
	5.2 Discussion on the CLT conceptualization of the Thai EFL school teachers in Bangkok in the academic year 2007	68

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CONTENTS (Continued)

CHAPTER		Page
	5.3 Discussion on the CLT practice of the Thai EFL school teachers in Bangkok in the academic year 2007	69
	5.4 Discussion and recommendations on the CLT Conceptualization and CLT practice of the Thai EFL school teachers in Bangkok during the academic year 2007	71
VI	**CONCLUSIONS**	**73**
	Research question 1	74
	Research question 2	77
	Suggestions based on the results of the present research towards Thai government policy and Thai public secondary schools	75
	Recommendations and benefits of the present research	76
	Suggestions and application for further research	77
BIBLIOGRAPY		**79**
APPENDIX		**83**
BIOGRAPHY		**160**

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LIST OF TABLES

Table		Page
1	Educational district, schools, number of sample Thai EFL teachers and number of sample EFL learners in secondary public schools during the academic year 2007	31
2	Frequencies and percentages of demographic data of the sample Thai EFL secondary school teachers in Bangkok in the academic year 2007	44
3	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization of the sample Thai EFL school teachers (n = 58)	45
4	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards the communicative competence of the sample Thai EFL school teachers in Bangkok (n = 58)	47
5	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards language learning theories of the sample Thai EFL school teachers in Bangkok (n = 58)	48
6	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards communicative syllabus design of the sample Thai EFL school teachers in Bangkok (n = 58)	49
7	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards communicative activities of the sample Thai EFL school teachers in Bangkok (n = 58)	50
8	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards learner roles of the sample Thai EFL school teachers in Bangkok (n = 58)	51
9	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards teacher roles of the sample Thai EFL school teachers in Bangkok (n = 58)	52

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LIST OF TABLES (Continued)

Table		Page
10	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards communicative materials of the sample Thai EFL school teachers in Bangkok (n = 58)	52
11	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards communicative assessments of the sample Thai EFL school teachers in Bangkok (n = 58)	53
12	Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards CLT processes of the sample Thai EFL school teachers in Bangkok (n = 58)	54
13	Means, Standard Deviation, frequencies and percentages of the CLT practice of the sample Thai EFL school teachers in Bangkok (n = 58)	55
14	Frequencies and proportions of the CLT conceptualization and CLT practice of the sample Thai EFL school teachers in Bangkok (n = 9)	58
F1	Discrimination (r) of the questionnaire on The CLT conceptualization of the Thai EFL school teachers in Bangkok	131
G1	Discrimination (r) of the questionnaire on CLT practice of the Thai EFL school teachers	133

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LIST OF FIGURE

Figure		Page
1	The research model of the present study	26

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CHAPTER I
INTRODUCTION

The present study examined the conceptualization towards Communicative Language Teaching (CLT) and CLT practice of English as a Foreign Language (EFL) teachers in public secondary schools in Bangkok in the academic year 2007. This chapter outlines the background of the study in four sections: background and rationale of the study, the purpose, the scope and limitations, and the definitions of terms.

1.1 Background and rationale of the study

The economic crisis in the geographical regions, the rapid changes and development of the global economic and social conditions, and globalization have stressed the need for Thailand to empower Thai people with knowledge and abilities in order to enhance the country's competitiveness in the changing and competitive global environments. In response to such urgent needs, Thailand has undergone the education reform in accordance with the 1997 Constitution, and the 1999 National Education Act to develop human resources.

One of the major targets of the National Education Plan (2002 – 2016), which was drafted based on the framework provided by the Constitution and National Education Act, is to construct a knowledge-based economy and society. The scheme aims to develop Thai people's intellectual ability to adapt themselves to the world dynamic economic and social trends, and to lead a happy and self-reliance life, thus enabling the country to thrive in highly competitive global economic and social environments, and be immune to economic and social crisis.

To establish a knowledge-based economy and society, English as a foreign language in Thailand plays an important role as a medium for Thai people to communicate, acquire knowledge, gain access to information and news, further higher

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education, pursue careers, and conduct businesses in the international arenas. In addition, with English, Thai people will be able to compete in globalized economy, understand political and cultural differences, and broaden their perspectives. They will also be able to communicate with foreigners confidently, have positive attitudes towards foreign languages and cultures, while appreciate Thai language and culture, and pass on Thai identity and culture to the world (Office of the Education Council, 2004).

However, despite the fact that Thai people are required to study English for approximately nine to twelve years in primary and secondary schools, and two to four years in colleges or universities, their English communication skills are still limited. It was found that Thai students were not aware of the importance of English learning, and the results from the English international standard assessments showed that most of them had low English communication skills. Praphal (2001) reported that Thai students, compared to international students, had lower English language proficiency, based on the results of CU-TEP and TOEFL. In addition, a study conducted by Thailand's Department of Foreign Affairs (2005; 2006) as part of a strategic plan to improve the quality of Thai education also revealed that several government sectors which required international contacts lack officials who are competent in foreign language communication, particularly in English. These officials also had inadequate foreign language training. Moreover, the study reported that Thai labors who worked in foreign countries were unable to use English to work effectively. As a result, this has highlighted an urgent need to develop English language communication skills of Thai people.

In response to such urgent needs, in 2001, the Ministry of Education in Thailand had revised national language curricula across the educational levels as part of the education reform in accordance with the rising trends of the learner-centered approach to teaching. The curricula were implemented on November 2, 2001 and were fully effective across the levels of education in 2005. This education reform aimed to equip Thai people with English skills essential for self development following Communicative Language Teaching principles. Therefore, between 2001 and 2005, the Thai Ministry of Education had vigorously promoted CLT through

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several schemes, such as teacher training programs, seminars, and conferences to implement the new curricula efficiently and effectively across all educational levels.

As a follow-up of the education reform during the past five years, the Thai Ministry of Education together with the Thai Ministry of Foreign Affairs, the United States Embassy, the United Kingdom Embassy, the Australian Embassy, the Canadian Embassy, the New Zealand Embassy, the American University Alumni Language Center (A.U.A), the British Council, the International School community, and the Private schools organization had organized an Expo for Communicative English Language Leaching (ExCEL) on December 17 to 18, 2005 at the Impact Muangthong Thani, an exhibition center in Bangkok, to present Thailand's development in English teaching and learning; for example, the strategic teaching and learning plan, English curriculum development, and CLT theory and practice. The exhibition demonstrated that CLT has been promoted across the levels of education.

Although CLT in Thailand has been widely acknowledged throughout the educational levels in terms of plans and policies, little is known whether or not and to what extent the practitioners understand CLT, and use CLT in the classrooms. The previous studies of CLT pointed out a discrepancy between the CLT in theory and practice among foreign language teachers. Sato and Kleinsasser (1999), for example, found that Japanese language teachers tended to use their own beliefs, personal opinions and experience rather than the principles of CLT as a basis for their teaching. The foreign language teachers' understanding of CLT and their practice in different contexts of teaching, thus, awaits exploration (Savignon, 1991).

The present study aimed at investigating the conceptualization of CLT of the Thai EFL teachers in public secondary schools in Bangkok, and how they practiced CLT in class. Further development can be made to improve the quality of EFL teaching and learning. The results of the study could highlight the importance of CLT practice in English teaching and learning, and act as a basis of the EFL practitioners' self development as well as a springboard for the development of institutional and national education policies and practice.

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1.2 Purpose of the study

The purpose of this study was to investigate two variables: the CLT conceptualization and CLT practice of Thai EFL teachers in public secondary schools in Bangkok in the academic year 2007. The research questions of the present study are as follows:

1. What is the CLT conceptualization of the Thai EFL teachers in public secondary schools in Bangkok, and to what extent the teachers have CLT conceptualization?
2. What is the CLT practice of the EFL teachers in public secondary schools in Bangkok, and to what extent the teachers practice CLT in class? How do they practice CLT, and what are the perceived difficulties the teachers experience?

1.3 Scope and limitations of the study

This study is survey research to investigate in particular the CLT conceptualization and CLT practice of Thai EFL teachers in public secondary schools in Bangkok area during the second semester of the academic year 2007. Hence, the results of the study can be generalized to those who have similar backgrounds. The CLT conceptualization includes knowledge and understanding towards communicative competence, second language learning theories, communicative syllabus designs, communicative learning activities, learner roles, teacher roles, communicative assessment, and CLT processes. The CLT practice refers to the application of communicative competence, second language learning theories, communicative syllabus, communicative activities, learner roles, teacher roles, communicative assessment and CLT processes in the classrooms.

1.4 Definitions of terms

Communicative Language Teaching (CLT) refers to a multidisciplinary approach to second and foreign language teaching and learning which aims at developing communicative competence (Richards, Platt & Platt, 1992).

Communicative Language Teaching Conceptualization refers to knowledge and understanding towards the CLT elements: communicative competence, language

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learning theory, communicative syllabus, communicative teaching and learning activities, learner roles, teacher roles, teaching and learning materials, communicative assessment, and teaching processes.

Communicative Language Teaching practice refers to application of the CLT elements: communicative competence, language learning theory, communicative syllabus development, communicative teaching and learning activities, teacher roles, learner roles, communicative materials, communicative assessment, and teaching processes.

Thai EFL school teachers are the Thai EFL secondary school teachers teaching in Matayomsuksa one (equivalent to Grade 7) to Matayomsuksa six (equivalent to Grade 12) in the public schools in Bangkok during the second semester of the academic year 2007.

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CHAPTER II
LITERATURE REVIEW

This chapter is organized into five main sections. The first section contains the theoretical development of Communicative Language Teaching. The second section describes the underlying principles and classroom practice of CLT. The third section focuses on the Thai government's education policy concerning English language teaching and learning. The fourth section documents the previous studies of CLT, and the last section describes the framework of the present research.

2.1 Theoretical developments underlying Communicative Language Teaching

Communicative Language Teaching (CLT) is a multidisciplinary approach to language teaching and learning. It emerged from failure of the past methodologies to second language teaching in promoting genuine communication. Academics from various fields have approached second language learning and teaching from different dimensions. These dimensions include the disciplines of linguistics, psychology, philosophy, sociology and educational research. In the area of psycholinguistic, despite of being universally disregarded, Chomsky's (1965) distinction between linguistic competence and linguistic performance has prompted theoretical developments which later on become fundamental principles of CLT. Chomsky considered linguistics concerned with language use in controlled environment in which an ideal speaker-listener is without limitations to use language. He stated that:

> Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention or interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (p. 3)

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Chomsky's (1965) theory of linguistic performance and linguistic competence has been subsequently challenged by sociolinguistic academics who viewed language as social interactions. By studying how a child learns his or her first language, Halliday (1970) contended that language is interactively learned in social contexts and proposed function of language to communicative competence. The function of language is the purposes underlying language use to express intentions as appropriate to social contexts. Halliday has categorized three basic language functions as follows:

1. Language serves for the expression of 'content': that is, of the speaker's experience of the real world, including the inner world of his own consciousness. We may call this the ideational function…. In serving this function, language also gives structure to experience, and helps to determine our way of looking at things, so that it requires some intellectual effort to see them in any other way than that which our language suggest us.
2. Language serves to establish and maintain social relations…through this function, which we may refer to as interpersonal, social groups are delimited, and the individual is identified and reinforced, since by enabling him to interact with others language also serve in the expression and development of his own personality.
3. Finally, language has to provide for making links with itself and with features of the situation in which it is used. We may call this the textual function, since this is what enables the speaker or writer to 'construct' texts, or connected passages of discourse that is situationally relevant; and enables the listener or reader to distinguish a text from a random set of sentences (p. 143).

In addition, the study that seemed to best challenge and enlarge the Chomsky's notion of linguistic performance and linguistic competence is Hymes' (1972). Hymes did not restrict competence to ability to use grammar alone but considered it as tacit knowledge and ability to use language in contexts. Also, he explored the impact of sociocultural factors to language use, and pointed out that linguistic rules are only one part of competence. Hymes entailed the notion of

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competence to include contextual appropriateness. He has outlined the four parameters which accompany linguistic rules with contexts as follows:

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails (p. 281).

It has become prominent that communicative competence is no longer limited to linguistic rules. It must be viewed in a broader perspective and take other aspects such as sociolinguistic, psycholinguistic into consideration. To establish a theoretical framework for second language teaching and basis for evaluation of communication skills, Canale and Swain (1980) have brought together the various perspectives of communicative competences from a wide variety of disciplines and developed the communicative competence theory, which becomes the fundamental principle of CLT.

According to Canale and Swain (1980) and Canale (1983), communicative competence acts as the systems underlying communication. It refers to the knowledge and skills necessary to perform actual communication. It comprises of four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence which are believed to interact with one another in actual communication. Grammatical competence is knowledge and skills about linguistic rules, vocabulary, pronunciation, and word forms. It involves accurate expression and use of grammars. Sociolinguistic competence is knowledge and ability to use language appropriate to contexts. Discourse competence refers to knowledge and ability to produce and understand cohesively and coherently linked texts. Cohesion involves the use of grammatical features or cohesion devices to link texts in order to facilitate the interpretation of it. Coherence deals with the logical meanings that link the texts together. Strategic competence is knowledge and skills to use verbal and non-verbal cues to facilitate communication. Communication strategies are exercised to (a) compensate for communication breakdowns due to limitations such as

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memory constraints, and incompetence in using communicative competence, and (b) increase the effectiveness of communication in such areas as grammatical, sociolinguistic as well as discourse.

In addition to the communicative competence, language learning theory constitutes the fundamental ground of CLT. Krashen's (1978; 1981) distinction between language acquisition and language learning greatly influenced the CLT theoretical development. Krashen pointed out that language acquisition differs from language learning in the sense that the former requires subconscious internalization of language while the later involves conscious language learning processes. Krashen's language acquisition is comparable to language use for communication. Learners are engaged in communicative activities and they experience the language use by expressing, interpreting, and negotiating meanings. In other words, language is acquired through immersion in actual use of language for communication. Therefore, CLT is used with consideration for language acquisition theory.

In summary, communicative competence is the theoretical framework that governs CLT, while language learning acquisition directs how CLT should be carried out. Both aspects of CLT principles act as a basis for interpretation concerning how knowledge and skills in language interacts, and, ultimately, as a building block for pedagogical development.

2.2 Communicative Language Teaching in practice

Communicative Language Teaching in practice comprises of considerable elements: syllabus design, teaching and learning activities, learners, teachers, materials, and evaluation (Savignon, 1983). Unlike, the theoretical base, CLT in practice is somewhat varied. It depends largely on how the principles are interpreted and implemented by the practitioners.

For communicative syllabus design, it is mostly subjected to the extensive discussion. The focus of language teaching and learning has been shifted from mastery of linguistic structures to development of communicative competence in accordance with the evolution of language learning theories. Wilkins' (1976) notional-functional syllabus was one of the first communicative models used. The notional-functional syllabus involves the classification of notions and functions, and

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takes into account the three categories of meaning: ideational meaning (e.g. time, quantity, and space), modal meaning (e.g. certainty and commitment), and functional meaning (e.g. judgment and evaluation, suasion and argument). The objectives of the notional-functional syllabus are defined through the analysis of learners' needs, and expressed in terms of types of communication (ideation, modality, and function).

However, later on criticisms have been made to the notional-functional syllabus that it does not deal with the interaction and functions or negotiation of meaning. It provides only a list of language meanings and functions instead of a list of grammatical structures as in the traditional syllabus design (Widdowson, 1979). Moreover, psycholinguistic factors have been neglected in the notional-functional syllabus design. Language acquisition, or understanding utterances and getting the meaning across, rather than language learning, or the systematic analysis of forms and linguistic accuracy, has to be emphasized.

Therefore, in an attempt to develop a more communicative syllabus, various academics have proposed different models of the communicative syllabus. Munby (1978), for example, has proposed a systematic process to develop a communicative syllabus, which is based strongly on communicative competence and learner analysis. By analyzing variables that affect communicative needs of learners, a syllabus designer derives a set of learners' profile or detailed description of learners' communication needs which acts as a basis for selection of language skills, communicative meaning, and linguistic features to be included in a syllabus. After the analysis of the learners' parameters, the communicative event and communicative key are then obtained. The communicative event or macro activities for the target language use are derived the previous parameters and analysis of events. Communicative key refers to the attitudinal tone or the sociocultural and contextual aspects of the target language use. When the parameters are all determined, the syllabus designer may proceed to construct a communicative syllabus by selecting the language skills from the taxonomy of those skills, identifying the meaning of utterances and linguistic encoding, based on the analysis of the parameters.

In addition to Munby's (1978) model of communicative syllabus development, Yalden (1983) has documented six models of communicative syllabus that have been put forwarded by linguists:

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1. The structural-functional syllabus by Wilkins (1976);
2. The syllabus with structures and functions spiraling around the grammatical core by Brumfit (1980);
3. The variable focus syllabus with structural, functional and instrumental practices by Allen (1980);
4. The purely functional syllabus by Jupp and Hodlin (1975);
5. The fully notional syllabus by Wilkins (1976);
6. The learner-generated syllabus by Candlin (1976).

The other communicative syllabus models include the task-based syllabus by Prabhu (1983) and the proportional approach by Yalden (1983). To opt for a rather practical approach for practitioners to syllabus design, Savignon (1983) refrained from suggesting any procedural tasks; rather she seeks the language acquisition research and analysis of learners' communicative needs as the source of objectives, and proposes five components or types of communicative activities to be included in a syllabus. The five components are (1) language arts or language analysis, (2) language for a purpose, (3) personal second language use, (4) theatre arts, and (5) beyond the classroom. These components take care of several facets of language, such as language usage, language use, and contexts of language use.

Language arts or language analysis refers the focus on learning rules of grammar. It involves "stepping back momentarily from communication in order to look at the forms that that communication is taking" (Savignon, 1983, p.189), or explicit learning of rules. Also, Savignon (1983) suggested that either inductive or deductive approaches can be applied to language analysis to encourage learners to be capable of analyzing the language outside classrooms. This is considered as an important step towards being communicatively competent. Language arts activities include a wide variety of exercises designed to practice vocabulary, pronunciation, grammatical structures, and discourse. Examples are such exercises as fill-in the blanks, spelling tests, and language games.

Language for a purpose involves the use of language as an instructional medium, or as a mean to accomplish various activities. The emphasis of this component of activity is on language acquisition not language learning. The activities

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with purposeful use of language, according to Savignon (1983), have the following characteristics:

1. The focus of the activity is content, not language learning;
2. Recourse to the learner's native language is seen as natural and desirable; such code-mixing and even code-switching is a feature of natural second language use;
3. Learners are not expected to give error-free, native-like responses to teacher questions; learners should respond as they are ready and able;
4. The goal is the gradual adoption of the second language as a community language while support and encouragement are provided for the learners. (p.197)

Maximum opportunities for language use can be provided to learners through, for example, immersion programs or learning such subject matters as history, mathematics, and science, and the study of topics such as cooking, music, and training. Language for a purpose is not limited to immersion programs. It includes providing opportunities for everyday language use in contexts, for example, using second language to give simple instructions, or to complete certain tasks.

Personal second-language use refers to the component of communicative activities that takes care of affective learning of language, or language use for self expression. Meaning rather than forms is the focus when learners use second language to express their opinions and share their experiences in the classrooms. Formal accuracy or native-like performance is not as paramount as personalized language use or language acquisition. Classroom activities that involve affective use of language include, for example, self introduction, story telling, and journal keeping, and survey. Results must be evaluated in terms of content not correctness of expressions.

Theater arts are the activities that assume natural language use environments which allow learners to take roles and emerge in simulated second language contexts. These activities will encourage learners to practice sociolinguistic rules of appropriateness through role playing and situations. Savignon (1983) has outlined five types of theater arts activities as follows:

1. Ensemble-building activities involving listening, observation, movement and games;

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2. Pantomime or the use of gestures and facial expression to convey meaning;
3. Unscripted role playing;
4. Simulations or a more open-ended form of unscripted role playing;
5. Scripted role playing or is the use of a prepared script to interpret characters in a dialogue, skit, or play.

Theater arts activities resemble real-life situations because learners can fully exercise their communicative competence, and determine their success in communication not from grammatical accuracy but from the interactions, queries, and responses of the other players while performing the activities.

Beyond the classroom activities encourage learners to become aware of and interact with second language cultures and communities. This involves bringing in opportunities for interaction into classrooms as well as providing an occasion to use second language outside the classroom. Magazines, newspaper, novels, radio and television in second language can also be brought into use for learning inside the classroom. Exchange programs, language camps, and conversations with native speakers outside the classrooms are examples of activities that immerse learners in actual language use in the target contexts.

Furthermore, Savingnon (1983) also contended that a balance between analytical and experiential activities is necessary. Learners are the major contributor to the way a communicative language program is arranged. Factors such as learners' attitudes and beliefs towards language learning, their needs and interests, as well as their backgrounds and knowledge brought to the language classrooms influence the components of a language program. In addition, the goals of the language program, teacher factors, language learning environment, resources available, and, most importantly, an understanding of communication and communicative language use must be taken into account in constitution of a balanced classroom syllabus.

The choice of syllabus concepts remains in the hand of practitioners and is subject to endless discussions. However, some common characteristics can be derived from the various communicative syllabus models put forth by academics. One of those characteristics is learner-centeredness. Analysis of learners' communicative needs as well as other characteristics of learners is necessary in establishing the

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objectives of syllabus. The ultimate goal of the communicative syllabus is to developing learner's communicative competence and engaging them in communication.

Communicative teaching and learning activities are also limitless. Program developers can select classroom activities from a wide range of exercises and activities to attain the communicative objectives. Morrow (1981) argued that communicative activities that reflect the dynamic nature of communication consist mainly of three characteristics: an information gap, a choice, and feedback. The information gap occurs when one person knows something unknown to the others. Learner experience an exchange of information when classroom activities provide the gap and allow learners to bridge such gap. Also, learners have choices of what to say and how to say it. In real communicative situations, interlocutors are free to choose not only the content but also linguistic forms to express their ideas. Therefore, controlled classroom activities such as chain drills, or prescribed conversations do not promise communication. In addition, successful communication can be determined by feedback. The speakers always have intentions in their minds when produce an utterance, and the success of communication is determined by the responses from the interlocutors. The language learning and teaching activities which have these three characteristics will then be considered as being communicative.

Language learners assume a central role in CLT. In communicative syllabus development, the communicative needs of learners and communicative competence act as goals and guidelines for language syllabus design. Learners are believed to bring their experiences, interests, beliefs, attitudes and abilities to their classrooms. Such parameters should be explored and brought into a second language program to maximize learners' second language acquisition. The analysis of learners' needs and other interests is required in designing second language program that best meet the needs of learners. In classrooms, learners also play a central role in learning language as they are engaged in communication through communicative classroom activities. Breen and Candlin (1980) have described the roles learners of CLT as that of negotiator or, in other words, communicator. The learners play an active role in learning as they are expected to interact more among themselves and than with their teachers while participating in communicative activities.

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Fourthly, teachers play several roles in Communicative Language Teaching. Breen and Candlin (1980) described that teachers play two major roles: the facilitator of communication and participant of communicative activities and, arisen from these two main roles, teachers become an organizer of resources, a guide for classroom process and activities, and a researcher of second language learning. The other important roles of CLT teachers include needs analyst, counselor, and group process manager (Richards and Rogers, 1986). As a needs analyst, CLT teachers are responsible for identifying and responding to such learner's language needs. Through either formal or informal analysis, teachers are to extract, for example, learners' learning styles, conceptualizations towards language learning, interests and learning goals, and plan instructions responsive to such needs. As a counselor, CLT teachers are expected to assist learners to communicate effectively by giving advice, feedback, and confirmation to learners. Also, as a group process manager, CLT teachers act as a classroom manager who is responsible for organizing a setting as well as classroom activities favorable for communication. The teachers manage communicative classroom activities by monitoring learners, encouraging them, providing feedback, and providing more practices to close gaps. Teachers lead the activities, provide alternatives, and ideas so that learners can learn and correct their mistakes by themselves.

Furthermore, materials used is another primary concern in CLT since it influences language teaching and learning direction. Numerous options of materials can be adapted to CLT classrooms. Richards and Rogers (1986) have divided materials used in CLT classrooms into three broad types: text-based materials, task-based materials, and realia. Text-based materials are generally designed under three organizational frameworks: structural, notional-functional, and situational. The content of the materials of each framework is organized by the grammatical points, functions or meanings, and situations or setting, respectively. Task-based materials involve interactive activities such as games, role plays, simulations, interviews. These materials are designed for learners to approach language learning by, for example, assuming different roles, and composing different parts of information to forge communication. Realia is perhaps the form of materials most encouraged to be used in CLT classrooms. It is considered authentic as it is extracted from the environment

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surrounding learners. Realia can range from texts or symbols to objects. Examples are signs, magazines, newspapers, advertisements, internets, pictures, graphs, and models to assemble.

Since there are plenty of materials to be chosen to include in CLT classrooms, teachers must be able to make a decision which materials are appropriate to their learners. The selection of materials must be based strongly on theory and practice of CLT. Savignon (1983) suggested that in the broadest sense the evaluation of materials must be based on three basic factors adherence to CLT principle and practice: "(1) the assumptions that the materials make about the learner and the learning process, (2) the content of the materials, and (3) the implied role of the teacher" (Savignon, 1983, 169).

Finally, the communicative assessment is another important element of CLT. Communicative competence is the framework of any communicative language ability assessment. The other considerations to communicative assessment involve the authenticity, the rationale, the purposes, occasion, and the evaluation of the assessment (Cohen, 1994).

Authenticity in communicative assessment refers to language ability or communicative competence being evaluated in a real-life like context. Bachman (1991) notes that language assessment must be able to assess authentic language use while assessing language ability. Cohen (1994) elaborated that the authenticity of language assessment involves "(1) the relationship between test method characteristics and features of a specific language use situation and (2) the degree to which the test method invokes the test taker's language ability" (p.19). The rationale behind the assessment refers to the benefits of the assessment for learners and teachers. The objectives of the course and these goals must be explicit and meaningful to learners. When assessment is conducted on a regular basis, it can provide learners with useful feedback on their performance over time. In addition, the assessment can provide input to teachers concerning the performance of their learners which can provide guidance in terms of areas for instruction, for review, and for improvement in assessment. Furthermore, CLT teachers or test administrators must be able to evaluate them, so that they can produce results that actually reflect the learners' language competence. Also, CLT practitioners need to be to apply a wide variety of tests, and

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be able to utilize the appropriate and authentic forms of test. Communicative language testing can take both formal and informal forms. Checklists, rating scales, teacher observation, homework assignments, and portfolios are examples of less formal forms of test which can sometimes complement, or replace the quizzes or formal tests.

To conclude, CLT is a holistic approach with communicative competence as its theoretical framework. Although there seems to be a consistency in terms of theory, CLT practice varies widely. Numerous options are available for syllabus designers, course administrators and teachers to select and apply for their programs and learners with the aim for actual communication. Richards Richards and Rogers (1986) concluded that

> Communicative Language Teaching is best considered as an approach rather than a method. Thus although reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit (p. 83).

2.3 The government's education policy

During the past ten years, several Asian countries have gone through a nation-wide educational reform in response to the rapid global development. A number of international educational cooperation has been initiated. For example, participant countries in Asia Pacific Economic Cooperation (APEC) conference have reached an agreement to form a Strategic Action Plan (SAP) for English and other languages to strengthen the education and the competitiveness of the countries within the region.

In Thailand, government has put emphasis on the development of the knowledge-based economy and society over the past decade. The 1997 Constitution and 1999 National Education Act had marked the Thai education reform which was implemented officially in February 26th, 2001. The 1999 National Education Act is a framework for development of the quality of Thai education and well being of Thai people. Arisen from the National Education Act was the 2002 – 2016 Education Plan which has been implemented to develop the Thai education system by integrating religions and cultures with education. The primary objectives of the plan are to (1) achieve all-round and balanced human development, (2) create knowledge and moral

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based learning society, and (3) develop the social environment. It is expected that the plan will lead to a knowledge-based economy and society, lifelong learning, and cooperation of all sectors in the society in the development of public activities. To implement the National Education Plan, the Action Plan was drawn up. The objectives of the Action Plan involve (1) creating equal opportunities and access to education, (2) increasing learning quality and management, and (3) increasing competitiveness of Thai people (Office of the Educational Council, 2005; 2006).

To implement the long-term educational strategic plan, the Thai Ministry of Education has outlined three major strategic development plans to (1) make Thailand center of education within the South East Asia region, (2) increase the competitiveness of Thailand, and (3) support both national and international educational cooperation and network (Bureau of International Cooperation of Ministry of Education, 2005; 2006). The Ministry of education has seen the need to create the human capital in order to achieve the plans.

The ability to communicate in English is seen as one of the important elements in developing human capital (Bureau of International Cooperation of Ministry of Education, 2005; 2006). The objectives of the strategic development plans concerning English language use have been outlined by the Thai Ministry of Education as follows:

1. Thai people can use English to access knowledge and entertainment, work, and continue self development.

2. Thai people who completed the compulsory English education can use English for communication and seek for knowledge.

3. Thai people who graduate from secondary schools must be able to use English for work and further study.

4. University graduates must be able to use English to gain knowledge, pursue higher education, and apply for jobs.

5. Working people can use English for communication and work.

To carry out the strategic development plans, the Thai Ministry of Education has developed and improved English language curriculum alongside the promotion of CLT across the levels of education. The new curricula had been used with the schools since 2001 and was aimed to be completed in 2005. The Ministry of Education has

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provided several learning development schemes and promoted learning and teaching theories adherence to English language curriculum's goals such as learner-centered learning and CLT to Thai practitioners nationwide. For example, the Thai Ministry of Education in cooperation with foreign organizations had organized the Expo for Communicative English Language Teaching (ExCEL) during December 17th to December 18th, 2005 at Impact Muangthong Thani, Thailand exhibition center to promote CLT and related principles to English language teaching. The exhibition demonstrated the Thai EFL school teachers' understanding towards CLT and other principles, and their teaching practice in classrooms.

Alongside the promotion of CLT and other learning theories and practice, the Thai Ministry of Education has launched five strategic plans aiming to improve the Thai people's ability to communicate in English to ensure the sustainability of the development, as well as to increase the competitiveness of the country. The first plan aims to enhance the ability to use English of Thai people. The second plan deals with developing and improving the supporting system to increase the effectiveness of English language learning in Thailand. The third plan involves the implementation of standardized teacher recruitment and training system. The forth plan is to make educational institutes ready for the English language teaching and learning. The final plan is to arrange an effective management system that promotes English language learning.

In conclusion, in Thailand CLT has been widely acknowledge in realms of policy, and promoted across educational levels over the past decade. Communicative Language Teaching and other relevant teaching and learning theories have been promoted by the Thai Ministry of education as part of the National educational reform plans. Several educational strategic plans have been launched aiming at develop Thai people's ability to communicate in English through CLT. However, it is still unclear how CLT has been understood and used in classrooms by Thai EFL teachers. Further studies are needed to explore the CLT practice of the practitioners.

2.4 Previous studies of Communicative Language Teaching

Despite the fact that Communicative Language Teaching has been promoted and acknowledged in national educational level across the globe, whether or not CLT

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has been practiced in classrooms is unclear. There are not many studies on how CLT is realized and implemented by the practitioners. The present research on CLT revealed that teachers and learners face difficulties in understanding and adopting CLT, and the mismatch between the theory and practice exists. Personal beliefs, experiences, and cultural differences rather than the principles of CLT were seen to influence the teachers' practice and learners' preferences.

Mitchell (1989) reviewed a series of research on CLT with foreign language teachers conducted at the University of Stirling, Scotland, during 1976 and 1986 and found that although there was a tendency towards adopting CLT practices, teachers continued to employ traditional approaches and use first language as a dominant medium for classroom communication. The studies showed that participant teachers had inadequate knowledge and understanding of CLT and practiced CLT rather limited.

One of the studies which involved an interview survey with 59 foreign language teachers in 20 secondary schools to investigate their understanding towards CLT in terms of objectives, procedures and outcomes revealed that the teachers regarded communicative proficiency as overall aim of the foreign language teaching, but are uncertain about the types of syllabus to be used in communicative courses. Furthermore, the teachers associated communicative competence mainly with oral proficiency and emphasized grammatical competence more strongly compared to discourse competence, sociolinguistic competence and strategic competence. Another studies reviewed by Michell (1989) was conducted with 122 lessons of 13 teachers using a systematic observation technique over a two-week period to identify the types of activities and language use in classroom. The study indicated that the common classroom activities were form-focused, and some contextualized drills and functional exercises were utilized. Real foreign language practices are minimal and limited in scope.

Mitchell's (1989) review of research indicated that while the foreign language teachers showed interests in CLT, they had some misconceptions towards CLT, and they practice CLT minimally. The teachers equated communicative approach with practicing oral proficiency and focused mainly on developing grammatical competence. Traditional practices were dominant in classrooms with a limited scope

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of communicative activities. Learner's exposure to the target language use in classroom is dependent on teacher talks, yet minimal.

Similarly, the study of Sato and Kliensasser (2000) discovered that the foreign language teachers relied on personal beliefs and experience and exercised the traditional approaches to teaching in classrooms. Three data collection methods namely interview, observation and survey were employed to find out the perceptions and practice of 10 Japanese second language inservice teachers in relation to CLT. The researchers found that the teachers' conceptualization of CLT is derived from their personal second language point of views and experience, rather than the formal teacher training, and, as a results, their conceptualization is deviated from the CLT principles. In classroom, although the teachers claimed that they use communicative learning activities such as role play, games and group work, the actual classroom practice did not reflect as such. Instead, the teachers relied on the traditional approaches and utilized very little communicative activities.

The study on EFL teachers in Thai university context reported similar findings to Mitchell's (1989) and Sato and Kliensasser's (2000). Sangboon (2004) investigated the teaching practice of four Thai teachers of English in the university level in Thailand using observation and the rating scale techniques, and found the inconsistencies between the principles of CLT and their practice. Although the teachers expressed intentions to implement CLT principles in classrooms, they employed techniques divergent from CLT. The traditional approaches such as little learner talks, Thai language use in teaching cultural contents, and use of controlled exercises were prevalent in their teaching.

While the studies on foreign language teachers reported discrepancies between CLT theory and practices, those on learners and CLT reflected similar trends. Despite their preferences for CLT activities, they are exposed to traditional practices and difficulties in CLT classrooms. Limitation to apply communicative activities contributed mainly to students' own perceptions towards language learning and teaching as well as cultural differences between the target and native language.

Savignon and Wang (2003) investigated the perceptions and experience towards meaning-based and form-focused teaching practice in classroom of EFL university students and found that the communicative needs of learners were unlikely

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to be met via the grammar-translation and audiolingual methods currently in use in classrooms. A total of 174 EFL university students were asked to fill in questionnaire which was designed to elicit their perceptions, preferences, and their classroom experience. The study indicated that there were differences between learner needs and preferences, and the reported classroom practices. While learners expressed preferences for meaning-based approach, the instructional practices are mainly form-focused.

Amidst the tendency and strong efforts in applying CLT in classrooms, several factors such as cultural differences and learners' attitudes towards teaching and learning can greatly influence the effectiveness of CLT. The studies on the effectiveness of implementing CLT in classrooms suggested that CLT practice does not always yield positive outcomes and feedback from learners.

Rao (2002) discovered that the learners experienced difficulties with communicative activities due to the cultural differences. The multiple data collection methods were employed to investigate the views on perceived appropriateness and effectiveness of communicative and non-communicative activities of 30 EFL Chinese university students. The study showed that the students were struggling with unfamiliar ways of learning, and there was a tendency that most of the students favor a combination between communicative and non-communicative activities. To effectively employ CLT in EFL Chinese university contexts, the researcher suggested that teachers should provide knowledge and understanding about CLT to their students to avoid misconceptions, give a balanced emphasis to various aspects of communicative competence, create communicative atmosphere for students, and make full use of available materials.

In addition, Chen's (2003) findings indicated that English as a Second Language students were accustomed to traditional ways of learning and teaching, and experienced difficulties in coping with CLT. The researcher examined the experiences of two ESL undergraduate students in Midwestern University in the United States with CLT by using Classroom observation, in-depth interviews and data sources including on-line class communication log, a course packet, and an instructor's handbook to document the students' views and experiences. He found that the students were anxious when participating in discussion. They are not familiar with

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sharing or expressing thoughts, opinions and feelings with peers. The students perceived that their teacher assumed an authoritative role in classroom and expected a knowledge transmission from her. They also believed that the teacher's opinions and comments are more accurate and reliable than peers' as the teacher is a native speaker and an examiner of their performance. As a result, they were afraid of making mistakes in front of the teacher, and conscious of their learning. The students refrained from participating in an on-line discussion group because they were worried about the appropriateness and accuracy of their responses. The previous exam-oriented educational experience that did not emphasize collaborative learning makes the students regard peer collaboration as unfamiliar and unnecessary. The researcher concluded that the students' cultural and educational backgrounds as well as their perceptions towards language teaching and learning play a key role in the effectiveness of adopting CLT in classrooms.

In conclusion, the results revealed that despite a strong promotion of CLT in terms of government schemes and curriculums, CLT in practice deviated a great deal from theory. Not only the foreign language teachers had inadequate knowledge and skills of CLT and its application, but the foreign language learners were also unfamiliar with the communicative approaches to language teaching and learning.

2.5 The framework of the present study

The researcher has documented the Communicative Language Teaching theoretical foundation, foreign and second language learning theories, practices and relevant studies to formulate a framework for the present study. First, the theoretical framework of CLT consists of four communicative competences: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to knowledge and skills of linguistic rules. Sociolinguistic competence deals with knowledge and skills to use language appropriate to context. Discourse competence refers to knowledge and ability to produce and understand cohesively and coherently linked texts. Strategic competence involves knowledge and skills to use verbal and non-verbal strategies to compensate for communication breakdown.

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Second, the research framework includes second language acquisition and learner-centered approach to language teaching and learning. Second language acquisition refers to Krashen (1978, 1981)'s notion of unconscious language learning process. The gradual absorption of the target language is equivalent to CLT's actual language use in contexts. Learner-centered approach refers to the principles of CLT in which learners are central to language teaching and learning as, for example, input to syllabus design, and communicators in language classrooms.

Third, the framework of the present research covers CLT in practice. Communicative Language Teaching in practice includes syllabus design, teaching and learning activities, teaching and learning models, learner roles, teacher roles, materials and assessment. Communicative syllabus design is learner-oriented. There are several kinds of communicative syllabus namely the functional-notional syllabus, task-based syllabus, and learner-generated syllabus, for instance. These communicative syllabuses shared common goal which is developing learner's communicative proficiency and emerges them in actual communication. Following Savignon (1983), despite the variety of design, the communicative syllabus should include five components: language arts, language for a purpose, personal second language use, theater arts, and beyond the classrooms. The first component is language arts or language analysis. It refers to inductive and deductive learning of linguist rules as a basis for language use. The second component is language for a purpose. It deals with meaningful use of target language to attain communicative goals. The activities that promote purposeful use of language focus on content, not language learning. Code-mixing or code-switching is considered a natural feature of purposeful second language use. Learners are not expected to give error-free and native-like responses, but they should respond when they are ready and able. The language acquisition is the goal of language for a purpose. The third component is personal second language use or language use for self expressions. The syllabus should include affective activities such as self introduction, story telling, journal keeping, and survey. The fourth component is theater arts which involves real-life like situations or activities that enable learners to communicate with peers and assume different social roles. The reaction from peers determines the success of communication. The final component is beyond the classroom. The activities of this component aim to immerse learners in

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actual target language use and contexts by providing opportunities for them to use language both inside and outside classrooms.

Another aspect of CLT in practice is teaching and learning activities. Communicative activities have three elements: information gap, choice and feedback. Information gap stimulates exchange of information and negotiation of meaning between interlocutors. Choice refers to the interlocutors' choice of what to say and how to say it. Feedback refers to the responses from the interlocutors which can determine the success of language use. In addition, the researcher included the teaching models that are in consonance with CLT in the theoretical framework of the present research. The teaching models included storyline model, cooperative learning, and process approach.

Furthermore, the research framework covers learner and teacher roles in CLT. Learners are central to CLT. Learner profile such as needs, interests, and attitudes are input for syllabus development. Learners also play an active role in classrooms as they are engaged in communication through teaching and learning activities. They are considered as communicators in which their classrooms are communicative contexts. Teacher in CLT assume several roles. There are two main roles of teacher: facilitator of communication, and participant of communicative activities. Arisen from these two roles are needs analyst, counselor, and group process manager. As needs analysts, CLT teachers are responsible for identifying and responding to learner needs. Also, they need to give guidance and feedback to learners as counselor, and they organize communicative activities and manage classrooms as group process managers.

The next aspect of the theoretical framework of CLT is materials. Communicative materials should respond to the goals of program, syllabus, learner needs and learning process. They should also be suitable for teachers and learning environment. The content of the materials should be interesting and, most importantly, the materials should be authentic. There are three types of materials: text-based, task-based, and realia.

Another element of the present research's theoretical framework is communicative assessment. The goal is to assess the learners' knowledge and ability to communicate that is the communicative competence. The assessment used ought to

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resemble the real-life target language use. The results of assessment should be used to monitor the learner performance, give feedback to learners, and improve programs.

The final element of the theoretical framework of the present study includes CLT processes regarding learner errors and language skills. Learner errors should be treated with care. The native-like responses are not expected during communication. Also, CLT involves learning language skills integratively. In addition, CLT does not relate only to speaking skills, and grammatical knowledge is only a part of CLT.

The research model of the present study illustrates the two variables: the CLT conceptualization and CLT practice of the Thai EFL school teachers in Bangkok during the academic year 2007. Figure 1 displays the research model of the present study.

Figure 1 *The research model of the present study*

Stimulus refers to the casual variable that is the conceptions of CLT including the Thai Ministry's educational policy, promotion and training of CLT to Thai foreign language school teachers. Organism refers to Thai EFL school teachers in teaching and learning contexts who have received knowledge of CLT in response to the Thai Ministry of Education during the year 2001 and 2005. Response 1 means the CLT conceptualization of Thai EFL school teachers. Response 2 refers to CLT practice of the Thai EFL school teachers.

In summary, the theoretical framework and model of the present study focused on three particular areas underlying communicative language teaching in Thai public schools in Bangkok: CLT theoretical developments and CLT in practice as well as the Thai government's education policy in relative to the implementation of the 2002 – 2016 Education Plan to promote CLT across the educational levels. The methodological process of investigation for the CLT conceptualization and CLT in practice of the sample Thai EFL school teachers in this study will then be presented in detail in the next chapter.

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CHAPTER III
METHODOLOGY

The study aims to investigate the CLT conceptualization and CLT practice of the Thai EFL school teachers in Bangkok during the academic year 2007. This chapter is divided into ten sections: population, sample, variables and measurement of the variables, instruments, scoring criterion, interpretation of the scores, development of the instruments, data collection procedures, data analysis procedures, and statistics of the study.

3.1 Population

The population of the study is composed of a total of 1,052 Thai EFL teachers in 116 public secondary schools in three educational districts of Bangkok who teach EFL during the second semester of the academic year 2007.

3.2 Sample

The present study includes two groups of sample: teachers and learners. The samples and sampling technique were explained below.

1. Teachers: Fifty-eight Thai EFL teachers in nine public secondary schools in Bangkok who had taught EFL classes during the first semester of the academic year 2007 were the sample of the present study. The Multi-stage Random Sampling technique was employed using teachers as a sampling unit. The sampling of the study followed the following four stages.

Stage 1: The number of the sample were selected at the reliability of 95% (α = 0.05) using the sampling table of Yamanae (1970).

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Stage 2: The public secondary schools in each three educational districts were divided into three subcategories by the number of the students registered in the schools: large, medium and small.

Stage 3: Simple Random Sampling was employed to sample schools. A total of nine schools from the three educational districts were derived as the sample of the study by randomly sampling three schools of different sizes from each of the educational district.

Stage 4: Fifty-eight Thai EFL teachers were randomly sampled from each of the sampled schools in the ratio of 17:1 to participate in the study. Meanwhile, nine Thai EFL teachers will be randomly sampled from those 58 Thai EFL teachers for individual interviews. The sampling technique and sample were shown in Table 1.

2. Learners: A total of 2,328 Thai EFL learners in public secondary schools in Bangkok who had been taught by the 58 Thai EFL teachers were the sample of this study who were requested to respond to the research questionnaires. Simple Random Sampling was the method used to sample the participant learners from the classrooms taught by the sample Thai EFL school teachers. Table 1 displays the sample Thai EFL learners in each school in three educational districts.

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Table 1 *Educational district, schools, number of sample Thai EFL teachers, and number of sample EFL learners in secondary schools during the academic year 2007*

District	Number	Schools	Size	Sample			
				Schools	Number of Thai EFL teachers		Number of Thai EFL learners
					Questionnaire	Interview	
1	1	School A1					
	2	School A2					
	3	School A3					
	4	School A4					
	5	School A5					
	6	School A6					
	7	School A7	Large	School A6	12	1	453
	8	School A8					
	9	School A9					
	10	School A10					
	11	School A11					
	12	School A12					
	13	School A13					
	14	School A14					
	15	School A15					
	16	School A16					
	17	School A17					
	18	School A18					
	19	School A19					
	20	School A20	Medium	School A16	4	1	161
	21	School A21					
	22	School A22					
	23	School A23					
	24	School A24					
	25	School A25					
	26	School A26					
	27	School A27					
	28	School A28					
	29	School A29					
	30	School A30					
	31	School A31					
	32	School A32					
	33	School A33	Small	School A27	4	1	95
	34	School A34					
	35	School A35					
	36	School A36					
	37	School A37					
	38	School A38					
	39	School A39					

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Table 1 *Educational district, schools, number of sample Thai EFL teachers, and number of sample EFL learners in secondary schools during the academic year 2007 (continued)*

District	Number	Schools	Size	Sample			
				Schools	Number of Thai EFL teachers		Number of Thai EFL learners
					Questionnaire	Interview	
2	1	School B1					
	2	School B2					
	3	School B3					
	4	School B4					
	5	School B5					
	6	School B6	Large	School B2	9	1	487
	7	School B7					
	8	School B8					
	9	School B9					
	10	School B10					
	11	School B11					
	12	School B12					
	13	School B13					
	14	School B14					
	15	School B15					
	16	School B16					
	17	School B17					
	18	School B18	Medium	School B22	7	1	225
	19	School B19					
	20	School B20					
	21	School B21					
	22	School B22					
	23	School B23					
	24	School B24					
	25	School B25					
	26	School B26					
	27	School B27					
	28	School B28					
	29	School B29					
	30	School B30	Small	School B31	3	1	160
	31	School B31					
	32	School B32					
	33	School B33					
	34	School B34					
	35	School B35					

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Table 1 *Educational district, schools, number of sample Thai EFL teachers, and number of sample EFL learners in secondary schools during the academic year 2007 (continued)*

District	Number	Name of Schools	Size	Sample			
				Name of schools	Number of Thai EFL teachers		Number of Thai EFL learners
					Questionnaire	Interview	
3	1	School C1					
	2	School C2					
	3	School C3					
	4	School C4					
	5	School C5					
	6	School C6					
	7	School C7	Large	School C5	9	1	346
	8	School C8					
	9	School C9					
	10	School C10					
	11	School C11					
	12	School C12					
	13	School C13					
	14	School C14					
	15	School C15					
	16	School C16					
	17	School C17					
	18	School C18					
	19	School C19					
	20	School C20					
	21	School C21	Medium	School C18	6	1	228
	22	School C22					
	23	School C23					
	24	School C24					
	25	School C25					
	26	School C26					
	27	School C27					
	28	School C28					
	29	School C29					
	30	School C30					
	31	School C31					
	32	School C32					
	33	School C33					
	34	School C34					
	35	School C35	Small	School C33	4	1	173
	36	School C36					
	37	School C37					
	38	School C38					
	39	School C39					

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Table 1 *Educational district, schools, number of sample Thai EFL teachers, and number of sample EFL learners in secondary schools during the academic year 2007 (continued)*

District	Number	Name of Schools	Size	Sample			
				Name of schools	Number of Thai EFL teachers		Number of Thai EFL learners
					Questionnaire	Interview	
3	40	School C40					
	41	School C41					
	42	School C42					
				TOTAL	**58**	**9**	**2,328**

3.3 Variables and measurement of the variables

There were two variables in the present study. The first variable is the CLT conceptualization of Thai EFL teachers in public secondary schools in Bangkok during the academic year 2007. This variable refers to knowledge and understanding of CLT elements which include communicative competence, second language learning theories, communicative syllabus designs, learner roles, teacher roles, communicative materials, communicative activities, communicative assessments, and CLT discussions. The variable was measured by the teacher questionnaire and face-to-face interviews for the Thai EFL teachers developed by the researcher. The second variable of this study is the CLT practice of the Thai EFL teachers in public secondary schools in Bangkok. The variable refers to the application of communicative competence, communicative syllabus design, teacher roles, learner roles, classroom activities, materials used, and assessment along the CLT principles. This variable will be measured by the student questionnaire for and the teacher interview as mentioned earlier.

3.4 Instruments

Three data collection instruments were administered in this study. The first instrument was the teacher questionnaire designed to investigate the conceptualization towards CLT. The second instrument was the student questionnaire that investigated the CLT practice of the Thai EFL school teachers in Bangkok. The third instrument was an individual semi-structured interview conducted with the sample Thai EFL

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public school teachers. It was used to explore their CLT conceptualization and CLT teaching practice.

3.4.1 Questionnaire investigating the CLT conceptualization of the Thai EFL school teachers

The first questionnaire used to explore the CLT conceptualization of Thai EFL school teachers had two sections. Section 1 consisted of checklist items concerning background information of the teacher participants such as sex, age, level of education, major of education, educational institutes, level of the classroom taught, period of EFL teaching in secondary level, number of students taught, and source of information and knowledge about CLT. Example 1 on the next page illustrates the characteristics of the items used in Section 1.

Example 1: *Questions in section 1 of the first questionnaire*

Section 1

Description: Please put ✓ in the ☐ in front of the item that best describe you for each statement.

Gender ☐ Male ☐ Female

Section 2 consisted of 80 items which concerns conceptualization towards CLT of the EFL participant teachers. The responses from Section 2 were then scored on a five-point rating scale. Example 2 shows an example of the questions in Section 2.

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Example 2: *Questions in section 2 of the first questionnaire*

Section 2

Description: Please read the following questions and put only one ✓ in the box that best reflects your view about principles of English language teaching and learning

	Strongly Agree	Somewhat agree	Neutral	Somewhat disagree	Strongly Disagree
(o) Learning English is best effective when practicing sentence drills		✓			
(oo) Learning grammar rules is most important for learners to master English				✓	

3.4.2 Questionnaire exploring the CLT practice of the Thai EFL school teachers

The second questionnaire administered with the Thai EFL learners was designed to explore the teaching practices of the EFL teachers. The questionnaire consisted of 60 items about CLT teaching practices. Example 3 shows the instruction and sample items of the second questionnaire.

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Example 3: *Sample instruction and questions of the student questionnaire*

Description: Please read the questions and put only one ✓ in the box that reflects the teachers' EFL teaching practice best during the second semester of the academic year 2007.

Level 4: The teachers always perform the action.

Level 3: The teachers frequently perform the action.

Level 2: The teachers moderately perform the action.

Level 1: The teachers marginally perform the action.

Level 0: The teachers never perform the action.

Teaching practice of the EFL teachers

		4	3	2	1	0
(o)	My teacher often asks us to practice sentence drilling and repeat sentences after him/her.		✓			
(oo)	In English classroom I always do group activities that allow me to interact with peers.				✓	

3.4.3 Interview exploring the CLT conceptualization and CLT practice of the Thai EFL school teachers

The interview of the present study investigated the CLT conceptualization and CLT practice of the Thai EFL teachers. It was a semi-structured interview with 34 open-ended questions. The interview was administered by the researcher with nine sample Thai EFL teachers in nine sample schools. The researcher followed the interview procedures encouraging the interviewees to talk freely without any interruptions. The responses were then accumulated and analyzed. The responses were divided into two parts: CLT conceptualization and CLT practice.

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3.5 Scoring criterion

The data from the questionnaires were then be scored. The first questionnaire developed to explore the conceptualization of EFL teachers towards CLT was constructed on a five-point rating scale which had scoring criterion as shown below. The positive and negative questions refer to the questions that reflect and do not reflect CLT principles and practice respectively.

Level of opinion	**Scores for positive questions**	**Scores for negative questions**
Strongly agree	4	0
Somewhat agree	3	1
Neutral	2	2
Somewhat disagree	1	3
Strongly disagree	0	4

The second questionnaire which was taken by the EFL learners consisted of a five-point rating scale questions about CLT practice of the Thai EFL public school teachers. The positive and negative practice refer to the questions that reflect and do not reflect CLT practice in classroom respectively. The scoring criterion was as follow:

Level of teaching practice	**Scores for positive practice**	**Scores for negative practice**
4	4	0
3	3	1
2	2	2
1	1	3
0	0	4

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3.6 Interpretation of the scores

The scores obtained from the analysis of the questionnaires were interpreted along the Absolute Criterion. The average scores of the first questionnaire administered to investigate the CLT conceptualization of the Thai EFL school teachers were then interpreted as shown below.

Average Scores	Meaning
3.200 - 4.000	Very clear conceptualization
2.400 - 3.195	Clear conceptualization
1.600 - 2.395	Moderate conceptualization
0.800 - 1.595	Little conceptualization
0.000 - 0.795	No conceptualization

The score from the second questionnaire administered with the Thai EFL learners exploring the CLT practice of the Thai EFL teachers were interpreted as demonstrated below.

Average Scores	Meaning
3.200 - 4.000	Always practice
2.400 - 3.195	Frequently practice
1.600 - 2.395	Moderately practice
0.800 - 1.595	Rarely practice
0.000 - 0.795	Never practice

3.7 Development of the instruments

The instruments of the present study included two questionnaires, and an interview. The first questionnaire which was conducted with the fifty-eight Thai EFL public secondary school teachers explored the CLT conceptualization and CLT practice of the Thai EFL school teachers. The second questionnaire was administered with the EFL learners. It was designed to investigate the CLT practice of the Thai EFL school teachers. The interview was conducted with the nine Thai EFL school teachers to extract their CLT conceptualization and CLT practice in the classrooms. The questionnaires of the present study were developed along the following ten steps:

Step 1: The researcher outlined the objectives of the questionnaires so that they were in line with the studied variables: CLT conceptualization and CLT practice.

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Step 2: Relevant theories, academic documents and studies about CLT including the variables were analyzed.

Step 3: The researcher selected and developed the instruments to measure the variables, and determined the evaluation method of the results.

Step 4: Based on the objectives and the review of literature, the researcher developed question items that reflected the definition and characteristics of the studied variables (see Appendix A).

Step 5: The language use and content validity of the question items were evaluated by the language specialist, and research specialists (see Appendix H).

Step 6: The researcher then revised the question items of the questionnaires accordingly (see Appendixes A and B).

Step 7: The two questionnaires were then tried out with the sample participants in order to evaluate the discrimination (r) and Cronbach's (1963) Alpha Coefficient or reliability (α) of them. The first questionnaire investigating CLT conceptualization of the Thai EFL school teachers consisting of 107 items was tried out with 35 Thai EFL school teachers. The second questionnaire investigating the CLT practice of the Thai EFL school teachers containing 80 items was administered with 36 Thai EFL learners.

Step 8: The results of the two questionnaires were then analyzed to determine the discrimination. The items which had significant r values between 0.05 and 0.01 were selected for the final questionnaires. Eighty items with r values from 0.335 to 0.777 were selected for the first questionnaire measuring the CLT conceptualization and CLT practice of the Thai EFL school teachers (see Appendix F). Sixty items with r value between 0.374 and 0.968 were selected from the second questionnaire measuring the CLT practice of the Thai EFL school teachers (see Appendix G).

Step 9: The questionnaires were then analyzed to find the Alpha Coefficient of Cronbach (1963) to evaluate their reliability. The Reliability of the first and second questionnaires equals to 0.975 and 0.970, respectively (see Appendix D).

Step 10: The two questionnaires were then administered with the sample Thai EFL school teachers and the Thai EFL learners taught by those sample EFL school teachers.

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The interview was developed based on the previous research studies on the CLT principles, and definitions of the two variables: CLT conceptualization and CLT practice. The question items were developed to reflect the definitions of the variables, and the CLT principles. Also, the researcher added relevant questions to complete the interview. The quality of the interview was then evaluated by the specialists in terms of its content validity. The researcher revised the interview according to the suggestions from the specialists, and administered the interview with the sample Thai EFL school teachers.

3.8 Data collection procedures

The data was then collected from the sample Thai EFL school teachers and Thai EFL learners using the questionnaires and interview along the following procedures. First, the researcher contacted the sample schools and arranged the date and times with the sample EFL teachers to administer the questionnaires. The data was collected during December, 2007. On the appointed date and times, the researcher visited the school, explained the objectives of the study to the sample EFL teachers and EFL learners, and administered the questionnaires. The first questionnaire investigating the CLT conceptualization and CLT practice of Thai EFL teachers was administered with a total of 58 Thai EFL school teachers in nine public schools in Bangkok. The second questionnaire exploring the CLT practice of Thai EFL learners was conducted with 2,328 EFL learners in nine public schools in Bangkok. Next, the responses to both questionnaires from the sample participants were analyzed, scored and tabulated.

The semi-structured interview which was designed to investigate the CLT conceptualization and CLT practice of the Thai EFL teachers was conducted with the nine Thai EFL school teachers in the nine public schools in Bangkok. The responses that were in line with the interview questions were classified into groups according to similarities. The frequencies of the responses were counted, and those with high frequency counts were selected as the results of the study.

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3.9 Data analysis procedures

The responses from the teacher questionnaire investigating the CLT conceptualization and CLT practice of the Thai EFL school teachers were analyzed as follows: The background information of the respondents was analyzed to find the frequencies and percentages. The responses regarding the CLT conceptualization of the Thai EFL school teachers were then analyzed to find the Means ($\overline{X}$) and Standard Deviation (SD). The results were then interpreted using the specified scoring criterion. In addition, the frequency and percentage of the responses in each level of the CLT conceptualization's components were analyzed. The responses from the student questionnaire exploring the CLT practice of the Thai EFL school teachers were analyzed to find Means ($\overline{X}$) and Standard Deviation (SD). The results were then interpreted using the specified scoring criterion. The response frequencies and percentages of the responses of the CLT components were analyzed. The responses from the semi-structured interview were analyzed to identify the CLT conceptualization and CLT practice using the frequencies and proportions. The classroom teaching practice of the Thai EFL teachers derived from the interview was presented descriptively.

3.10 Statistics of the study

There were two types of statistics used in the present study: the basic statistics used to analyze the data and the statistics used to evaluate the instruments.

1. The statistics used to analyze the data are the basic statistics included:

1.1 Frequencies of the responses.

1.2 Percentages of the frequencies in 1.1.

1.3 Proportions of the frequencies in 1.1.

1.4 Means ($\overline{X}$) of the score

Formula $$\overline{X} = \frac{\Sigma X}{N}$$

Where $\overline{X}$ refers to Means

ΣX refers to the total scores of the data

N refers to the number of data

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1.5 Standard Deviation (SD)

Formula $$SD = \sqrt{\frac{N\Sigma X^2 - (\Sigma X)^2}{N(N-1)}}$$

Where SD refers to Standard Deviation

ΣX refers to the total scores of the data

ΣX^2 refers to sum of the square scores

N refers to the number of the respondents

2. The statistics used to evaluate the quality of the instruments involved:

2.1 Item-Total correlation (r) of the two questionnaires was analyzed to find the discrimination by using Pearson's product moment correlation formula.

Formula $$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where r refers to item discrimination

N refers to the number of the respondents

X refers to the score of each item

Y refers to the sum of the score of the rest items

2.2 Reliability (α) of the two questionnaires was calculated using Cronbach's (1957) Coefficient formula.

Formula $$\alpha = \frac{n}{n\ \ 1}\left(1 - \frac{\Sigma S_1^2}{S_t^2}\right)$$

Where α refers to Reliability Coefficient

n refers to the number of item in the questionnaires

ΣS_i^2 refers to sum of the variance of the each item's score

S_t^2 refers to the variance of the total score

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In summary, the sample of the present study included 58 Thai EFL public secondary school teachers and 2,328 Thai EFL learners. The two questionnaires investigating CLT conceptualization and CLT practice were administered with the sample teachers and learners, respectively, while the semi-structured individual interview investigating CLT conceptualization and practice of the teachers was conducted with the sample teachers. The triangular relationship between the two questionnaires and the semi-structured interview could thus be fairly beneficial for the data collection and analysis of the present study. The analysis of the responses from the sample Thai EFL public secondary school teachers and the Thai EFL learners were reported in Chapter four.

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CHAPTER IV
RESULTS

The result of the present study was divided into four sections. The first section contains the analysis of the background data of the sampled Thai EFL secondary school teachers in Bangkok (see Table 2). The second section presents the analysis of the conceptualization of CLT of the Thai EFL secondary school teachers in Bangkok in academic year 2007 (see Table 3, 4, 5, 6, 7, 8, 9, 10, and 11). The third section involves the analysis of the CLT practice of the Thai EFL secondary school teachers in Bangkok during the academic year 2007 (see Table 13). The fourth section concerns the interview results of the conceptualization of CLT and CLT practice of the Thai EFL secondary school teachers in Bangkok, as well as the teaching methodology and challenges the Thai EFL teachers face.

4.1 The analysis of the background information of the sample Thai EFL school teachers in Bangkok in the academic year 2007

Section 1 presents the analysis of the background information of the sampled Thai EFL school teachers in Bangkok in academic year 2007. The sample of the present study included 58 Thai EFL teachers from public secondary schools in Bangkok. Table 2 shows the frequency and percentage of the demographic data of the sampled Thai EFL secondary school teachers in Bangkok. The results indicated that most of the Thai EFL secondary school teachers in Bangkok were female (93.10%) and most of them were 46 years old and above (75.86%). It was found that most of the Thai EFL teachers obtained Bachelor degree (82.76%). The majority of the Thai EFL teachers whose major was in English language teaching accounted for 37.93%; whereas, those whose major was in linguistics and others accounted for 48.27% and 13.80% of the total teachers, respectively. In addition, the majority of the Thai EFL teachers had been teaching EFL for 15 years and above (77.58%). Most of the Thai

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EFL secondary school teachers gained knowledge of CLT through various media (63.79%), and through documents such as research, journals, and textbooks (62.07%). Also, a number of the teachers acquired the knowledge and understanding of CLT from conferences, and seminars (25.86%).

Table 2 *Frequencies and Percentages of demographic data of the Sample Thai EFL secondary school teachers in Bangkok in the academic year 2007*

Item	Frequency	Percentage
1. Gender		
Male	4	6.90
Female	54	93.10
2. Age		
Below 30 years old	8	13.80
30 - 45 years old	6	10.34
46 years old and above	44	75.86
3. Education		
Below Bachelor degree	-	-
Bachelor degree	48	82.76
Masters degree	10	17.24
Doctorate degree	-	-
4. Major of the clearest education		
English language teaching	22	37.93
Linguistics	28	48.27
Others	8	13.80
5. Service year		
1 - 5 years	9	15.52
6 - 15 years	4	6.90
15 years and above	45	77.58
6. Sources of knowledge of CLT		
Conference and seminar	15	25.86
Library	9	15.52
Research, journals, and textbooks	36	62.07
Media (TV, CD, VDO and Internet)	37	63.79
Language center (ERIC, British Council, - Chulalongkorn University Language Institute and etc.)	5	8.62
Academics and specialists	5	8.62

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4.2 The analysis of the CLT conceptualization of the sample Thai EFL school teachers in Bangkok in the academic year 2007

Section 2 shows the analysis of the CLT conceptualization of the sample 58 Thai EFL school teachers in Bangkok during the academic year 2007. Table 3 illustrates that the Thai EFL school teachers in Bangkok during the academic year 2007 had clear and similar conceptualization of CLT ($\bar{X}$ = 3.026, SD = 0.426).There were 27.99% and 50.06% of the teachers who had very clear and clear conceptualization of CLT, respectively; while, 19.12% and 2.16% of the teachers had moderate, and little conceptualization of CLT, accordingly. Only 0.67% of the teachers had no conceptualization of CLT.

Table 3 *Means, Standard Deviations, frequencies and percentages of the CLT conceptualization of the sample Thai EFL school teachers (n = 58)*

Communicative Language Teaching Conceptualization	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Communicative competence	3.103	0.517	83	102	35	8	4	35.78	43.97	15.08	3.45	1.72
Language Learning Theory	3.283	0.515	96	102	32	1	1	41.38	43.96	13.79	0.43	0.43
Communicative syllabus design	2.975	0.473	69	114	43	4	2	29.74	49.14	18.53	1.72	0.86
Communicative activities	2.890	0.467	54	130	42	4	2	23.28	56.04	18.10	1.72	0.86
Learner roles	2.888	0.601	37	90	38	8	1	21.26	51.72	21.84	4.60	0.58
Teacher roles	3.029	0.531	58	123	47	4	0	25.00	53.02	20.26	1.72	0.00
Communicative materials	3.043	0.490	98	180	61	9	0	28.16	51.72	17.53	2.59	0.00
Communicative assessments	2.983	0.607	43	89	39	2	1	24.71	51.15	22.41	1.15	0.57
CLT processes	3.121	0.589	56	82	33	2	1	32.18	47.13	18.97	1.15	0.57
Total	3.026	0.426	1299	2323	887	100	31	27.99	50.06	19.12	2.16	0.67

The element that the teachers had very clear understanding was language learning theory ($\bar{X}$ = 3.283, SD = 0.515); whereas, the elements that the teachers had clear understanding include communicative competence ($\bar{X}$ = 3.103, SD = 0.517), communicative syllabus design ($\bar{X}$ = 2.975, SD = 0.473), communicative activities ($\bar{X}$ = 2.890, SD = 0.467), learner roles ($\bar{X}$ = 2.888, SD = 0.601), teacher roles ($\bar{X}$ = 3.029, SD = 0.531), communicative materials ($\bar{X}$ = 3.043, SD = 0.490),

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communicative assessments ($\bar{X}$ = 2.983, SD = 0.607), and CLT processes ($\bar{X}$ = 3.121, SD = 0.589). The teachers had similar conceptualization of each element of CLT.

From table 3, the percentage of the Thai EFL school teachers in each element of the CLT conceptualization was as follows. For communicative competence, there were 35.78% and 43.97% of the teachers who had very clear and clear conceptualization of CLT, accordingly; whereas, 15.08% and 3.45% of the teachers had moderate and little conceptualization of CLT, respectively. Only 1.72% of the teachers had no conceptualization of communicative competence. Regarding language learning theory, 41.38% and 43.96% of the teachers had very clear and clear conceptualization of CLT principles. The teachers who had moderate and little conceptions of CLT in this element were 13.79% and 0.43%. Also, 0.43% of the teachers had no conceptualization of CLT concerning language learning theory. For communicative syllabus design, 29.74% and 49.14% of the teachers had very clear and clear conceptualization of CLT; whereas, 18.53% and 1.72% of the teachers had moderate and little conceptualization of CLT. In addition, the teachers who had no conceptualization of CLT regarding communicative syllabus design accounted for 0.86%. Concerning communicative activities, 23.28% and 56.04% of the teachers had very clear and clear conceptualization of CLT. There were 18.10% and 1.72% of the teachers who had moderately and little conceptions of CLT regarding this element; while, 0.86% of them had no conceptualizations of CLT principles. For learner roles, 21.26% and 51.72% of the teachers had very clear and clear conceptualization of CLT; meanwhile, 21.81% and 4.60% of the teachers had moderate and little conceptualization of CLT. Only 0.58% of the teachers had no conceptions of learner roles in CLT. As for teacher roles, 25.00% and 53.02% of the teachers had very clear and clear conceptualization of CLT. The teachers who had moderate and little conceptualization of CLT regarding teacher roles accounted for 20.26% and 1.72% of the total teachers. Interestingly, there were no teachers who had no conceptualization of teacher roles in CLT. Concerning communicative materials, 28.16% and 51.72% of the teachers had very clear and clear conceptualization of CLT; while 17.53% and 2.59% of them had moderate and little conceptualization of communicative materials in CLT. In this element, there were no teachers who had no conceptualization of CLT.

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For communicative assessment, 24.71% and 51.15% of the teachers had clear conceptualization of CLT. While 22.41% and 1.1.5% of the teachers had moderate and little conceptualization of communicative assessment in CLT, only 0.57% of them had no conceptualization of this element. In CLT processes, there were 32.18% and 47.13% of the teachers who had very clear and clear conceptualization of CLT. Also, 18.97% and 1.15% of the teachers had moderate and little conceptualization. Mere 0.57% of the teachers had no conceptualization of CLT principles regarding CLT processes.

Table 4 shows that the conceptualization of communicative competence of CLT as follows. The Thai EFL teachers had very clear conceptualization of strategic competence ($\bar{X}$ = 3.328, SD = 0.653) as well as sociolinguistic competence ($\bar{X}$ = 3.310, SD = 0.596), and their conceptualization were similar. Also, it was found that they had clear conceptualization of discourse ($\bar{X}$ = 3.181, SD = 0.517) and grammatical competence ($\bar{X}$ = 2.905, SD = 0.910).

Table 4 *Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards the communicative competence of the Thai EFL school teachers in Bangkok (n = 58)*

Communicative competence	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Grammatical competence	2.905	0.910	21	18	12	4	3	36.21	31.03	20.69	6.90	5.17
Sociolinguistic competence	3.310	0.596	20	29	8	1	0	34.48	50.00	13.79	1.72	0.00
Discourse competence	3.181	0.517	16	30	10	1	1	27.59	51.72	17.24	1.72	1.72
Strategic competence	3.328	0.653	26	25	5	2	0	44.83	43.10	8.62	3.45	0.00
Total	3.103	20.517	83	102	35	8	4	35.78	43.97	15.09	3.45	1.72

The teachers' conceptualization of discourse competence was similar, while that of grammatical competence was slightly dispersed. There were 36.21% and 43.10% of the Thai EFL school teachers who had very clear conceptualization in grammatical competence and strategic competence; whereas, there were 50.00% and 51.72% of them who had clear conceptualization in sociolinguistic and discourse

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competence. For grammatical competence, 5.18% and 6.89% of the teachers had little and no conceptualization, respectively.

The table 5 illustrated the results of the conceptualization of each element of language learning theories. The results showed that the Thai EFL school teachers had very clear conceptualization of language acquisition ($\bar{X}$ = 3.293, SD = 0.589), experiential learning ($\bar{X}$ = 3.388, SD = 0.649) and functional learning ($\bar{X}$ = 3.260, SD = 0.690), and their conceptions were in congruence. In addition, the teachers had clear conceptualization of integrative skill learning ($\bar{X}$ = 3.070, SD = 0.746), and they had similar conceptualization.

Table 5 *Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards language learning theories of the sample EFL Thai school teachers in academic year 2007 (n = 58)*

Language learning theories	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Language acquisition	3.293	0.589	27	23	7	1	0	46.55	39.66	12.07	1.72	0.00
Experiential learning	3.388	0.649	28	26	3	0	1	48.28	44.83	5.17	0.00	1.72
Integrative skill learning	3.070	0.746	18	26	14	0	0	31.03	44.83	24.14	0.00	0.00
Functional learning	3.260	0.690	23	27	8	0	0	39.66	46.55	13.79	0.00	0.00
Total	3.283	0.515	96	102	32	1	1	41.38	43.97	13.79	0.43	0.43

There were 46.55% and 39.66% of the Thai EFL school teachers who had very clear and clear conceptualization of language acquisition, accordingly; whereas, 48.28% and 44.83% of the teachers had very clear and clear conceptualization of experiential learning. Also, 44.83% and 31.03% of the teachers had clear and very clear conceptualization of integrative skill learning, and 46.55% and 39.66% of the teachers had clear and very clear conceptualization of functional learning.

The Table 6 demonstrated the results of communicative syllabus design elements. From the table, the results indicated that the Thai EFL school teachers had clear conceptualization of learner-center approach, cooperative learning, development of four communicative competences, and elements of communicative syllabus, and their conceptualization were similar.

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Table 6 *Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards communicative syllabus design of the sample Thai EFL school teachers in academic year 2007 (n = 58)*

Communicative syllabus design	$\overline{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Learner-center approach	3.160	0.696	19	29	10	0	0	32.76	50.00	17.24	0.00	0.00
Cooperative learning	3.100	0.746	18	29	10	1	0	31.03	50.00	17.24	1.72	0.00
Development of four communicative competences	3.014	0.570	18	27	10	1	2	31.03	46.55	17.24	1.72	3.45
Elements of Communicative syllabus:	2.938	0.494	63	142	75	9	1	21.72	48.97	25.86	3.10	0.34
Language arts	2.690	0.648	9	24	23	1	1	15.52	41.38	39.66	1.72	1.72
Language for a purpose	2.638	0.668	8	24	23	3	0	13.79	41.38	39.66	5.17	0.00
My language is me	3.075	0.640	18	28	10	2	0	31.03	48.28	17.24	3.45	0.00
Theater arts	2.920	0.563	10	35	11	2	0	17.24	60.34	18.97	3.45	0.00
Beyond the classroom	3.125	0.651	18	31	8	1	0	31.03	53.45	13.79	1.72	0.00
Total	2.975	0.473	69	114	43	4	2	29.74	49.14	18.53	1.72	0.86

The results indicated that 50.00%, 50.00%, 46.55%, and 48.97% of the Thai EFL school teachers had clear conceptualization of the aforementioned elements of communicative syllabus design, respectively; while, 3.45% of the teachers had no conceptualization of development of communicative competence. Furthermore, 3.10% of the teachers had little conceptualization of the elements of communicative syllabus. Interestingly, 5.17% of the teachers had little conceptualization of language for a purpose in particular.

Also, the Thai EFL school teachers had clear and similar conceptualization of elements of communicative syllabus: language arts, language for a purpose, my language is me, theater arts, and beyond the classroom. There were 41.38%, 41.38%, 48.28%, 60.34%, and 53.45% of the teachers who had clear conceptualization of language arts, language for a purpose, my language is me, theater arts, and beyond the classroom, respectively.

The results of each element of communicative activities were illustrated in Table 7. The Thai EFL school teachers had clear conceptualization of communicative activities ($\overline{X}$ = 3.112, SD = 0.642), functional activities ($\overline{X}$ = 3.020, SD = 0.662),

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interactive activities ($\bar{X}$ = 3.160, SD = 0.696) and CLT models ($\bar{X}$ = 2.750, SD = 0.495) and they had similar conceptualization. Furthermore, 50.00%, 62.07%, 55.17%, and 56.90% of the teachers who had clear conceptualization of communicative activities, functional activities, interactive activities, and CLT models, respectively, For communicative activities, there were 3.45% of the teachers who had little conceptualization.

Table 7 *Means, Standard Deviation, frequencies and percentages of the CLT conceptualization towards communicative activities of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 58)*

Communicative activities	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Communicative activities	3.112	0.642	18	29	8	2	1	31.03	50.00	13.79	3.45	1.72
Functional activities	3.020	0.662	12	36	9	1	0	20.69	62.07	15.52	1.72	0.00
Interactive activities	3.160	0.696	18	32	7	1	0	31.03	55.17	12.07	1.72	0.00
CLT models	2.750	0.495	6	33	18	0	1	10.34	56.90	31.03	0.00	1.72
Total	2.890	0.467	54	130	42	4	2	23.28	56.03	18.10	1.72	0.86

Table 8 showed that the Thai EFL school teachers had clear conceptualization of each element of the learner roles: learners as source of syllabus design ($\bar{X}$ = 2.782, SD = 0.581), consideration in learners' different experiences ($\bar{X}$ = 2.810, SD = 0.760), and learners as communicators ($\bar{X}$ = 3.086, SD = 0.744). Also, their conceptualizations of the three elements were similar. There were 51.72%, 55.17%, and 48.28% of the teachers who had clear conceptualization of learners as source of syllabus design, consideration in learners' different experiences, and learners as communicators, respectively.

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Table 8 *Means, Standard Deviation, frequencies, and percentages of CLT conceptualization towards learner roles of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 58)*

Learner roles	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Learner as source of syllabus design	2.782	0.581	9	30	16	3	0	15.52	51.72	27.59	5.17	0.00
Consideration in learners' different experiences	2.810	0.760	9	32	14	3	0	15.52	55.17	24.14	5.17	0.00
Learners as communicators	3.086	0.744	19	28	8	2	1	32.76	48.28	13.79	3.45	1.72
Total	2.888	0.601	37	90	38	8	1	21.26	51.72	21.84	4.60	0.57

There were 5.17% of the Thai EFL school teachers who had little conceptualization of learners as source of syllabus design, and consideration in learners' different experiences. Moreover, 1.72% and 3.45% of the teachers had no and little conceptualization of learners as communicators, respectively.

Table 9 displayed the results of element of teacher roles. It showed that the Thai EFL school teachers had clear conceptualization of all of the elements in teacher roles in CLT: teachers as source of knowledge ($\bar{X}$ = 3.069, SD = 0.614), teachers as consultant ($\bar{X}$ = 3.090, SD = 0.759), teachers as communicator ($\bar{X}$ = 3.000, SD = 0.701), and teachers as need analyst ($\bar{X}$ = 2.880, SD = 0.651). Also, the teachers had similar conceptualization of each element of teacher roles in CLT. There were 50.00%, 48.28%, 56.90%, and 56.90% who had clear conceptualization of teachers as source of knowledge, teachers as consultant, teachers as communicator, and teachers as need analyst, accordingly.

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Table 9 *Means, Standard Deviation, frequencies, and percentages of the CLT conceptualization towards teacher roles of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 58)*

Teacher roles	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Teachers as source of knowledge	3.069	0.614	18	29	9	2	0	31.03	50.00	15.52	3.45	0.00
Teachers as consultant	3.090	0.759	18	28	11	1	0	31.03	48.28	18.97	1.72	0.00
Teachers as communicator	3.000	0.701	13	33	11	1	0	22.41	56.90	18.97	1.72	0.00
Teachers as need analyst	2.880	0.651	9	33	16	0	0	15.52	56.90	27.59	0.00	0.00
Total	3.029	0.531	58	123	47	4	0	25.00	53.02	20.26	1.72	0.00

The results in Table 10 indicated that the Thai EFL school teachers had conceptualization of CLT in terms of communicative materials in each element as follows. The teachers had clear and similar conceptualizations of communicative materials being interesting to learners ($\bar{X}$ = 3.280, SD = 0.744). There were 41.38% and 48.28% of the teachers who had very clear and clear conceptualization of communicative materials being interesting to learners, respectively.

Table 10 *Means, Standard Deviation, frequencies, and percentages of the conceptualization of CLT in terms of communicative materials of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 58)*

Communicative materials	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Communicative competence as objective	3.009	0.573	13	35	8	2	0	22.41	60.34	13.79	3.45	0.00
Suitable to learner experience	3.029	0.583	16	30	11	1	0	27.59	51.72	18.97	1.72	0.00
Interesting	3.280	0.744	24	28	4	2	0	41.38	48.28	6.90	3.45	0.00
Promoting interactions	3.069	0.573	16	31	10	1	0	27.59	53.45	17.24	1.72	0.00
Being effective	2.790	0.811	11	27	17	3	0	18.97	46.55	29.31	5.17	0.00
Problem solving	3.120	0.703	18	29	11	0	0	31.03	50.00	18.97	0.00	0.00
Total	3.043	0.490	98	180	61	9	0	28.16	51.72	17.53	2.59	0.00

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The teachers had clear conceptualization towards the other elements of communicative materials which include communicative competence as objective ($\bar{X}$ = 3.009, SD = 0.573), suitable to leaner experiences ($\bar{X}$ = 3.029, SD = 0.583), promoting interactions ($\bar{X}$ = 3.069, SD = 0.573), being effective ($\bar{X}$ = 2.790, SD = 0.811) and problem solving ($\bar{X}$ = 3.120, SD = 0.703). Also, the teachers had similar knowledge and understanding of the elements. There were 60.53%, 51.72%, 53.45%, 46.55%, and 50.00% who had clear conceptualization of each of the above elements. However, 5.17% of the teacher had little conceptualization of communicative materials being effective to teaching and learning.

Table 11 displays the conceptualization of Thai EFL school teachers in Bangkok towards CLT in terms of communicative assessment as follows. The teachers had clear conceptualization of such element of communicative assessment: communicative competence as objective ($\bar{X}$ = 2.950, SD = 0.759), assessment process ($\bar{X}$ = 2.910, SD = 0.779) and assessment tools ($\bar{X}$ = 3.090, SD = 0.732) and their conceptualization towards communicative assessment was similar. In addition, 48.28%, 58.62% and 46.55% of the teachers had clear conceptualization of communicative assessment in communicative competence as objective, assessment process, and assessment tools.

Table 11 *Mean, standard deviation, frequency, and percentage of the conceptualization of CLT in terms of communicative assessments of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n =58)*

Communicative assessments	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Communicative competence as objective	2.950	0.759	14	28	15	1	0	24.14	48.28	25.86	1.72	0.00
Assessment process	2.910	0.779	11	34	11	1	1	18.97	58.62	18.97	1.72	1.72
Assessment tools	3.090	0.732	18	27	13	0	0	31.03	46.55	22.41	0.00	0.00
Total	2.983	0.607	43	89	39	2	1	24.71	51.15	22.41	1.15	0.57

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Table 12 illustrated the Thai EFL school teachers' conceptualization of CLT in terms of its important processes. The teachers had clear conceptualization of teaching integrative skills ($\bar{X}$ = 3.190, SD = 0.634), trail-and-error approach ($\bar{X}$ = 3.181, SD = 0.699), and learner needs as basis for syllabus design ($\bar{X}$ = 2.930, SD = 0.792). Their conceptualization was similar. There were 56.90%, 42.24% and 43.10% of the teachers who had clear conceptualization of CLT processes in teaching integrative skills, trial-and-error approach, and learner needs as basis for syllabus design.

Table 12 *Means, Standard Deviation, frequencies, and percentages of the conceptualization of CLT in terms of CLT processes of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 58)*

CLT processes	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Teaching integrative skills	3.190	0.634	18	33	7	0	0	31.03	56.90	12.07	0.00	0.00
Trail and error approach	3.181	0.699	23	24	9	1	1	39.66	41.38	15.52	1.72	1.72
Learner needs as basis for syllabus design	2.930	0.792	15	25	17	1	0	25.86	43.10	29.31	1.72	0.00
Total	3.121	0.589	56	82	33	2	1	32.18	47.13	18.97	1.15	0.57

4.3 The analysis of CLT practice of the sample Thai EFL school teachers in Bangkok in the academic year 2007

Section 3 presents the analysis of Communicative Language Teaching practice of the Thai EFL school teachers in Bangkok during the academic year 2007 from the questionnaire conducted a total of 2,328 Thai EFL learners.

Table 13 shows that the Thai EFL school teachers in Bangkok practiced CLT moderately ($\bar{X}$ = 2.246, SD = 0.549) and their practice were not varied. There were 35.08% and 30.24% of the Thai EFL school teachers who practiced CLT moderately and frequently, respectively. In addition, 15.36% of the teachers rarely practiced CLT, while 13.04% and 6.27% of them always practiced and never practiced CLT, accordingly.

The Thai EFL school teachers in Bangkok frequently took into account communicative competence ($\bar{X}$ = 2.467, SD = 0.568) language learning theories ($\bar{X}$ =

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2.483, SD = 0.633), and CLT processes ($\bar{X}$ = 2.652, SD = 0.828), while practiced. Their practice regarding communicative competence and language learning theory were similar, while the teacher CLT practice concerning CLT processes were rather diverse.

Table 13 *Means, Standard Deviation, frequencies, and percentages of CLT practice of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 2,328)*

Communicative Language Teaching practice	$\bar{X}$	SD	f					%				
			4	3	2	1	0	4	3	2	1	0
Communicative competence	2.467	0.568	322	825	857	265	59	13.83	35.44	36.81	11.38	2.53
Language learning Theory	2.483	0.633	354	832	790	287	65	15.21	35.74	33.93	12.33	2.79
Communicative syllabus design	1.910	0.636	200	528	781	496	323	8.59	22.68	33.55	21.31	13.87
Communicative activities	2.165	0.642	236	653	855	419	165	10.14	28.05	36.73	18.00	7.09
Learner roles	2.138	0.835	236	621	871	429	171	10.14	26.68	37.41	18.43	7.35
Teacher roles	2.351	0.622	312	761	799	344	112	13.40	32.69	34.32	14.78	4.81
Communicative materials	2.110	0.800	248	632	814	396	238	10.65	27.15	34.97	17.01	10.22
Communicative assessments	2.294	0.710	288	687	888	350	115	12.37	29.51	38.14	15.03	4.94
CLT processes	2.652	0.828	536	797	696	232	67	23.02	34.24	29.90	9.97	2.88
Total	2.246	0.549	2732	6336	7351	3218	1315	13.04	30.24	35.08	15.36	6.28

The Thai EFL school teachers in Bangkok moderately practiced CLT in terms of communicative syllabus design ($\bar{X}$ = 1.910, SD = 0.636), communicative activities ($\bar{X}$ = 2.165, SD = 0.642) learner roles ($\bar{X}$ = 2.138, SD = 0.835), teacher roles ($\bar{X}$ = 2.351, SD = 0.622), communicative materials ($\bar{X}$ = 2.110, SD = 0.800) and communicative assessments ($\bar{X}$ = 2.294, SD = 0.710). The teachers' CLT practice regarding communicative syllabus design, communicative activities, and teacher roles were similar, while their practice concerning learner roles, communicative materials and communicative assessment were more diverse.

There were 13.84% and 35.42% of the Thai EFL school teachers in Bangkok who always practiced and frequently practiced CLT in terms of communicative competence, respectively. In addition, 36.82% of the teachers moderately practiced

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CLT in realms of communicative competence. Additional 11.40% and 2.52% of the teachers rarely practiced and never practiced CLT using communicative competence.

There were 15.20% and 35.75% of the Thai EFL school teachers in Bangkok who always practiced and frequently practiced CLT by taking into account language learning theory. Furthermore, 33.95% of the teachers moderately practiced this element of CLT. Only 12.34% and 2.76% of the teachers rarely practiced and never practiced CLT using language learning theory.

In terms of communicative syllabus design, there were only 8.61% and 22.69% of the Thai EFL school teachers in Bangkok who always practiced and frequently practiced CLT. Most of the teachers moderately practiced CLT in realms of communicative syllabus design by 33.54%. However, 21.31% and 13.85% of the teachers which were the majority of the teachers compared with the other elements rarely practiced and never practiced this aspect of CLT, respectively.

There were 10.12% and 28.07% of the Thai EFL school teachers in Bangkok who always applied and frequently applied communicative activities in CLT. Also, 36.72% of the teachers moderately used communicative activities in CLT. Nonetheless, 18.00% and 7.09% of the teachers rarely exercised and never exercised communicative activities in classrooms.

Regarding learner roles, 10.12% and 26.68% of the Thai EFL school teachers in Bangkok always practiced and frequently practiced CLT, while 37.45% of them moderately practiced CLT. The teachers who rarely practiced and never practiced CLT accounted for 18.42% and 7.33% of the total, respectively, when considering learner roles.

For teacher roles, 13.39% and 32.98% of the Thai EFL school teachers in Bangkok always practiced and frequently practiced CLT. There were 34.32% of the teachers who moderately followed CLT principles, while there were 14.78% and 4.83% of them who rarely practiced and never practiced CLT, respectively.

In terms of the communicative materials, 10.65% and 27.13% of the Thai EFL school teachers in Bangkok always practiced and frequently practiced CLT. At the same time, 35.00% of the teachers moderately used the communicative materials; while, 14.78% and 4.83% of the teachers rarely used and never used the communicative materials, respectively.

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There were 12.36% and 29.52% of the Thai EFL school teachers who always applied and frequently applied the assessment following CLT principles in their classrooms. In addition, 38.15% of the teachers moderately used the communicative assessment, whereas, 15.04% and 4.93% of the teachers rarely applied and never applied the communicative assessment.

Regarding CLT processes, 23.02% and 34.25% of the Thai EFL school teachers always practiced and frequently practiced their teaching in classrooms. There were 29.91% of the teachers who moderately accounted for CLT processes in their teaching. In addition, 9.96% and 2.86% of the teachers rarely applied and never applied CLT processes while teaching.

4.4 The interview results of CLT conceptualization and CLT practice of the sample Thai EFL school teachers in Bangkok during the academic year 2007

Section 4 presents the interview results of conceptualization and teaching practice of the sample Thai EFL school teachers in Bangkok during the academic year 2007. The results were obtained from the semi-structured interview investigating CLT conceptualization and CLT practice conducted with nine Thai EFL school teachers in Bangkok during the academic year 2007.

From Table 14, the interview results of the Thai EFL school teachers in Bangkok during the academic year 2007 revealed that 0.43 proportion of the teachers had clear conceptions of CLT, while 0.38 and 0.19 proportion of the teachers had moderate to little, and no conceptualization of CLT, respectively. In addition, the analysis of the interview shows that 0.26 proportion of the teachers always practiced CLT, and 0.51 proportion of them moderately to rarely. Only 0.23 proportion of the teachers never practiced CLT, respectively.

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Table 14 *Frequencies and proportions of the CLT conceptualization and CLT practice of the sample Thai EFL school teachers in Bangkok during the academic year 2007 (n = 9)*

Communicative Language Teaching	Level of CLT conceptualization						Level of CLT practice					
	Clear		Moderate-Little		None		Always		Moderately – Rarely		None	
	f	p	f	p	f	p	f	p	f	p	f	p
Communicative competence	5	0.56	3	0.33	1	0.11	3	0.33	4	0.44	2	0.22
Language learning theory	5	0.56	3	0.33	1	0.11	1	0.11	6	0.67	2	0.22
Communicative syllabus design	4	0.44	3	0.33	2	0.22	0	0.00	6	0.67	3	0.33
Communicative activities	2	0.22	4	0.44	3	0.33	1	0.11	6	0.67	2	0.22
Learner roles	3	0.33	4	0.44	2	0.22	2	0.22	4	0.44	3	0.33
Teacher roles	2	0.22	4	0.44	3	0.33	3	0.33	4	0.44	2	0.22
Communicative materials	5	0.56	3	0.33	1	0.11	3	0.33	4	0.44	2	0.22
Communicative assessment	3	0.33	5	0.56	1	0.11	4	0.44	4	0.44	1	0.11
CLT processes	6	0.67	2	0.22	1	0.11	5	0.56	3	0.33	2	0.11
Total	35	0.43	31	0.38	15	0.19	21	0.26	41	0.51	19	0.23

For communicative competence, the Thai EFL school teachers had clear conceptualization of CLT by 0.56 proportion; whereas, the teachers had moderate to little and no conceptualization of CLT by 0.33 and 0.11 proportion, respectively. There were 0.33 proportions of the teachers who always used communicative competence in classrooms, while 0.44 proportion of the teachers moderately to rarely practice communicative competences. Only 0.22 proportion of the teacher never used communicative competence while teaching.

Regarding language learning theories, 0.56 proportions of the Thai EFL school teachers had clear conceptualization of CLT, while 0.33 proportions of the teachers had moderate to little. Also, 0.11 proportions of the teachers had no conceptualization of language learning theory of CLT. In addition, 0.11 proportion of the teachers always took into account language learning theory while teaching; whereas 0.67 proportion of the teachers moderately to rarely. Only 0.22 proportion of the teachers never accounted for language learning theory while teaching.

In communicative syllabus design, 0.44 proportion of the Thai EFL school teachers had clear conceptualization of this element of CLT; whereas, 0.33 proportion

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the teachers had moderate to little conceptualization of this element of CLT. Only 0.22 proportions of the teachers had no conceptualization of CLT concerning communicative syllabus design. In addition, there were 0.00 proportions of the teachers who always practiced communicative syllabus design, and 0.67 proportions of the teachers moderately to rarely put communicate syllabus design into use. Interestingly, 0.33 of the teachers never used communicative syllabus design.

For communicative activities, 0.22 proportion of the Thai EFL school teachers had clear conceptualization of CLT; meanwhile 0.44 proportion of the teachers had moderate to little conceptualization of CLT. There were 0.33 proportions of the teachers who had no conceptions of CLT. Furthermore, 0.11 proportions of the teachers always used communicative activities in classrooms; while 0.67 proportions of the teachers used communicative activities moderately to little. In addition, 0.22 proportions of the teachers never used communicative activities in classrooms.

Concerning learner roles, 0.33 proportions of the Thai EFL school teachers had clear conceptualization of CLT; while 0.44 proportions of the teachers had moderate to little conceptions of CLT. Moreover, 0.22 proportions of the teachers had no conceptualizations of CLT regarding learner roles. In practice concerning learner roles, 0.22 proportion of the teachers always practiced CLT; while 0.44 of them accounted for learner roles in CLT practice moderately to little. Also, 0.33 proportion of the teachers never practiced CLT relating to learner roles.

For teacher roles, 0.22 proportions of the Thai EFL school teachers had clear conceptualization of CLT; while 0.44 proportion of the teachers had moderate to little conceptualization of CLT. Regarding teacher roles, 0.33 of the teachers no conceptualization of CLT. In practice, 0.33 of the teachers always assumed teacher roles following CLT principles. In the meantime, 0.44 proportions of the teachers moderately to rarely assumed roles in relation to CLT, and 0.22 of the teachers never assumed roles following CLT in classrooms.

Regarding communicative materials, 0.56 proportions of the Thai EFL school teachers had clear conceptualization of CLT; while 0.33 proportions of the teachers had moderate to little conceptions of CLT. Only 0.11 of the teachers had no conceptualization of CLT regarding communicative materials. In addition, 0.33 proportions of the teachers always used communicative materials in classrooms;

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whereas 0.44 proportions of the teachers moderately to rarely used communicative materials. Additional 0.22 proportion of the teachers never used communicative materials in classrooms.

In communicative assessment, 0.33 proportions of the Thai EFL school teachers had clear conceptualization of CLT; whereas, 0.56 proportion of the teachers had moderate to little conceptions of CLT in this area. Only 0.11 proportions of the teachers had no conceptualization of CLT in communicative assessment. Furthermore, 0.44 proportions of the teachers always applied communicative assessment in their teaching practice; while 0.44 of the teachers utilized communicative assessment moderately to little in classrooms. Only 0.11 proportion of the teachers never used communicative assessment in classrooms.

In terms of CLT processes, 0.67 proportions of the Thai EFL school teachers had clear conceptions of CLT; meanwhile, 0.22 proportions of the teachers had moderate to little conceptualization of CLT in this element. In addition, 0.11 proportions of the teachers had no conceptualization of CLT in relation to CLT processes. In practice, 0.56 proportions of the teachers put these CLT processes into use; while, 0.33 proportion of the teachers moderately to little practiced CLT processes. There were 0.11 proportions of the teachers who never implemented these CLT processes.

The further details in relation to CLT conceptualization and CLT practice of the Thai EFL school teachers were also obtained from the interview. The researcher found that the Thai EFL teachers had clear conceptualization of CLT and were very eager to learn the concepts of CLT and CLT practice. However, they moderately applied CLT in class. In terms of communicative competence, the teachers were well aware of the conceptions of communicative competence. Also, the Thai EFL teachers had clear understanding of language learning theories. The teachers tailored their language teaching to the levels of their learners and taught language skills integratively. They associated foreign language teachers with English communication. However, traditional approaches existed in the English language classrooms. The Thai language was frequently used in the classrooms. Lecturing and note taking were found in language classrooms.

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Regarding communicative syllabus, the Thai EFL teachers had clear understanding of learner needs being central to communicative syllabus design. They also understood that the communicative syllabus includes such components as language arts, language for purposes, my language is me, theater arts and beyond the classroom. However, the teachers followed the syllabus outlined by the Thai Ministry of Education. The objective of the language learning and teaching was partly for developing knowledge and skills for the English entrance examinations. Moreover, the teachers relied on textbooks as the major resources for teaching and learning. Certain teachers offered lessons of learners' interests such as language for job application; however, these lessons were yet limited. The teachers expressed concern for limited opportunities for learners to immerse in the English language environment since English was not the official language in Thailand.

In addition, from the interview, the Thai EFL teachers had clear understanding of learner involvement in interactive and group activities. However, they had limited knowledge of strategies and techniques to organize a communicative lesson, and to manage the communicative classrooms in which learners act as communicators. Some teachers had organized interactive activities in classrooms such as pair work, group work, role play, simulation, presentation and group projects, but they encountered such difficulties as disorganized classrooms, and time constraints. As a result, the teachers sometimes resorted to traditional teaching practice.

In respect of learner roles, the interview results indicated that the Thai EFL school teachers were aware of learners being center of learning that is learners as communicators in communicative activities, learner experience as resources for learning as well as learners as input of syllabus and lesson design. In practice the EFL learners learned language individually, and had limited opportunities to share their experiences in classrooms. Some of the teachers encouraged learners to share their experiences with peers by, for instance, having them share their overseas working experiences with the class. Regarding the communicative syllabus design, the Thai EFL learners seemed not to participate in English language syllabus design. The teachers adopted the Thai Ministry of Education's curriculum, and selected the textbooks including teaching and learning materials for learners.

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The interview results on teacher roles showed that the Thai EFL school teachers were well aware of a variety of teacher roles for CLT. They acknowledged such roles as facilitator of communication, consultant, group activity manager, and language resource. In practice, the teachers adopted part of those roles. They acted as group process managers when organizing English activities for the learners, meanwhile they frequently lectured in front of the class. This seemed to result from the teachers' concern for classroom control, classroom management and time constraints. The teachers believed that English foreign teachers were more able to assume teacher roles of CLT.

The interview also revealed that the teachers had clear conceptualization of communicative teaching and learning materials that the materials should meet learner needs and interests as well as the objectives of the program. The teachers were aware of the importance of realia. However, such materials as magazines, newspaper, and films were limitedly available for the EFL learners. Most of the schools lacked resources for language learning such as books, and visual and audio equipment.

In addition, the interview results suggested that the teachers had clear conceptualization of communicative assessments. They had knowledge of variety of evaluation instruments such as observation, interview, written tests, interview, and peer review. They also recognized communicative competence as the objective of the assessments. However, the teachers applied some types of testing instruments, and sometimes adhered their tests to the entrance examinations.

Regarding the CLT processes, the interview revealed that the Thai EFL school teachers were well aware of CLT areas such as trial-and-error approach, and error treatments. The teachers pointed out that the EFL learners were allowed to make mistakes during learning, and the goal of English language learning was to communicate fluently and correctly. The teachers also realized that English skills should be taught integratively.

4.5 Summary of the main points

The results of the study of CLT conceptualization and teaching practice from the questionnaire conducted with the Thai EFL school teachers revealed that the teachers had clear conceptualization of CLT. The majority of the teachers had clear

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understanding of CLT (78.05%); while, there were average number of the teachers who had moderate to little conceptualization of CLT (21.28%). Also, there were small number of the teachers who had no conceptualization of CLT (0.67%).

The results indicated that the element of CLT that Thai EFL school teachers had very clear conceptualization was the language learning theory or language acquisition. Also, the results showed that the teachers had clear conceptualization of CLT towards the remaining elements. However, there were 18.14% of the teachers who had little and no conceptualization of CLT towards the communicative syllabus design. Furthermore, 5.17% and 5.18% of the teachers had little and no conceptualization of CLT towards communicative competence and learner roles, respectively.

In addition, the results of the study of the CLT practice from questionnaire conducted with the EFL learners in Bangkok during the academic year 2007 indicated that an average number of the Thai EFL teachers applied CLT in classrooms. There were an average number of teachers who always practiced CLT (43.28%). The majority of the teachers applied moderate to little CLT in classrooms (50.45%). There were small number of teachers who did not apply CLT in classrooms (6.27%). Communicative competence, language learning theory or language acquisition, and CLT processes were the elements of CLT that were frequently used in classrooms. The remaining elements were applied moderately in classrooms. However, 35.16% of the Thai EFL school teachers rarely and never applied communicative syllabus design in practice. In addition, 27.22%, 25.75%, and 25.51% of the teachers rarely and never applied communicative materials, learner roles and communicative activities in teaching.

From the interview of the CLT conceptualization and teaching practice, the results showed that the majority of the Thai EFL teachers had very clear and clear conceptualization of CLT ($p = 0.43$). An average number of the teachers had moderate to little conceptualization of CLT ($p = 0.38$); while, a small number of the teachers had no conceptualization of CLT ($p = 0.19$). In practice, an average number of the teachers always applied CLT in classrooms ($p = 0.26$). The majority of the teachers moderately and rarely used CLT in classrooms ($p = 0.51$). Also, there were a small number of the teachers who never applied CLT in classrooms (0.23). Except for

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CLT processes which were always used in classrooms, most of the elements of CLT were moderately and rarely applied in classrooms. Moreover, 0.33 of the Thai EFL school teachers never applied communicative syllabus design, and learner roles in teaching.

From the interview, the Thai EFL school teachers had clear conceptualization of CLT and its elements, and were eager to learn the concepts of CLT. However, their practice was mainly traditional, while CLT approaches were used rather limited. The teachers were center of classroom teaching and learning in which lecture and note taking were dominant activities. Thai was a medium to communicate in English classrooms. The teachers applied the syllabus was provided by the Thai Ministry of Education. Moreover, the main objective of language learning was for learners to pass the entrance exam to further their study in the university. Most of the teachers relied on textbooks as major sources for teaching and learning, while a handful of them tried to add extra activities and provided materials tailored to the needs of learners to their lessons.

In addition, the teachers were concerned for large number of students per class and classroom control. The teachers expressed concern for learner poor concentration in large class, disorganized classrooms, time constraints, and limited teaching and learning materials and equipment provided by the schools. As a result, the teachers resorted to traditional teaching, and the EFL learners learn language individually. The objectives of assessment were not for learners to achieve the knowledge and ability to communicate, but to address the needs for passing the entrance examinations of the learners. The teachers believed that it was difficult for Thai EFL learners to communicate correctly and fluently in Thai community in which English was not the official language. However, the teachers anticipated the importance of CLT, and were positively confident that Thai EFL teachers were able to bring about CLT if they had undergone effective teacher education and training as well as support from relevant organizations.

The results of the present study showed that the Thai EFL school teachers had clear conceptualization of CLT and practiced CLT moderately. The discussion of the present study’s results was provided in the following chapter.

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CHAPTER V
DISCUSSION

The purpose of this chapter is to discuss the results of the present research, compare them with those of other studies, and provide implications for further studies. This chapter is divided into four sections. The first section contains the summary of the background of the study. The second and third sections entail discussions regarding the CLT conceptualization and CLT practice of the Thai EFL public secondary school teachers in Bangkok during the academic year 2007, respectively. The final section draws in the suggestions and implications of the study.

5.1 Background of the present study

5.1.1 Thai government policy and the strategic plan of the Thai Ministry of Education

During the year 1999, the Thai government had anticipated the importance and needs to construct knowledge-based society. The focus of the personal, academic, organizational, and national development was human development, and the Thai people's ability to communicate in English was one of the major areas for such development. As a result, within the framework of the 1997 Constitution and the 1999 National Education Act, the education reform, and development of knowledge and skills in effective English communication for Thai people has been carried out under the Education Plan (2002 – 2016). In response to the government policy, the Thai Ministry of Education had put forward the strategic plan for the Thai educational reform. The national strategic plan aims at enabling Thai people to communicate in English, so that they are able to further study, have career and pursue self development.

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The Thai Ministry of Education has undertaken the educational reform by implementing the new curriculum across the educational level since 2005. During 2001 and 2005, CLT had been promoted to the Thai practitioners by the Thai Ministry of Education through various channels such as teacher training, seminar programs, and promotional documents. In addition, to address the importance of school education to human capital development, the Thai Ministry of Education had outlined the objectives of the national strategic plan that Thai people who have finished high school education must be able to communicate in English to further education and career. From 2006 onwards, the Thai teachers, as planned by the Thai Ministry of Education, have acquired concepts of CLT and implemented it in classrooms. As a result, this has highlighted the importance of the present study that investigated the CLT conceptualization and CLT practice of the Thai school teachers in Bangkok during the academic year 2007.

5.1.2 Teacher's background

The population of the present study was a total of 1,052 Thai EFL secondary school teachers in 116 public schools, in three educational districts in Bangkok, who had taught during the academic year 2007. The multi-stage simple random sampling technique was employed to derive the teacher sample as follows. First, three schools of three different sizes (large, medium, and small) were randomly sampled from each educational district so that there were nine schools, in total. Then, the researcher randomly sampled 58 teachers from the nine schools to participate in the survey of CLT conceptualizations and CLT practice. Also, nine out of 58 teachers from nine schools who responded to the surveys were randomly selected to participate in the semi-structured interviews of CLT conceptualization and CLT practice.

Most of the teachers were female aged between 46 and 58 years old. Most of them hold a bachelor degree in English language teaching and linguistics, and have been teaching English in the secondary schools for 15 years or more. They received knowledge about CLT from various sources including media, research studies, and seminars.

5.1.3 Learner's background

The learner sample of the present study was the EFL public school learners in Bangkok during the academic year 2007. The EFL learners were students from

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Matayomsuksa one to six (equivalent to Grade seven to twelve) who were derived from random sampling of classrooms taught by those 58 Thai EFL teachers, participating in the survey of the study. The researcher randomly selected one classroom of each of the 58 Thai EFL teachers, who had taught two to four classrooms. There were a total of 2,328 EFL learners who were the sample of the present research.

5.1.4 Research instruments

There were three instruments in the present research. The first instrument was the teacher questionnaire investigating the CLT conceptualization of the Thai EFL school teachers. The questionnaire was an 80-item survey administered with the Thai EFL school teachers. The second instrument was the questionnaire exploring the CLT practice of the Thai EFL school teachers. It was a 60-item survey which was conducted with the Thai EFL learners who were taught by the sample Thai EFL school teachers. The third instrument was the semi-structured interview carried out individually with nine Thai EFL school teachers. The face-to-face interview included 34 statements designed to uncover the CLT conceptualization and CLT practice of the teachers. The researcher developed the three instruments based on research articles, textbooks on the instrument development and CLT principles, and related CLT research instruments, particularly, Karavas-Doukas's (1996), and Savignon and Wang's (2003). These instruments were based on the instrument development guidelines and process, and their content validity was reviewed by research instrument specialists (see Appendix H). The instruments were then tried out with the sample Thai EFL school teachers and Thai EFL learners in order to evaluate the quality of the instruments statistically. The results showed that the instruments had high reliability and discrimination (see Appendix F and G). Then, the instruments were applied with the sample Thai EFL public secondary school teachers and EFL learners in Bangkok during the academic year 2007 between November 15, 2007 and December 22, 2007.

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5.2 Discussion on the CLT conceptualization of the Thai EFL secondary school teachers in Bangkok during the academic year 2007

In average, the Thai EFL school teachers had clear conceptualization of the overall CLT principles, based on the results from the questionnaire exploring the CLT conceptualization of the Thai EFL school teachers. In particular, the teachers had very clear conceptualization of language learning theories, while they had clear conceptualization of the other elements of CLT: communicative competence, communicative activities, learner roles, teacher roles, communicative materials, and communicative assessments. The findings of the present study indicated that the promotion of CLT to those Thai EFL secondary school teachers in Bangkok by the Thai Ministry of Education during 2001 -2005 were effective. It could also point out that most of the teachers were always open to new knowledge. The results suggested that the majority of the teachers had very clear or clear conceptualization of CLT. The rest of the teachers had moderate and little CTL conceptualization, and there were not many teachers who had no conceptualization of CLT. The results from the response of the questionnaire on CLT conceptualization were in line with those from the semi-structured interviews conducted with the sample Thai EFL school teachers. This confirmed that the documentation of the CLT conceptualization variable of the present study had high construct and content validity, and reliability, and both questionnaire and interview were quality instruments of which the co-validity of the results could be verified.

However, although the majority of the Thai EFL school teachers had clear conceptualization of CLT, those who had little and no CLT conceptualization should not be overlooked. Their conceptualization towards learner roles, in particular, was somewhat limited. Therefore, to develop CLT teaching and learning, the teachers should acquire more knowledge and understanding of learner roles in classrooms, and communicative activities that promotes interactions among learners.

In addition, the findings showed that the Thai EFL school teachers in Bangkok were enthusiastic in learning about CLT. This was consistent with the study of CLT in the Thai university contexts by Sangboon (2004) which suggested that the teachers should commit to use CLT in classrooms. Furthermore, based on the results from the interviews, most of the teachers acknowledged that communicative competence is the

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foremost important objectives of CLT. Mitchell (1988) found that the foreign language teachers were eager to apply CLT in classrooms because they learned about the goals of CLT that addresses the importance of communication. In addition, this study discovered that the Thai EFL school teachers were confident that, through teaching and learning, Thai EFL learners would be able to communicate in English, if the teachers were given supports of all aspects of CLT, particularly a practical and effective training of CLT-oriented teaching methodology and activities.

5.3 Discussion on the CLT practice of the Thai EFL school teachers in Bangkok during the academic year 2007

From the results of the questionnaire responses investigating the CLT practice of the Thai EFL school teachers in Bangkok, the researcher found that the teachers implemented CLT moderately in average. The majority of the teachers practiced CLT moderately to little. The second most group of teachers practiced CLT frequently. However, there were 6.27% of the teachers who never practiced CLT in their classrooms. The results of the questionnaire were in consistent with those from the interview with the teachers that most of the teachers practiced CLT moderately to little. The next group of teachers practiced CLT frequently while the rest never used CLT in classrooms. This could elaborate that the results of the study of the variable regarding CLT practice from the questionnaire administered with the Thai EFL learners, and the interviews conducted with the Thai EFL teachers were valid and reliable. Thus, this assured the co-validity of the results from the two instruments.

For the interview results, the Thai EFL school teachers practiced CLT moderately to rarely, and, interestingly, they applied a mixture of traditional and CLT approaches. The teachers sometimes applied traditional approaches such as lecturing and note taking. Furthermore, Thai was the frequently used medium to communicate in English language classrooms. The teachers followed the standardized curriculum set by the Thai Ministry of Education, and adhered to the textbooks provided by the schools. The objectives of English language teaching and learning seemed to be developing knowledge and skills for entrance examinations. In addition, the learners were assigned to learn English individually; therefore, the interactions among learners were somewhat limited.

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The results of the present study were consistent with a number of studies on CLT that the foreign and second language teachers applied traditional approaches in classrooms (Mitchell, 1989; Rao, 2002; Sato and Kliensasser, 1999; Sangboon, 2004). Mitchell (1989)'s study on second language learning in classrooms context found that while some of the foreign language teachers exercised CLT in class, they still applied traditional approaches as they lectured in classroom, used limited group activities, and used mother language as a medium to communicate in classrooms. Similarly, in the Thai university context, Sangboon (2004) discovered that EFL university teachers talked most in classrooms and some of them use first language as a medium while interaction among learners was limited. Moreover, Sato and Kleinsasser (1999) investigated foreign language teachers' conceptualization of CLT and their teaching, and found that the teachers relied on their beliefs and experience rather than CLT principles as a basis for their teaching. For learners, Rao (2002) conducted a study to investigate EFL learners' perceptions towards communicative and non-communicative activities in classrooms, and found that the learners seemed not to be familiar with CLT. They were more comfortable with traditional approaches in which foreign language teaching and learning was teacher-centered, grammar-focused and textbook-based.

While the sample Thai EFL school teachers tried to implement CLT, they faced various difficulties. They experienced learner's lack of participation and responsibility, interruptions, use of Thai among learners, time constraints, and large class size. These had made it difficult for them to organize group activities. Also, the limitation of teaching and learning resources, the need to cover the content in the syllabus, the focus of developing knowledge and skills for entrance examinations, and lack of English use in social contexts were found as the perceived difficulties the Thai EFL school teachers experienced. These difficulties were also found in the study by Sato and Kleinsasser (1999). Rao (2002) pointed out similar concerns about the CLT. This study found that difficulties EFL learners perceived in implementing CLT in classrooms included lack of equipment and funding, learners' familiarity with traditional approaches where teachers were center to teaching, and limited opportunities for practice in the EFL settings.

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Despite these difficulties that challenged the teachers, the results from the interview and questionnaire revealed that the Thai EFL school teachers realized the importance of communicative competence. The teachers were also confident that they could reach such objectives, particularly, when their schools had foreign teachers and they were well supported. This indicated that the teachers had positive attitudes towards CLT, and anticipated the need to develop communicative competence for English communication. Therefore, the training on CLT approaches, techniques, and processes including communicative teaching and learning activities should be provided to the Thai EFL school teachers, so that they are able to apply CLT to their teaching effectively, efficiently and systematically, and can overcome difficulties in practicing CLT in class. The current teaching and learning approaches that remained traditional were due to the teachers' lack of effective training and CLT experiences. Kumaravadivelu (1993) found that the foreign language teachers succeeded in making foreign language classrooms communicative when they were given macrostrategies as a tool to teach. The learners in the study were motivated, enthusiastic, and actively involved in language learning in the classrooms, and there was an even distribution between teacher talk and learner talk. The results of the present study was consistent with the suggestions made by Sangboon (2004) that if the foreign language teachers received appropriate training on CLT approaches and techniques, they would be able to apply CLT in classrooms. In addition, introduction of CLT to learners at early age is recommended in order to attain communicative goals. Savignon and Wang (2003) found that EFL learners who started learning English at early years preferred meaning-based rather than form-focused learning and teaching.

5.4 Discussion and recommendations on the CLT conceptualization and CLT practice of the Thai EFL school teachers in Bangkok during the academic year 2007

The results from both questionnaire and interview investigating CLT practice of the Thai EFL school teachers showed that some of the teachers had never practiced CLT; although they had clear CLT conceptualization. This seemed to result from several limitations to CLT practice; for example, lack of equipment and cooperation from learners, mismatch between syllabus design and theories, and non-

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communicative goals of EFL programs. In particular, learner roles were the element of CLT in which some of the Thai EFL school teachers had very little, or no conceptualization. Their practice in this area was also minimal to none. Furthermore, the syllabus design was another area that some of the teachers rarely practiced or never practiced. This could be because the Thai EFL school teachers had inadequate or no training and experience of CLT in order to apply it in class. They were familiar with traditional approaches in which teachers rather than learners were center of teaching and learning.

Therefore, the researcher strongly recommended that the Thai EFL school teachers should receive training in various methods and techniques of CLT and focus on syllabus design, and learner roles in order to effectively implement CLT in the secondary school level and to accomplish the strategic goals set by the Thai Ministry of Education that graduates from secondary schools must be able to communicate in English to pursue further education as well as career. The training should aims at creating knowledge and understanding towards CLT principles, as well as the implementation of CLT. In addition, the governing body of all educational levels, particularly the school directors, should establish a supporting policy, and actively and continuously promote CLT practice of the teachers, as well as incorporate understanding and positive attitudes towards CLT practice in the Thai EFL learners.

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CHAPTER VI
CONCLUSIONS

This chapter summarized answers to the research questions of the present research. The answers were provided question by question. This chapter also provided that suggestions towards government policies and secondary public schools, recommendations based on the problems of this study, and suggestions for further research.

Research question 1: What is the conceptualization of CLT of the Thai EFL teachers in public secondary schools in Bangkok, and to what extent the teachers have CLT conceptualization?

In the academic year 2007, the Thai EFL school teachers in Bangkok had clear conceptualization of CLT. Most of the teachers had very clear and clear conceptualization. The second largest group of the Thai EFL teachers had moderate and little knowledge and understanding of CLT; while not many teachers had none. The element of CLT that the teachers had very clear conceptualization of was language learning theory. The other elements of CLT that the teachers had clear conceptualization of were as follows: communicative competence, communicative syllabus design, communicative activities, learner roles, teacher roles, communicative materials, communicative assessment, and CLT processes. However, some of the teachers had little and no CLT conceptualization of learner roles, and communicative syllabus design. In addition, it was found that the teachers were enthusiastic in learning about CLT. They learned about CLT from several sources which include media, journals, textbooks, seminars, conferences, specialists, and others.

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Research question 2: What is the CLT practice of the EFL teachers in public secondary schools in Bangkok, and to what extent the teachers practice CLT? How do they practice CLT, and what are the perceived difficulties the teachers experience?

Communicative competence, language learning theory and CLT processes were the elements that the teachers used in classrooms. Communicative syllabus design and learner roles were the elements that the teachers rarely and never performed in classrooms. The teachers moderately practiced the rest elements of CLT: communicative activities, teacher roles, communicative materials, and communicative assessments. In average, the Thai EFL school teachers in Bangkok during the academic year 2007 practiced CLT moderately. The largest number of the teachers practiced CLT moderately to rarely. The second largest group of the teachers always and frequently practiced CLT. There were a handful of teachers who never applied CLT in classrooms.

The Thai EFL school teachers applied a combination of traditional approaches and CLT in which CLT were used moderately to little. Most of the teaching and learning involved lecturing and note taking. Thai was the main language used to communicate in English language classrooms. The teachers also followed the standardized curriculum provided by the Thai Ministry of Education, and the goal of English language teaching and learning was to enable the learners to pass the entrance examination to further study in the university level. The teachers relied on textbooks as the major sources for English language teaching and learning. Although some of the teachers tried to design lessons that tailored to learner needs and interests, these lessons were rare and used with limited topics. Group activities for learners to communicate freely were hardly found; while learners often learn English individually. The teachers claimed that the faced a number of perceived difficulties while organizing CLT classes. These perceived difficulties included uncooperativeness from learners, disturbances between learners, Thai language use in classrooms, and large class size. The fact that teachers were unable to catch up with the curriculum set up by the Thai Ministry of Education due to time constraints, and that there were inadequate English language teaching and learning materials and equipment, and limited authentic materials for use also made it difficult for the

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teachers to apply CLT. Furthermore, the objectives of English language assessment that did not focus on communicative competence caused English language teaching and learning to remain traditional.

Suggestions based on the results of the present research towards Thai government policy and Thai public secondary schools

In order to accomplish the goal of Thai national strategic plan during 2006 to 2016 by the Thai Ministry of Education that the secondary school graduates be able to communicate in English, responsible organizational bodies must continuously carried out effective development schemes aimed to increase the quality of English language education for secondary public schools and the Thai EFL school teachers as follows.

1. Equip educational organizations through;

1.1 Systematic and effective management to facilitate communicative approaches to English language teaching and learning: providing adequate English language laboratory and media in schools, and providing options for learners to select to learn English specifically for entrance examination or for other communicative purposes, for instance.

1.2 Development of knowledge and skills related to communicative teaching and learning in practice of the Thai EFL school teachers who had very clear and clear conceptualization of CLT, and were ready to develop their teaching practice towards more communicative approaches through support and development of academic affaires in the public secondary schools. The main objective is to increase the level of CLT practice from moderate and little.

1.3 Educate and building positive attitudes towards CLT in learners about communicative approaches, including the ultimate goals of communicative language teaching and learning.

2. Support action research on communicative teaching and learning in secondary public schools by cooperating with the researchers study CLT, selecting the Thai EFL teachers who had very clear and clear CLT conceptualization, positive attitudes towards of CLT including readiness to apply learner-centered rather than teacher-centered approach to English language teaching and learning and give more

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opportunities for learner to develop their language abilities by participating in the school action research.

3. Implement CLT in schools, at first, by the Thai EFL school teachers who had experience in the action research. There might be only one or two communicative classes taught along with the traditional classes.

4. Continuously assess the results of the implementation of communicative approaches in terms of syllabus design, teaching and learning in classrooms, learner performance, and attitudes towards CLT of both EFL teachers and learners, for example.

5. Report the results of the projects that accomplish the goals set by the Thai Ministry of Education in the national strategic plan to reward and encourage both the secondary schools and Thai EFL teachers to motivate them to continue to develop and apply CLT; while, effectively address issues and problems related to application of CLT in schools.

Recommendations on the problems and benefits of the present research

The researcher experienced a number of challenges in conducting the present research as it consumed a great deal of time, resources and labor. The present study included various principles and related research conducted both in Thailand and outside, and three instruments to measure the variables of the present study. The researcher explored various academic disciplines such as theoretical and practice of research methods, research documents of the studied variables, theories and processes of instrument construction, and evaluation of the research instruments from diverse sources of knowledge other than those in Mahidol University. These sources included Chulalongkorn University, National Institute of Development Administration (NIDA), the Thai Ministry of Education, Srinakarinwirot University, Thammasat University, academic exhibitions at Muangthongthani, the Internet, and specialists.

Furthermore, the researcher dealt with numerous challenges involving the data collection process such as time constraints, limitation of resources and labor, and increased expenses. Since the Thai EFL school teachers and EFL learners in Bangkok were the population of the study, the researcher required frequent transportation and coordination with several related parties such as the school directors, academic

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assistants, coordinating teachers, EFL teachers, and EFL learners which required a great deal of time and resources. Moreover, the data collection process consumed excessive time, resources and labor as it involved the use of three research instruments including the teacher questionnaire, the learner questionnaire, and the semi-structured interview with the teachers. This resulted in delay of the present research and hardship upon the researcher.

However, the researcher gained invaluable experience in conducting research, and developed relationship with several important parties. Most importantly, the results of the present study could be supportive data for the Thai Ministry of Education to outline future and develop current educational policies and strategic plans to improve the quality of English language education in the secondary school levels, and ultimately lead to the overall development of Thailand.

Suggestions and application for further research

The researcher recommends a continuous experimental research of CLT with EFL students from Matayomsuksa one to Matayomsuks six be conducted in order to develop EFL teaching and learning to achieve the goals of the Thai Ministry of Education that graduates from secondary schools be able to communicate in English for further study and career development. The EFL school teachers who have clear CLT conceptualization and positive attitudes towards CLT should be selected to participate in the research and trained on the teaching techniques of CLT. The research should be divided into two phases. The first phase includes EFL teachers and learners in Matayomsuksa one to Matayomsuksa three. The second phase involves EFL teachers and learners in Matayomsuksa four to Matayomsuksa six. The first phase of the research will continue to the second phase where the EFL teachers and learners were the same groups throughout the study. The research design is the control group time series design. The assessment of teaching and learning will be conducted in each level of education, and the last assessment will be done during Matayomsuksa six. The research model of the suggested study is as follows.

Phase I	T_1	T_2	T_3	X	T_4	T_5	T_6
	T_1	T_2	T_3		T_4	T_5	T_6

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Phase II T_1 T_2 T_3 X T_4 T_5 T_6

T_1 T_2 T_3 T_4 T_5 T_6

The researcher hopes that these suggestions and the research results of the present study could be the basis for the national educational development.

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APPENDIX

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APPENDIX A

THE QUESTIONNAIRE INVESTIGATING CLT CONCEPTUALIZATION OF THE THAI EFL SCHOOL TEACHERS

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APPENDIX A

THE QUESTIONNAIRE INVESTIGATING CLT CONCEPTUALIZATION OF THE THAI EFL SCHOOL TEACHERS

Questionnaire for teacher

Descriptions

This questionnaire is part of a research on English language teaching and learning. Please provide true information about yourself and your experiences towards English language teaching. Your responses are valuable, and are considered highly confidential. This questionnaire has two sections as follows.

Section 1 A survey of respondents' background information.

Instructions Please fill in the blank and put the mark ✓ into ☐ in front of the statement that most reflect information about yourself.

Example

Gender ☐ Male ☐ Female

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Questionnaire for teacher (continued)

Section 2 The question items of the present research.

Instructions Please read the questions and put the mark ✓ into the space that most reflect the opinion of each statement. There is no right or wrong answers. Please answer all of the questions.

Example

	Level of Opinion				
	Strongly Agree	**Somewhat Agree**	**Neutral**	**Somewhat Disagree**	**Strongly Disagree**
(0) Drilling is the most effective way in learning English communication.	✓				
(00) Learning grammar is paramount in learning to communicate in English.					✓

Please proceed to the next page

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Section 1 A survey of respondent's background information

Instruction Please fill in the blank and put the mark ✓into ☐ in front of the statement that most reflect information about yourself.

Gender ☐ Male ☐ Female

Age …… years

Level of education ☐ Below Bachelor Degree ☐ Bachelor Degree
☐ Masters Degree ☐ Doctorate Degree

Major of the highest education ……

Service year of English language teaching in secondary school level ……. year (s) and/or …….. month (s)

Source of knowledge about Communicative Language Teaching you have obtained……..
……
……
……
……

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Section 2 The question items of the present research.

Instructions Please read the questions and put the mark ✓ into the space that most reflect your opinion of each statement. There is no right or wrong answers. Please answer all of the questions.

	Question Items	Levels of Opinions				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
		4	3	2	1	0
1	The English language grammar should be learned for communication not for forms.					
2	EFL learners should be able to convey a message in English cohesively and coherently without being 100% correct in forms.					
3	English language use appropriate to social roles is one of the communicative competences.					
4	English language use appropriate to social and cultural environments is important to communication.					
5	Cultural information should be included in English language teaching as much as possible.					
6	English language learning should be for meaningful communication.					
7	The ability to understand underlying meaning of texts is one of the communicative competences.					
8	The ability to understand cohesively and coherently linked texts is one of the abilities to communicate.					
9	The ability to analyze the main ideas of the texts is the ability to communicate in English.					
10	The knowledge and ability to how the contents of the text are linked can facilitate communication.					
11	Communication requires expression, interpretation and negotiation of meanings via language and gestures.					
12	In communication, the language users who can find equivalents/words of similar meaning to compensate for the deficiencies in communication are considered competent communicators.					

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	Question Items	Levels of Opinions				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
		4	3	2	1	0
13	Compensatory strategies are necessary to communicate meanings.					
14	The EFL teachers should continue and maintain the teaching approaches throughout Matayomsuksa one to six.					
15	The communicative activities should be introduced to EFL learners in early age.					
16	English language learning should enable EFL learners to experience English language use in the settings.					
17	English language learning should consider learner's experiences and situations.					
18	Language acquisition in communicative contexts involved tailoring language use to the interlocutors i.e. speaking slowly to beginner.					
19	Error correction must be done in a subtle way that motivates EFL learners to communicate.					
20	Grammar should be learned together with language use.					
21	Learners can benefit from purposeful use of language rather than conscious language learning.					
22	Communicative language syllabus design should be learner-centered.					
23	Communicative syllabus design must be based on analysis of learner needs.					
24	Communicative syllabus should be constructed by analyzing learner's profiles, designing lessons and plans for English language teaching and learning.					
25	Communicative syllabus design should be made of a variety of communicative teaching and learning lessons and activities.					
26	Language analysis should apply both deductive and inductive approaches.					
27	English language syllabus should including learning activities that promotes application of language rules.					
28	It is not possible to create opportunities for learners to use English language in the classrooms.					

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	Question Items	Levels of Opinions				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
		4	3	2	1	0
29	Syllabus design should include activities that enable the learners to use language to communicate about current situations topics such as global warming and deforestation.					
30	English language syllabus should include application of language in activities such as cooking, paper folding and painting.					
31	English language teachers should support and encourage use of English language in learners outside the classrooms.					
32	English language syllabus design should include activities that promote the use integrative language skills in learners.					
33	English language syllabus should include activities that promote self expressions in learners.					
34	English language syllabus should include activities that allow learners to express opinions and feelings towards different topics.					
35	English language syllabus should include self-expression activities such as journal writing and essay writing.					
36	English language syllabus should include activities that allow learners to survey people's opinions, feelings, and behaviors enabling them to learn views on some issues from others.					
37	English language syllabus should include role-playing activities that allow learners to use language in contexts.					
38	English language syllabus should include simulations.					
39	English language syllabus should include activities that bring about the use of everyday or current situations such as news from TV and radios, and articles from magazines.					
40	English language teaching and learning should provide the opportunities for learners to immerse in language use with the native language speakers.					

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Question Items		Levels of Opinions				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
		4	3	2	1	0
41	English exchange programs should be arranged for EFL learners in order for them to learn English cultures with the native speakers.					
42	English language camps should be provided for EFL learners.					
43	Storyline model in English language teaching is applied in class for learners to create themes or stories to communicate in English.					
44	Cooperative Learning teaching and learning models and techniques should be used to develop the English language communicative abilities.					
45	Process skills teaching and learning models such as inquiry, and group process approach should be used to develop the abilities to communicate in English.					
46	Complex instruction teaching and learning models should be used in English language teaching to encourage learners to incorporate different language skills in communication.					
47	Cooperative Integrate Reading and Composition model that focus on reading comprehension, reading techniques, and integrates the four language skills together should be used to teach.					
48	The English classroom activities must be in line with the syllabus and lesson plans.					
49	The English language activities such as photo pairing, drawing pictures as instructed, and following directions focus on purposeful use of language.					
50	Actual language use in contexts is necessary in English language teaching for communication.					
51	The English language classroom activities such as discussions, debates, role playing and simulations are communicative activities.					
52	English language teaching and learning should have a balance between analytical and experiential activities.					

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	Question Items	Levels of Opinions				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
		4	3	2	1	0
53	The EFL learners should involve in English language teaching according to their needs and interests.					
54	In English language classrooms, the learners should interact both among themselves and with their teachers.					
55	The EFL learners should learn to negotiate meanings from different sources including the teachers to communicate.					
56	The EFL learners are participants in classroom activities. They create or complete projects or activities following teachers' directions.					
57	English language teaching and learning atmosphere should invite interactions and cooperation.					
58	The EFL learners should participate in constructing syllabus design and lesson.					
59	The EFL teachers should be competent in English language communication.					
60	The EFL teachers are the source of information for learners to research, ask, and counsel, for instance.					
61	The EFL teachers should facilitate communication and participate in classroom activities.					
62	The EFL teachers should have knowledge and skills to organize and manage a variety of communicative lessons.					
63	The EFL teacher is a group process manager and counselor who lead, counsel and provide guidance on activities in classrooms.					
64	The EFL teachers should design lessons according to learners' needs prior to application.					
65	The materials used should correspond with the goals and models of English language teaching and learning.					
66	The English language teaching and learning materials and equipment should meet the needs of learners.					
67	The English language teaching and learning materials should provide flexibilities and solutions to learners.					
68	The English language teaching and learning materials should interesting and attractive to learners.					

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	Question Items	Levels of Opinions				
		Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
		4	3	2	1	0
69	Relia or authentic texts should be use in English language classrooms.					
70	English language laboratory should be use in English language teaching and learning.					
71	The English language teaching and learning materials should encourage the use of interactive activities.					
72	The English language teaching and learning materials should correspond with the syllabus.					
73	Textbooks alone are inadequate to cover all of the EFL learner needs and interests. Therefore, supplementary materials should also be provided to learners.					
74	The English language teaching and learning materials should utilize and expand learners' experiences.					
75	To assess leaner performance, the EFL teachers should have knowledge and ability of communicative assessments such as process and instruments.					
76	The most important objectives of assessments is communicative competence.					
77	The EFL teachers need to have knowledge and skills regarding various types of assessment and instruments suitable for different assessment objectives.					
78	Communication involved integrative use of the four language skills.					
79	The EFL teachers should design lessons based on EFL learners' classroom learning behaviors.					
80	Errors are considered natural in English communication.					

Thank you for completing this questionnaire.

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แบบสอบถามสำหรับอาจารย์

คำชี้แจง

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการวิจัยการสอนภาษาอังกฤษ เพื่อให้ผลการวิจัยถูกต้องสมบูรณ์และเป็นประโยชน์อย่างแท้จริง จึงใคร่ขอความกรุณาจากท่านตอบแบบสอบถามตามสภาพเป็นจริงมากที่สุด คำตอบของท่านจะเป็นประโยชน์อย่างสูง และไม่มีผลกระทบใดๆต่อตัวท่านทั้งสิ้น

แบบสอบถามฉบับนี้มี 2 ตอน

ตอนที่ 1 เป็นแบบสำรวจรายการ ให้ท่านเขียนเครื่องหมาย ✓ ลงในช่อง ☐ หน้าข้อความ

ตัวอย่าง

เพศ ☐ ชาย ☐ หญิง

ตอนที่ 2 เป็นแบบสอบถามสำหรับงานวิจัยนี้ โปรดอ่านข้อความ และเขียนเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านตามสภาพจริง แบบสอบถามนี้ไม่มีคำตอบถูกหรือผิด โปรดตอบทุกข้อ

ตัวอย่าง

	ระดับความคิดเห็น				
	เห็นด้วยอย่างยิ่ง	**เห็นด้วยค่อนข้างมาก**	**เห็นด้วยพอควร**	**เห็นด้วยน้อยมาก**	**ไม่เห็นด้วย**
(0) การเรียนรู้ภาษาอังกฤษที่ได้ผลชัดเจนในการสื่อสารคือการฝึกอ่านประโยคซ้ำๆ	✓				
(00) การเรียนรู้กฎไวยากรณ์อังกฤษเป็นกิจกรรมสำคัญที่สุด					✓

ขอให้ท่านลงมือทำได้ในหน้าถัดไป

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ตอนที่ 1 เป็นแบบสำรวจรายการ ให้ท่านเติมคำในช่องว่าง และเขียนเครื่องหมาย ✓ ลงในช่องหน้าข้อความที่ตรงกับความเป็นจริงเกี่ยวกับตัวท่านมากที่สุด

เพศ ☐ ชาย ☐ หญิง

อายุ ..... ปี

ระดับการศึกษา ☐ ต่ำกว่าปริญญาตรี ☐ ปริญญาตรี

☐ ปริญญาโท ☐ ปริญญาเอก

สาขาวิชาที่จบการศึกษาสูงสุด

.....

ระยะเวลาที่ทำการสอนภาษาอังกฤษในระดับมัธยม ..... ปี ..... เดือน

แหล่งความรู้ที่ท่านได้รับเกี่ยวกับการสอนภาษาอังกฤษเพื่อการสื่อสาร

.....

.....

.....

.....

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ตอนที่ 2 โปรดอ่านข้อความ แล้วเขียนเครื่องหมาย ✓ เพียงเครื่องหมายเดียวลงในช่องว่าง ที่ตรงกับความคิดเห็นของท่านตามสภาพจริงเกี่ยวกับการสอนภาษาอังกฤษเพื่อการสื่อสาร

	คำถาม	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
1	ควรสอนไวยากรณ์เพื่อนำไปใช้ในการสื่อสาร ไม่ใช่สอนเพื่อให้มีความรู้ทางด้านไวยากรณ์เท่านั้น					
2	ผู้เรียนควรถ่ายทอดความคิดเห็นเป็นภาษาอังกฤษอย่างได้ใจความและต่อเนื่องโดยไม่จำเป็นต้องถูกหลักไวยากรณ์ 100%					
3	การใช้ภาษาอังกฤษได้เหมาะสมกับบทบาททางสังคมของผู้สื่อสารเป็นความสามารถด้านการสื่อสารประการหนึ่ง					
4	การใช้ภาษาอังกฤษได้เหมาะสมกับวัฒนธรรมทางสังคมของเจ้าของภาษาเป็นเรื่องสำคัญของการสื่อสาร					
5	ควรสอดแทรกข้อมูลทางวัฒนธรรมเข้าไปในการสอนภาษาอังกฤษให้มากที่สุด					
6	ผู้ที่ใช้ภาษาอังกฤษได้อย่างมีประสิทธิภาพ คือผู้ที่ใช้ภาษาอังกฤษเป็นเครื่องมือในการทำอย่างอื่นได้ ไม่ใช่เพื่อการเรียนภาษาอังกฤษโดยตรงเพียงอย่างเดียว					
7	การรู้ความหมายของเนื้อหาสาระในการสื่อสาร จัดเป็นความสามารถในการสื่อสารประการหนึ่ง					
8	การมีความรู้และเข้าใจความสัมพันธ์ของเนื้อหาแต่ละส่วน เป็นความสามารถในการสื่อสารเรื่องราวนั้นๆ					
9	การวิเคราะห์ประเด็นสำคัญของเรื่องได้ ช่วยให้สื่อสารได้ดี					
10	การรู้และเข้าใจความสัมพันธ์ของเนื้อหาที่สื่อในแต่ละส่วนนั้นๆ ช่วยให้สื่อสารได้ดี					
11	การสื่อสารจำเป็นต้องอาศัย การตีความหมาย การสื่อความหมาย และการเจรจาต่อรองเพื่อให้ได้ความหมายตรงตามจุดประสงค์ที่จะสื่อ ด้วยภาษาและท่าทาง					

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	คำถาม	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
12	ในการสื่อสาร ถ้าผู้พูดไม่รู้ศัพท์เฉพาะ แต่สามารถหาคำที่มีความหมายใกล้เคียงมาอธิบายได้นับว่าเป็นผู้ที่มีความสามารถในการสื่อสาร					
13	ความสามารถในการสื่อสารจำเป็นต้องใช้กลวิธีต่างๆ เพื่อสื่อสารภาษาอังกฤษให้ผู้อื่นเข้าใจได้					
14	ครูสอนภาษาอังกฤษทุกระดับชั้น (ม.1-ม.6) ควรทำการสอนที่ประสานกันและส่งต่อกันทั้งกระบวนการสอน และผลการเรียน					
15	กิจกรรมที่เน้นการสื่อสาร ควรจัดให้เรียนตั้งแต่เริ่มต้นเรียนภาษาอังกฤษ					
16	ในการเรียนรู้ภาษาอังกฤษต้องจัดโอกาสให้ผู้เรียนมีประสบการณ์และใช้ภาษาในสถานการณ์จริง					
17	การสอนภาษาอังกฤษแก่ผู้เรียน ควรนำเอาประสบการณ์และสถานการณ์รอบๆ ตัวผู้เรียน มาใช้สอนภาษาอังกฤษ					
18	การส่งเสริมให้เกิดการเรียนรู้ภาษาอังกฤษแบบธรรมชาติ ครูเริ่มใช้คำศัพท์ง่ายๆ พูดช้าๆ ใช้ประโยคสั้นๆ มีการเรียงประโยคใหม่จนกว่านักเรียนจะเข้าใจมากขึ้น					
19	ในการแก้ไขข้อผิดพลาดในการใช้ภาษาอังกฤษของผู้เรียน ต้องแก้ไขอย่างละม่อม ไม่บั่นทอน และให้กำลังใจแก่ผู้เรียน					
20	ผู้เรียนควรเรียนหลักไวยากรณ์ไปพร้อมกับสาระอื่นๆ โดยสอดแทรกเข้าไปกับทักษะ และความรู้ขณะที่เรียนรู้					
21	ผู้เรียนจะสามารถสื่อสารภาษาได้อย่างดี เมื่อเรียนรู้ผ่านทางการใช้ภาษาอย่างมีจุดประสงค์ไม่ใช่ผ่านทางการสอนภาษาโดยตรง					
22	การวางหลักสูตรภาษาอังกฤษ เพื่อการสื่อสารต้องเน้นผู้เรียนเป็นศูนย์กลาง					
23	การจัดทำหลักสูตรภาษาอังกฤษ ควรมีการวิเคราะห์ความต้องการด้านการสื่อสารของผู้เรียน เช่น วัย ความสนใจ ความชื่นชอบ รสนิยม และ สภาวะทางเศรษฐกิจ เป็นต้น					
24	การจัดทำหลักสูตรภาษาอังกฤษ ควรมีการรวบรวมข้อมูลเกี่ยวกับผู้เรียน เข้ามาประกอบ นำมาวิเคราะห์ กำหนดเป็นหลักสูตร และวางแผนการเรียนการสอนภาษาอังกฤษ					

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	คำถาม	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
25	หลักสูตรภาษาอังกฤษเพื่อการสื่อสาร ควรนำแนวทางการสร้างหลักสูตรที่หลากหลายรูปแบบมาผสมผสานกัน					
26	ในการวางแผนการสอนด้านไวยากรณ์ทางภาษาอังกฤษ ควรใช้วิธีนิรนัย (Deductive) และอุปนัย (Inductive)					
27	ในการวางแผนการสอนควรสร้างกิจกรรมเชื่อมโยงหลักไวยากรณ์ ให้ไปใช้ในการสื่อสาร					
28	การจัดโอกาสให้ผู้เรียนพูดภาษาอังกฤษในห้องเรียน เป็นเรื่องเป็นไปไม่ได้					
29	ควรวางแผนการสอนให้มีการใช้ภาษาอังกฤษโดยกำหนดหัวข้อเรื่องต่างๆ เช่น สภาวะโลกร้อน ฝนเทียม และ คุณธรรม ฯลฯ					
30	มีการวางแผนการสอนให้มีการใช้ภาษาอังกฤษในการทำงานหรือทำกิจกรรม เช่น การทำอาหาร พับกระดาษเป็นรูปต่างๆ ระบายสี ฯลฯ					
31	แม้นอกเวลาเรียนครูครูก็ควรสนับสนุน หรือให้กำลังใจผู้เรียนในการใช้ภาษาอังกฤษตลอดเวลา					
32	การวางแผนกิจกรรมต่างๆ ควรคำนึงถึงการให้ผู้เรียนได้ใช้ภาษาอังกฤษทุกทักษะเชื่อมโยงกัน					
33	มีการวางแผนให้ผู้เรียนแนะนำตัวเองเป็นภาษาอังกฤษ คือการสร้างกิจกรรมให้มีการสื่อสารเกี่ยวกับตัวเอง					
34	มีการวางแผนการเรียนการสอนให้ผู้เรียนแสดงความคิดเห็น และความรู้สึกในประเด็นต่างๆ เป็นภาษาอังกฤษ					
35	มีการวางแผนการสอนให้ผู้เรียนบันทึกไดอารี่เป็นภาษาอังกฤษ					
36	จัดให้มีการสำรวจความคิดเห็น/ ความรู้สึก/ พฤติกรรมของกลุ่มเป้าหมาย และนำมาเสนอรายงานเป็นภาษาอังกฤษช่วยให้ผู้เรียนมีการรับรู้ข่าวสารจากแหล่งอื่นได้					
37	มีการส่งเสริมการใช้ภาษาตามสภาพจริงในสังคมโดยจัดให้ผู้เรียน ฟัง และสังเกตละคร ภาพยนตร์ภาคภาษาอังกฤษ					

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	คำถาม	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
38	มีการวางแผนการเรียนโดยใช้การจำลองสถานการณ์ (Simulation) เพื่อให้ผู้เรียนสื่อสารกันเป็นภาษาอังกฤษ					
39	มีการวางแผนกิจกรรมที่นำเอาเหตุการณ์ หรือเรื่องราวในแมกกาซีน หนังสือพิมพ์ วิทยุ โทรทัศน์ มาใช้เพื่อการสื่อสารภาษาอังกฤษ					
40	มีการวจัดหาโอกาสให้ผู้เรียนสื่อสารเป็นภาษาอังกฤษกับเจ้าของภาษา					
41	มีการสนับสนุนโครงการที่จัดให้ผู้เรียนมีโอกาสเข้าร่วมโครงการแลกเปลี่ยนทางภาษา และวัฒนธรรมกับเจ้าของภาษา					
42	มีการจัดแคมป์ภาษาอังกฤษเพื่อให้ผู้เรียนได้มีส่วนร่วมในกิจกรรมต่างๆ					
43	รูปแบบการสอนโดยการสร้างเป็นเรื่องราว (Storyline Model) ช่วยพัฒนาทักษะการสื่อสารภาษาอังกฤษ					
44	รูปแบบการเรียนรู้แบบร่วมมือ (Cooperative Learning) ควรนำมาใช้พัฒนาทักษะการสื่อสารภาษาอังกฤษ					
45	รูปแบบการสอนเน้นกระบวนการ (Process Approach) ช่วยพัฒนาความสามารถในการใช้ภาษาอังกฤษเพื่อการสื่อสาร					
46	การมุ่งให้ผู้เรียนรู้จักเชื่อมโยงความรู้และทักษะหลายประเภทเข้าด้วยกัน ควรใช้กระบวนการเรียนการสอนแบบ Complex Instruction					
47	ควรใช้กระบวนการเรียนการสอนแบบ ฝึกทักษะการอ่านและการเขียนแบบร่วมมือ					
48	การจัดกิจกรรมการเรียนการสอนต้องสอดคล้องกับหลักสูตรและแผนการสอนที่วางไว้					
49	การให้ผู้เรียนทำกิจกรรมจับคู่ภาพ หาความเหมือนหรือความแตกต่าง วาดรูปตามที่สั่งสร้างแผนที่ตามคำบอก และเดินตามทิศทางที่กำหนด ล้วนเป็นกิจกรรมที่ส่งเสริมการใช้ภาษาตามจุดประสงค์					
50	การสอนภาษาอังกฤษเพื่อการสื่อสารจำเป็นต้องฝึกการใช้ภาษาอังกฤษในชีวิตจริง หรือสถานการณ์จริง					

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	คำถาม	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
51	การให้ผู้เรียนทำกิจกรรมการอภิปราย การโต้วาที สร้างบทสนทนา การแสดงบทบาทการเข้าไปอยู่ในสถานการณ์จริงหรือจำลอง ล้วนเป็นกิจกรรมส่งเสริมความสัมพันธ์ทางสังคมโดยใช้ภาษาเป็นสื่อ					
52	การจัดแผนการเรียนการสอนที่ดี จะต้องมีความสมดุลย์กันระหว่างกิจกรรมเชิงวิเคราะห์ (Analytical activities) และกิจกรรมเชิงประสบการณ์ (Experiential activities)					
53	ผู้เรียนทุกคนมีส่วนร่วมในการเรียนการสอนภาษาอังกฤษตามศักยภาพและความสนใจ					
54	ระหว่างการเรียนการสอนภาษาอังกฤษผู้เรียนมีปฏิสัมพันธ์ต่อกันและกับครู					
55	ผู้เรียนเป็นผู้รวบรวมข้อมูลและสืบค้นด้วยวิธีต่างๆ จากแหล่งข้อมูลที่หลากหลาย รวมทั้งจากครู เพื่อให้ได้ความหมายที่เหมาะสมในการสื่อสารได้					
56	นักเรียนเป็นผู้สร้างงาน และช่วยกันทำกิจกรรมตามที่ครูออกแบบ เพื่อสื่อความหมายเป็นภาษาอังกฤษ					
57	บรรยากาศในห้องเรียนภาษาอังกฤษเป็นบรรยากาศทางสังคมที่ทุกคนเรียนรู้ซึ่งกันและกัน และช่วยเหลือกัน					
58	นักเรียนมีส่วนร่วมในการสร้างหลักสูตรและบทเรียนภาษาอังกฤษเพื่อการสื่อสาร					
59	ครูที่ดีต้องมีความสามารถในการสื่อสารภาษาอังกฤษและรู้เนื้อหาสาระดี					
60	ครูเป็นแหล่งข้อมูล พร้อมที่จะถ่ายทอดให้ผู้เรียนที่ต้องการสืบค้น ถาม หรือ หารือ เพื่อการสื่อสารภาษาอังกฤษ					
61	ครูส่งเสริมให้ผู้เรียนมีการสื่อสารและมีส่วนร่วมในชั้นเรียนอย่างเต็มที่ โดยมีครูให้ความสะดวกและเข้าไปมีส่วนร่วมสื่อสารด้วย					
62	ครูมีความรู้และทักษะในการจัดระบบการเรียนการสอนเพื่อการสื่อสารได้หลากหลาย					
63	ครูเป็นผู้นำ เป็นที่ปรึกษา และคอยชี้แนะแนวทางสำหรับการทำกิจกรรมเพื่อการสื่อสารภาษาอังกฤษ					

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คำถาม		ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
64	ครูควรปรับกิจกรรมการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร ตามความต้องการของผู้เรียนก่อนนำไปใช้ในห้องเรียน					
65	บทเรียนและสื่อการเรียนต้องสอดคล้องกับจุดมุ่งหมาย และรูปแบบสำหรับการจัดการเรียนการสอน					
66	บทเรียนและสื่อการเรียนควรเหมาะกับลักษณะผู้เรียนและสภาพแวดล้อม					
67	ควรมีบทเรียนและสื่อการเรียนที่พร้อมช่วยแก้ปัญหาภูมิหลังของผู้เรียนที่แตกต่างกัน					
68	บทเรียนและสื่อการเรียนที่ดี มีความหมายต่อผู้เรียน เพราะช่วยสร้างความสนใจ และบรรยากาศที่มีชีวิตชีวา					
69	สื่อที่ดีควรเป็นของจริงตามสถานการณ์ หรือตามสภาพจริง					
70	ห้องปฏิบัติการภาษา สื่อที่ดีสำหรับสถานการณ์จำลอง					
71	บทเรียนและสื่อการเรียนที่ดีช่วยให้ผู้เรียนมีส่วนร่วมในกิจกรรมการเรียนการสอนและ สร้างความสัมพันธ์ทางสังคมต่อกัน					
72	โรงเรียนควรใช้ตำราเรียนภาษาอังกฤษที่มีเนื้อหาทั้งหลักและกฎเกณฑ์ทางภาษา จุดประสงค์ของการใช้ภาษา และสถานการณ์แวดล้อม คละกันไป ไม่ใช่แบบใดแบบหนึ่ง					
73	ตำราเรียนไม่สามารถตอบสนองความต้องการและความสนใจของผู้เรียนได้หมดทุกประการ ครูควรจัดหากิจกรรมและสื่ออื่นๆ ที่หลากหลายมาเสริมให้แก่ผู้เรียน					
74	ควรนำศักยภาพและประสบการณ์ของผู้เรียนใช้ในการเรียนการสอนภาษาอังกฤษเพื่อการสื่อสาร					
75	เพื่อดูความก้าวหน้าในการใช้ภาษาของผู้เรียน ครูจำเป็นต้องมีความรู้จริงด้านการประเมินผล					
76	สิ่งสำคัญที่ต้องประเมินในการเรียนภาษาอังกฤษ คือความสำเร็จในการสื่อสาร และทักษะการสื่อสาร					

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คำถาม		ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วยค่อนข้างมาก	เห็นด้วยพอควร	เห็นด้วยน้อยมาก	ไม่เห็นด้วย
		4	3	2	1	0
77	ครูจำเป็นต้องมีความรู้เกี่ยวกับเครื่องมือที่ใช้ในการประเมินผลการเรียนหลากหลายรูปแบบเพื่อนำมาใช้ให้เหมาะสมกับจุดมุ่งหมายที่ต้องการวัดแต่ละด้าน					
78	ธรรมชาติของการสื่อสาร คือ นำทักษะภาษาทุกด้านมาเชื่อมโยงกันและใช้ร่วมกัน					
79	ครูควรสังเกตพฤติกรรมการเรียนรู้ของผู้เรียนแล้วนำมาใช้ออกแบบบทเรียนในชั้น					
80	ข้อผิดพลาดในการใช้ภาษอังกฤษถือเป็นเรื่องธรรมชาติในการฝึกฝนการสื่อสาร					

ขอขอบพระคุณเป็นอย่างสูงที่ท่านตอบแบบสอบถามนี้โดยสมบูรณ์

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APPENDIX B
THE QUESTIONNAIRE INVESTIGATING CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS

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APPENDIX B
THE QUESTIONNAIRE INVESTIGATING CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS

Questionnaire for learner

Descriptions

This questionnaire is part of an educational research. Please kindly answer the questions truthfully in order for the data of the research be accurate and beneficial. Your responses are highly beneficial to development of English language teaching and learning and are considered confidential. They have no impact on student's assessment and learning.

Please read the statements and put the only one mark ✓ in front of the space that most reflect your experience. Please answer all of the questions.

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Questionnaire for learner (continued)

Example

	English as a Foreign Language Teaching and Learning practice during the academic year 2/2007				
	Always	**Frequently**	**Moderately**	**Rarely**	**Never**
	4	3	2	1	0
(0) In English class, you have practiced sentence drilling, and repeat sentences after the teacher.	✓				
(00) In English class, you communicate in English using four language skills (listening, speaking, reading, and writing) integratively.					✓

Please proceed to the next page

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	Question Items	English as a Foreign Language Teaching and Learning practice during the academic year 2/2007				
		Always	Frequently	Moderately	Rarely	Never
		4	3	2	1	0
1	My English Teacher focuses on activities, and English language communication, while explains grammatical rules when needed.					
2	English language teacher facilitates English language communication in classrooms.					
3	In learning English, the teachers encourage learners to learn English language skills- speaking, listening, reading and writing integratively.					
4	My English language teachers applied several techniques to teaching English communication.					
5	My English language teacher always arranges group activities for learners to communicate in English.					
6	The teacher role in English language classroom is to design communicative activities and provide guidance.					
7	During group activities, the English language teacher walks around to answer questions and give suggestions.					
8	My English language teacher brings real English language use from TVs, radios, and newspaper to teach in classrooms.					
9	In English language classroom, learners have the opportunity to communicate about own experiences.					
10	My English language teachers summarize grammatical rules, and vocabulary of English communication after each lesson.					
11	My English language teacher gives positive feedback to learners who advance in English language communication.					
12	My English language teacher encourages learners to communicate in English.					
13	In English class, teacher and learners use Thai most of the time.					

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	Question Items	English as a Foreign Language Teaching and Learning practice during the academic year 2/2007				
		Always	Frequently	Moderately	Rarely	Never
		4	3	2	1	0
14	My English language teacher enables learners communicate in English through simulations.					
15	In my English language class, English is used to provide instructions, converse, and exchange opinions, for instance.					
16	During activities, my English language teachers always give advice, and motivate learners to communicate in English.					
17	English language class is interesting and stress-free.					
18	Although my classmates and I use trail-and-error to communicate in English, my English teacher never gives negative feedback, but provide suggestions of the appropriate forms later on.					
19	Learners have several choices in responding to English language questions.					
20	Learners have the opportunities to assume roles to practice appropriate English language use.					
21	Learners are able to use strategies such as paraphrasing, hand gestures, and body language to communicate while having difficulties in English language communication.					
22	Learners participate in English language syllabus and lesson design.					
23	In English language class, learners use four skills (speaking, listening, reading and writing) integratively to communicate English from the first lesson.					
24	Although learners cannot communicate in English accurately, the atmosphere is classroom is relaxing.					
25	I have the opportunity to communicate in English in English language class.					
26	Learners propose the English lessons and syllabus that learners would like to learn.					

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	Question Items	English as a Foreign Language Teaching and Learning practice during the academic year 2/2007				
		Always	Frequently	Moderately	Rarely	Never
		4	3	2	1	0
27	Learners are supported by the English language teachers to communicate in English language class.					
28	Learners have the opportunities to learn new knowledge and do interesting activities to communicate in English.					
29	Learners play games that focus on English language communication.					
30	Learners always communicate in English to do activities in classrooms.					
31	English language activities that the teachers provide for learners suit learner needs.					
32	My teachers allowed learners to use trail-and-error techniques in learning to communicate in English.					
33	Learners learn to communicate ideas through various English language forms.					
34	Learners have the opportunities to learn about coherence and cohesion in English language communication.					
35	In English language classrooms, learners use English to do interactive activities freely.					
36	Learners use English to express opinions and feelings in classrooms.					
37	Learners learn about English language culture through role play.					
38	Learners learn about English language culture through English movies provided by the English language teacher.					
39	My English language teacher continuously encourages learners to use English is everyday life.					
40	My English language teacher creates an English language learning environment where English communication is used in classrooms.					
41	My teachers organize interactive activities for learners to communicate in English.					

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Question Items		English as a Foreign Language Teaching and Learning practice during the academic year 2/2007				
		Always	Frequently	Moderately	Rarely	Never
		4	3	2	1	0
42	My English language teacher and class will summarize the grammatical structures and vocabulary learned after each lesson.					
43	Learners have the opportunities to learn English from different topics such as global warming.					
44	Learners have the opportunities to use English on the assignments given by the teacher.					
45	My English language teacher assigns me to observe and collect data about English language culture from direct experience outside classrooms and from other sources.					
46	Learners have the opportunities to do extracurricular activities assigned by the teachers such as reading English newspaper, and English magazines.					
47	Learners practice English through writing letters in English.					
48	Learners write journals documenting personal experiences in English.					
49	English language program meet learner needs.					
50	Learners do interactive group activities.					
51	Learners are assigned to listen to radios, watch TVs, and other media in English both inside and outside classrooms.					
52	My English language teachers provide learners with opportunities to learn English from the Internet.					
53	The currently used textbooks promote English language communication in learners.					
54	My English language have learners use English language laboratory to communicate in English.					

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	Question Items	English as a Foreign Language Teaching and Learning practice during the academic year 2/2007				
		Always	Frequently	Moderately	Rarely	Never
		4	3	2	1	0
55	When learners communicate in English incorrectly, my English language teacher never gives negative feedback, but provides suggestions of the correct forms and meaning later on.					
56	My English language teacher summarizes the correct language use at the end of each lesson.					
57	My English language teachers assess English language abilities and provide suggestions to learners individually.					
58	The success in English communication is evaluated by my English language teachers.					
59	Learner's abilities to communicate in English are assessed by several instruments such as observation, journal writing, projects, portfolios, and etc.					
60	Learners know about their English language learning ability from their English teacher alone.					

Thank you for completing this questionnaire.

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แบบสอบถามสำหรับนักเรียน

คำชี้แจง

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของงานวิจัย เพื่อให้ผลการวิจัยถูกต้องและเป็นประโยชน์ จึงขอให้นักเรียนตอบแบบสอบถามตามที่เป็นจริง คำตอบของนักเรียนจะเป็นประโยชน์สูงสุดในการพัฒนาการเรียนการสอนภาษาอังกฤษ และไม่มีผลกระทบใดๆต่อการเรียนและการให้คะแนนที่เกี่ยวข้องกับตัวนักเรียนทั้งสิ้น

ให้นักเรียนอ่านข้อความ และเขียนเครื่องหมาย ✓ เพียงเครื่องหมายเดียวลงในช่องว่าง ที่ตรงกับความคิดเห็นของนักเรียนตามที่เป็นจริง และโปรดทำทุกข้อ

ตัวอย่างการตอบ

	ระดับการเรียนการสอนภาษาอังกฤษในภาคเรียนที่ 1/2550				
	4	3	2	1	0
(1) ในชั่วโมงเรียนนักเรียนฝึกอ่านประโยคภาษาอังกฤษและอ่านซ้ำๆตามครู	✓				
(00) ในชั่วโมงภาษาอังกฤษ นักเรียนได้ทำกิจกรรมที่ต้องสื่อสารกันเป็นภาษาอังกฤษ ทั้งการฟัง พูด อ่าน เขียน รวมๆกันโดยไม่ได้สอนแยกเป็นส่วนๆ					✓

ถ้าท่านขีด ✓ ในช่องว่าง **ระดับ 4** หมายถึงการเรียนการสอนเป็นไปตามข้อนั้น **<u>มากที่สุด</u>**
ถ้าท่านขีด ✓ ในช่องว่าง **ระดับ 3** หมายถึงการเรียนการสอนเป็นไปตามข้อนั้น **<u>มาก</u>**
ถ้าท่านขีด ✓ ในช่องว่าง **ระดับ 2** หมายถึงการเรียนการสอนเป็นไปตามข้อนั้น **<u>ปานกลาง</u>**
ถ้าท่านขีด ✓ ในช่องว่าง **ระดับ 1** หมายถึงการเรียนการสอนเป็นไปตามข้อนั้น **<u>น้อย</u>**
ถ้าท่านขีด ✓ ในช่องว่าง **ระดับ 0** หมายถึงการเรียนการสอน**<u>ไม่</u>**เป็นไปตามข้อนั้น**<u>เลย</u>**

ขอให้ท่านลงมือทำได้ในหน้าถัดไป

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คำถาม		ระดับการเรียนการสอนภาษาอังกฤษในภาคเรียนที่ 2/2550				
		มากที่สุด	มาก	ปานกลาง	น้อย	ไม่มีเลย
		4	3	2	1	0
1	ครูภาษาอังกฤษของข้าพเจ้าเน้นทำกิจกรรมและสื่อสารเป็นภาษาอังกฤษและอธิบายหลักไวยากรณ์เมื่อจำเป็น					
2	ครูภาษาอังกฤษเป็นที่ปรึกษาและอำนวยความสะดวกในการสื่อสารภาษาอังกฤษ					
3	ในการเรียนภาษาอังกฤษ ครูส่งเสริมให้พูด ฟัง อ่าน และเขียนเป็นภาษาอังกฤษ แบบบูรณาการ					
4	ครูภาษาอังกฤษส่งเสริมการสื่อสารภาษาอังกฤษด้วยกระบวนการที่หลากหลาย					
5	ครูภาษาอังกฤษมักให้นักเรียนทำกิจกรรมกลุ่มร่วมกันทำโดยให้สื่อสารกันเป็นภาษาอังกฤษ					
6	บทบาทของครูในชั้นเรียนภาษาอังกฤษคือผู้ออกแบบกิจกรรมการสื่อสารภาษาอังกฤษ และคอยให้ความช่วยเหลือ					
7	เมื่อมีการทำกิจกรรมกลุ่ม ครูผู้สอนจะเดินไปเดินมาเพื่อคอยตอบคำถามและให้คำปรึกษาเมื่อมีข้อสงสัย					
8	ครูภาษาอังกฤษนำเอาการใช้ภาษาในชีวิตจริง จากทีวี วิทยุ หนังสือพิมพ์ นิตยสาร ฯลฯ มาสอนในชั้น					
9	ในชั้นนักเรียนมีโอกาสนำประสบการณ์ของตนเองมาสื่อสารกันเป็นภาษาอังกฤษ					
10	ครูผู้สอนสรุปไวยากรณ์และคำศัพท์ของการใช้ภาษาเพื่อการสื่อสารของแต่ละบทเรียน					
11	ครูภาษาอังกฤษของข้าพเจ้าให้กำลังใจนักเรียนที่มีความก้าวหน้าในการสื่อสารภาษาอังกฤษ					
12	ครูส่งเสริมให้ผู้เรียนสื่อสารเป็นภาษาอังกฤษ					
13	ในชั้นเรียนภาษาอังกฤษ ครูและผู้เรียนใช้ภาษาไทยเป็นส่วนใหญ่					
14	ครูภาษาอังกฤษมักสร้างสถานการณ์ให้ผู้เรียนมีโอกาสสื่อสารเป็นภาษาอังกฤษ					

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คำถาม		ระดับการเรียนการสอนภาษาอังกฤษในภาคเรียนที่ 2/2550				
		มากที่สุด	มาก	ปานกลาง	น้อย	ไม่มีเลย
		4	3	2	1	0
15	ห้องเรียนของข้าพเจ้ามีบรรยากาศของการใช้ภาษาอังกฤษเพื่อการสื่อสาร เช่น การออกคำสั่ง การสนทนา การแลกเปลี่ยนความคิดเห็น เป็นต้น					
16	ระหว่างทำกิจกรรม ครูภาษาอังกฤษมักจะคอยให้คำแนะนำและกระตุ้นให้ผู้เรียนสื่อสารเป็นภาษาอังกฤษ					
17	บรรยากาศในการเรียนภาษาอังกฤษน่าสนใจและไม่เครียด					
18	แม้ข้าพเจ้าและเพื่อนๆใช้ภาษาอังกฤษแบบลองผิดลองถูกครูภาษาอังกฤษก็มิได้ตำหนิ แต่ช่วยแก้ไขชี้แนะให้ถูกต้องเสมอในภายหลัง					
19	ในการตอบคำถาม นักเรียนสามารถตอบภาษาอังกฤษได้หลากหลายรูปแบบ					
20	นักเรียนมีโอกาสแสดงบทบาทจำลอง เพื่อฝึกฝนการใช้ภาษาอังกฤษอย่างเหมาะสม					
21	เมื่อมีปัญหาการสื่อสารเป็นภาษาอังกฤษ นักเรียนสามารถใช้กลยุทธ์และวิธีอื่นเพื่อให้ผู้ฟังเข้าใจได้ เช่น แสดงท่าทาง ภาษามือ หรือ พยายามหาคำอื่นมาแทนได้					
22	นักเรียนมีส่วนร่วมในการกำหนดหลักสูตรและบทเรียนภาษาอังกฤษ					
23	ในชั่วโมงภาษาอังกฤษ นักเรียนได้ทำกิจกรรมที่เพื่อการสื่อสารภาษาอังกฤษแบบบูรณาการทั้ง 4 ทักษะ (ฟัง พูด อ่าน เขียน) ตั้งแต่บทเรียนแรก					
24	แม้ผู้เรียนจะสื่อสารภาษาอังกฤษไม่ค่อยถูกต้อง แต่บรรยากาศในชั้นเรียนไม่เคร่งเครียด					
25	ข้าพเจ้ามีโอกาสสื่อสารเป็นภาษาอังกฤษในห้องเรียน					
26	นักเรียนมีส่วนร่วมในการเสนอบทเรียนและหลักสูตรภาษาอังกฤษที่นักเรียนต้องการเรียน					
27	ผู้เรียนได้รับการสนับสนุนจากครูผู้สอนให้สามารถสื่อสารเป็นภาษาอังกฤษในชั้นเรียน					
28	นักเรียนมีความรู้และได้ทำกิจกรรมแปลกใหม่ เพื่อการสื่อสารภาษาอังกฤษ					
29	นักเรียนมีโอกาสเล่นเกมส์เพื่อเน้นการสื่อสารภาษาอังกฤษ					

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คำถาม		ระดับการเรียนการสอนภาษาอังกฤษในภาคเรียนที่ 2/2550				
		มากที่สุด	มาก	ปานกลาง	น้อย	ไม่มีเลย
		4	3	2	1	0
30	นักเรียนมีโอกาสสื่อสารกันเป็นภาษาอังกฤษสำหรับการทำกิจกรรมในชั้นเรียนอยู่เป็นประจำ					
31	กิจกรรมที่หลากหลายที่ครูกำหนดให้นักเรียนทำ มีความสอดคล้องกับความต้องการของผู้เรียน					
32	ครูเปิดโอกาสให้นักเรียนลองผิดลองถูกในการพยายามสื่อสารเป็นภาษาอังกฤษ					
33	นักเรียนได้เรียนรู้การสื่อความคิดโดยการใช้รูปประโยคได้หลายรูปแบบ					
34	นักเรียนมีโอกาสเรียนรู้เกี่ยวกับความสัมพันธ์ ความต่อเนื่อง และความเป็นเหตุเป็นผลของเนื้อหา รวมทั้งตัวเชื่อมต่อประโยค เพื่อการสื่อสารภาษาอังกฤษ					
35	ในชั้นเรียนนักเรียนสามารถใช้ภาษาอังกฤษในการทำกิจกรรมโต้ตอบแสดงความคิดเห็นอย่างอิสระ					
36	นักเรียนมีโอกาสทำกิจกรรมที่สามารถแสดงความคิด ความรู้สึกต่างๆ โดยสื่อสารเป็นภาษาอังกฤษ					
37	นักเรียนเรียนรู้วัฒนธรรมทางสังคมของเจ้าของภาษาอังกฤษ จากการสวมบทบาทการแสดงละคร					
38	นักเรียนได้เรียนรู้วัฒนธรรมทางสังคมของเจ้าของภาษาอังกฤษจากการดูภาพยนตร์ภาคภาษาอังกฤษที่ครูจัดหาให้					
39	ครูมีกิจกรรมส่งเสริมให้นักเรียนได้ใช้ภาษาอังกฤษในชีวิตประจำวันอย่างต่อเนื่อง					
40	ครูภาษาอังกฤษจัดห้องเรียนให้มีสภาพแวดล้อมที่ส่งเสริมให้มีการสื่อสารเป็นภาษาอังกฤษได้ตลอดเวลา					
41	ครูจัดกิจกรรมให้นักเรียนมีปฏิสัมพันธ์กันซึ่งกันและกันในการสื่อสารเป็นภาษาอังกฤษ					
42	หลังจากเสร็จกิจกรรมในชั้นเรียนแต่ละครั้ง ครูและนักเรียนจะร่วมกันสรุปกฎเกณฑ์ไวยากรณ์ และคำศัพท์ที่ได้เรียนรู้จากกิจกรรม					

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คำถาม		ระดับการเรียนการสอนภาษาอังกฤษในภาคเรียนที่ 2/2550				
		มากที่สุด	มาก	ปานกลาง	น้อย	ไม่มีเลย
		4	3	2	1	0
43	นักเรียนมีโอกาสใช้ภาษาอังกฤษในการเรียนรู้จากหัวข้อเรื่องต่างๆ เช่น สภาวะโลกร้อน เป็นต้น					
44	นักเรียนมีโอกาสใช้ภาษาอังกฤษในการทำงานที่ครูมอบหมาย					
45	ครูเคยมอบหมายผู้เรียนให้เป็นผู้สังเกตและเก็บข้อมูลเกี่ยวกับวัฒนธรรมของเจ้าของภาษาจากประสบการณ์ตรงภายนอกโรงเรียน หรือจากสื่อต่างๆ					
46	นักเรียนมีโอกาสทำกิจกรรมนอกเวลาที่ครูมอบหมาย ได้แก่ อ่านหนังสือพิมพ์ หรือแมกกาซีนภาคภาษาอังกฤษ และอื่นๆ					
47	นักเรียนได้รับการฝึกให้เขียนจดหมายเป็นภาษาอังกฤษ					
48	นักเรียนทำการบันทึกไดอารี่เป็นภาษาอังกฤษเกี่ยวกับประสบการณ์ส่วนตัวแต่ละคน					
49	โปรแกรมการเรียนภาษาอังกฤษเพื่อการสื่อสารตรงตามความต้องการของนักเรียน					
50	นักเรียนทำกิจกรรมกลุ่มที่เน้นกระบวนการร่วมมือกันในกลุ่ม					
51	นักเรียนได้รับมอบหมายให้ฟังวิทยุ ดูทีวี และสื่อต่างๆเป็นภาษาอังกฤษทั้งในและนอกห้องเรียน					
52	ครูเปิดโอกาสให้นักเรียนได้เรียนรู้ภาษาอังกฤษจาก Internet ตามแผนการเรียนที่ครูออกแบบ					
53	ตำราเรียนที่ใช้อยู่ปัจจุบัน ช่วยส่งเสริมให้ผู้เรียนมีโอกาสสื่อสารภาษาอังกฤษได้เป็นอย่างดี					
54	ครูใช้ห้องปฏิบัติการภาษา เพื่อให้ผู้เรียนสื่อสารเป็นภาษาอังกฤษได้อย่างมีประสิทธิภาพ					
55	เมื่อนักเรียนสื่อสารเป็นภาษาอังกฤษผิดพลาด ครูไม่เคยตำหนิแต่จะช่วยชี้แนะให้ถูกต้องเสมอในภายหลัง					
56	ครูภาษาอังกฤษสรุปแนวการใช้ภาษาที่ถูกต้อง โดยสม่ำเสมอ ภายหลังจากจบบทเรียนแต่ละบท					

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คำถาม		ระดับการเรียนการสอนภาษาอังกฤษในภาคเรียนที่ 2/2550				
		มากที่สุด	มาก	ปานกลาง	น้อย	ไม่มีเลย
		4	3	2	1	0
57	ครูผู้สอนประเมินผลการเรียนภาษาอังกฤษโดยการสรุป และให้ข้อคิดเห็นหรือชี้แนะเป็นรายบุคคล					
58	ครูทำการประเมินผลความสำเร็จในการสื่อสารเป็นภาษาอังกฤษ					
59	นักเรียนได้รับการประเมินผลการสื่อสารเป็นภาษาอังกฤษในหลายรูปแบบ เช่น การสังเกต การบันทึกไดอารี่ การทำโครงงาน การดูผลงาน การสะสมผลการเรียนฯลฯ					
60	นักเรียนรู้ระดับความสามารถในการสื่อสารภาษาอังกฤษของตนเองจากการประเมินผลการเรียนของครูเพียงประการเดียว					

ขอขอบคุณนักเรียนทุกท่านที่ให้ความร่วมมือตอบแบบสอบถามฉบับนี้โดยสมบูรณ์

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APPENDIX C
THE INTERVIEW INVESTIGATING CLT CONCEPTUALIZATION AND CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS

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APPENDIX C
THE INTERVIEW INVESTIGATING CLT CONCEPTUALIZATION AND CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS

Teacher's Interview Questions

Question Items

1. In your opinion, do you think it is possible to teach Communicative Language Teaching (CLT) focusing for communication? Currently do you apply this approach at your school?
2. Is it acceptable if the English language learners are able to convey meaning understandably, but there are errors in grammar? Why?
3. Do you agree that communicators should consider social roles of self and the interlocutors? Do you apply this in your class? How do you apply it? Please provide examples.
4. Do you think the cultural and social information should be included in English language teaching and learning? Do you apply this in your class? How do you apply it? Please provide examples.
5. Do you exercise classroom activities that practice meaning comprehension and texts' cohesion and cohesiveness? How do you apply it?
6. Do you allow the learners to use compensatory strategies such as gestures to communicate if they are struggling in convey meaning? Do you agree that the teachers should complete the sentences for the learners if they produce incomplete but meaningful sentences?

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Teacher's Interview Questions (continued)

7. Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in class? Have you every done it? If you have, is it often? How do you do it?
8. Do you tailor the language use for the learners if they have difficulties understanding English by using communication techniques such as simple vocabulary, short sentences and slow speeches? Do you use these techniques?
9. Do you agree with application of CLT in English language teaching and learning in Matayomsuksa one to six? How do you think EFL teaching and learning the beginner class will be?
10. Do you think practicing drills is useful in teaching and learning English? Do you practice drills?
11. Do you think the integrated skills or individual skills teaching and learning should be exercised in an English class? Which one do you apply in class?
12. Do you think the teachers should collect and analyze learner's profile such as interests, needs, and cultures as a basis for English language syllabus design? Is it possible? How do you design the syllabus and lessons?
13. Are the following activities included in the English language syllabus you are using? Please provide teaching and learning activities.
    - Language analysis activities
    - Functional activities
    - Self-expression activities
    - Theatric activities
    - Immersion activities?

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Teacher's Interview Questions (continued)

14. What learner-centered approach to language teaching and learning have you applied in your class?
15. Have you ever use group activities? Is it often? What do you think are the advantages and disadvantages them?
16. What are the communicative activities that you have apply in class? Please specify.
17. Do you think it is possible to make use of learners' different experiences and qualities in English language teaching and learning? Do you do it often?
18. In English language class, cooperative/interactive learning or individual learning is dominant?
19. Do learners participate in English syllabus design?
20. In English language class, do learners interact and cooperate among themselves often?
21. English language teachers in your school are knowledgeable and competent communicator of English?
22. Lecturing and transferring knowledge of grammatical structures is prevalent in the teachers' English language teaching at your school?
23. Do you often design interactive activities for learners to communicate in English in the classrooms?
24. Is it possible for the teachers to provide suggestions and consultations while the learners to do communicative activities in the English language class?
25. What are the communicative materials? Do you use them?
26. What are the teaching and learning materials do you often use? What are the materials you would like to use? How do you think materials are important to English language teaching and learning?

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Teacher's Interview Questions (continued)

27. Have you ever use authentic materials such as radio news, newspaper, magazine articles in your class? If you have, how do you use them? Please provide examples.
28. What are the goals of English language assessments?
29. What are the assessment methods do you use? What are the assessment methods do you know?
30. Is it acceptable for you if the learners are able to produce utterances meaningfully but incorrectly?
31. Do you agree with organizing individual-skills syllabus, lessons and activities?
32. Do you think it is possible to practice English language teaching and learning that focuses both on fluency and accuracy? Why do you think so?
33. Have you received knowledge of CLT? To what extent do you know about CLT?
34. If CLT is practiced effectively and continuously in English language learning and teaching in Matayomsuksa one to six, do you think the graduates will be able to communicate in English?

    If yes, do you think well the learners are able to communicate in English?

    If no, please provide reasons.

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แบบสัมภาษณ์อาจารย์

คำถามเพื่อการสัมภาษณ์

1. การสอนภาษาอังกฤษที่เน้นให้นักเรียนสื่อสารได้ ในปัจจุบันท่านคิดว่าเป็นไปได้เพียงใด? โรงเรียนของท่านกำลังดำเนินการสอนตามแนวนี้หรือไม่?
2. นักเรียนที่ถ่ายทอดความคิดเป็นภาษาอังกฤษอย่างได้ใจความแต่ไม่ค่อยถูกหลักไวยากรณ์นัก ท่านรับได้หรือไม่? เพราะอะไร?
3. ขณะที่ใช้ภาษาอังกฤษ ผู้ใช้ภาษาควรคำนึงถึงบทบาทของตนเอง และผู้สื่อสารด้วย ท่านเห็นด้วยหรือไม่? ท่านสอนนักเรียนเรื่องนี้หรือไม่? สอนอย่างไร กรุณายกตัวอย่าง?
4. ควรสอดแทรกข้อมูลทางวัฒนธรรมและสังคมของเจ้าของภาษาเข้าไปในการสอนภาษาอังกฤษหรือไม่? ในชั้นเรียนนักเรียนเคยได้รับการสอนไหม? สอนอย่างไร?
5. กิจกรรมภาษาอังกฤษที่ให้นักเรียนจับใจความของเรื่องราว รวมทั้งการชี้ความสัมพันธ์ของเนื้อหาแต่ละส่วนเป็นกิจกรรมที่ทำบ่อยหรือไม่? หากทำบ่อยในชั้นเรียนท่านจัดกิจกรรมเช่นนี้อย่างไร? และนักเรียนทำได้ดีเพียงใด?
6. เมื่อนักเรียนตอบคำถามภาษาอังกฤษหรือสื่อสารได้ไม่ชัดเจนเท่าที่ควร ท่านยอมให้นักเรียนเลี่ยงตอบเป็นภาษามือหรือใช้ท่าทางประกอบไหม? และเมื่อนักเรียนตอบคำถามด้วยประโยคที่ไม่สมบูรณ์แต่สามารถเข้าใจได้ ท่านเห็นด้วยกับครูที่ช่วยต่อเติมประโยคให้เต็มประโยคไหม?
7. การนำสิ่งรอบๆตัวมาสอนภาษาอังกฤษให้แก่นักเรียน เป็นเรื่องเป็นไปได้ไหมในชั้นเรียน? ท่านเคยทำหรือไม่? ถ้าเคย บ่อยไหม? และทำอย่างไร?

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แบบสัมภาษณ์อาจารย์ (ต่อ)

8. ในการสอนภาษาอังกฤษ ที่ผู้สอนใช้ศัพท์ง่ายๆ พูดช้าๆ ประโยคสั้นๆ และมีการเรียงประโยคใหม่จนกว่านักเรียนจะเข้าใจ เป็นวิธีที่ควรนำมาใช้ในการสอนระดับมัธยมหรือไม่ ท่านใช้วิธีนี้หรือไม่?
9. ถ้ามีการจัดการเรียนการสอนภาษาอังกฤษที่เน้นการสื่อสาร ตั้งแต่เริ่มชั้นแรกจนถึงชั้นสุดท้าย (ม.1-ม.6) ท่านเห็นด้วยกับวิธีนี้ไหม? การสอนชั้นเรียนแรกๆท่านคิดว่าควรจะทำอย่างไร?
10. การฝึกฝนบทสนทนาภาษาอังกฤษ โดยการอ่านและเขียนประโยคซ้ำๆ ท่านคิดว่าจำเป็นต้องสอนแบบนี้หรือไม่? ท่านสอนอยู่หรือไม่?
11. ในการสอนภาษาอังกฤษแต่ละคาบ ท่านคิดว่าควรจะสอนทั้งการพูด การฟัง การอ่าน และการเขียน ไปพร้อมกัน สลับปนกันไป หรือสอนแบบสอนแยกทักษะเป็นส่วนๆ ไป สองแบบนี้ท่านสอบแบบใด?
12. การรวบรวมข้อมูลเกี่ยวกับนักเรียน เช่น ความสนใจ, ความต้องการ, วัฒนธรรม, ชีวิตความเป็นอยู่ ฯลฯ และนำมาวิเคราะห์และกำหนดเป็นหลักสูตรและวางแผนการรียนการสอนภาษาอังกฤษ ในทางปฏิบัติทำได้หรือไม่? ทุกวันนี้ท่านกำหนดหลักสูตรและวางแผนการสอนอย่างไร?
13. หลักสูตรภาษาอังกฤษที่ใช้สอนเวลานี้ มีองค์ประกอบเหล่านี้ไหม?
    - มีกฎเกณฑ์ทางภาษา เช่นไวยากรณ์ คำศัพท์ ไหม?
    - มีการกำหนดงานให้นักเรียนทำ และสื่อสารกันและกัน ไหม? มีการกำหนดเรื่องให้นักเรียนเพื่อให้นักเรียนสื่อสารซึ่งกันและกันหรือไม่?
    - ให้นักเรียนเสนอเรื่องราวเกี่ยวกับตนเองและคนอื่นไหม?
    - ให้นักเรียนใช้ภาษาอังกฤษในสถานการณ์จริงและจำลองไหม?
    - จัดโอกาสให้นักเรียนได้รับรู้วัฒนธรรมและสังคมของเจ้าของภาษาไหม?
14. ถ้ามีองค์ประกอบใด ให้ยกตัวอย่างกิจกรรมที่เคยจัด
15. รูปแบบการสอนที่เน้นผู้เรียนเป็นศูนย์กลาง รูปแบบการสอนอะไรที่ท่านเคยนำมาใช้สอน

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แบบสัมภาษณ์อาจารย์ (ต่อ)

16. ท่านสอนโดยใช้กิจกรรมกลุ่มบ้างไหม? นานๆครั้งหรือบ่อย? สอนแบบนี้มีข้อดีอะไร?และข้อเสียอะไร?
17. รูปแบบการสอนที่เน้นการใช้ภาษาอังกฤษด้วยกิจกรรม ท่านเคยนำรูปแบบการสอนใดมาสอน (บอกชื่อรูปแบบ)
18. การนำประสบการณ์และคุณสมบัติที่แตกต่างของผู้เรียนมาใช้สอนการสื่อสารภาษาอังกฤษ ทำได้ไหม? ท่านทำบ่อยไหม?
19. ในชั่วโมงเรียนภาษาอังกฤษ ระหว่างนักเรียนทำงานร่วมกันและสื่อสารกันและกันเป็นภาษาอังกฤษ กับนักเรียนต่างคนต่างเรียน 2 บทบาทนี้ แบบไหนมีมากในชั้นเรียน?
20. นักเรียนมีส่วนร่วมในการกำหนดหลักสูตรและบทเรียนภาษาอังกฤษไหม?
21. ในชั่วโมงภาษาอังกฤษ นักเรียนเรียนรู้ซึ่งกันและกันและร่วมมือช่วยเหลือกัน มีบ่อยไหม?
22. อาจารย์ภาษาอังกฤษในโรงเรียน ส่วนใหญ่สื่อสารภาษาอังกฤษได้ดี ใช่หรือไม่?
23. การสอนภาษาอังกฤษโดยวิธีบรรยาย ถ่ายทอดความรู้กฎเกณฑ์ทางภาษา เป็นการสอนหลักของครูทุกคนใช่ไหม?
24. ผู้สอนออกแบบกิจกรรมให้นักเรียนมีส่วนร่วมกันทำ เพื่อสื่อสารภาษาอังกฤษ บ่อยหรือไม่?
25. การเรียนการสอนภาษาอังกฤษที่ให้นักเรียนทำกิจกรรมเพื่อสื่อสารภาษาอังกฤษ แล้วครูคอยให้คำแนะนำและให้คำปรึกษา ในทางปฏิบัติมีความเป็นไปได้หรือไม่?
26. บทเรียนที่ดีคิดว่าเป็นแบบไหน? ท่านมีโอกาสใช้แบบนี้ไหม?
27. สื่อการเรียนการสอนที่ท่านอยากมีไว้ใช้คืออะไร? และสื่อที่ท่านใช้เป็นประจำคืออะไร? ท่านคิดว่าสื่อประกอบการสอนมีความจำเป็นเพียงไร?
28. ท่านเคยนำเอาสื่อรอบตัวเช่น วิทยุ หนังสือพิมพ์ นิตยสาร ภาพยนตร์ มาสอนหรือไม่? ถ้าเคย ท่านนำมาสอนอย่างไร? กรุณายกตัวอย่าง

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แบบสัมภาษณ์อาจารย์ (ต่อ)

29. เป้าหมายสำคัญในการสอนภาษาอังกฤษที่ท่านต้องการประเมิณผลการเรียนการสอน คืออะไร?

30. ท่านรู้จักเครื่องมือวัดผลการเรียนการสอนอะไรบ้าง? ท่านนำเครื่องมืออะไรมาใช้บ้าง เมื่อใด?

31. นักเรียนสื่อสารภาษาอังกฤษได้ แต่ไม่สมบูรณ์ มีข้อผิดพลาดบ้าง และพอจับใจความหรือประเด็นได้ ท่านรับได้ไหม? เพราะอะไร?

32. ในการวางหลักสูตร บทเรียนและกิจกรรม วิชาภาษาอังกฤษ ควรแบ่งแยกทักษะเป็นหมวดหมู่ ท่านเห็นด้วยไหม?

33. การเรียนภาษาอังกฤษ ที่เน้นให้นักเรียนสื่อสารได้ถูกต้องคล่องแคล่ว ในความเป็นจริง เป็นไปได้หรือไม่ เพราะอะไร?

34. ท่านเคยได้รับการเผยแพร่ และรับรู้ทฤษฎีการสอนภาษาอังกฤษเพื่อการสื่อสาร มากน้อยเพียงใด?

35. ถ้าโรงเรียนมัธยมศึกษา (ม.1- ม.6) จัดการเรียนการสอนภาษาอังกฤษโดยอิงทฤษฎีการสื่อสาร อย่างจริงจังและต่อเนื่อง ด้วยศักยภาพของครูไทย คิดว่านักเรียนที่จบ ม.6 จะสามารถสื่อสารภาษาอังกฤษแบบใช้การได้ หรือไม่?

ถ้าได้ คิดว่าจะอยู่ในระดับใด

ถ้าไม่ได้ เพราะอะไร?

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APPENDIX D
ANALYSIS OF THE RELIABILITY OF THE TEACHER QUESTIONNAIRE INVESTIGATING CLT CONCEPTUALIZATION OF THE THAI EFL SCHOOL TEACHERS USING CRONBACH'S ALPHA COEFFICIENT (α – COEFFICIENT)

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APPENDIX D

ANALYSIS OF THE RELIABILITY OF THE TEACHER QUESTIONNAIRE INVESTIGATING CLT CONCEPTUALIZATION OF THE THAI EFL SCHOOL TEACHERS USING CRONBACH'S ALPHA COEFFICIENT (α – COEFFICIENT)

Formula $$\alpha = \frac{n}{n-1}\left(1 - \frac{\Sigma S_i^2}{S_t^2}\right)$$

Where α refers to Reliability Coefficient

n refers to the number of item in the questionnaires

ΣS_i^2 refers to sum of the variance of the each item's score

S_t^2 refers to the variance of the total score

Insert value

$$\alpha = \frac{80}{79}\left(1 - \frac{43.961}{1183.551}\right)$$

$$= 0.975$$

The reliability of the questionnaire investigating CLT conceptualization of the Thai EFL school teachers equals to 0.975 which is considered high.

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APPENDIX E

ANALYSIS OF THE RELIABILITY OF THE STUDENT QUESTIONNAIRE INVESTIGATING CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS USING CRONBACH'S ALPHA COEFFICIENT (α – COEFFICIENT)

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APPENDIX E

ANALYSIS OF THE RELIABILITY OF THE STUDENT QUESTIONNAIRE INVESTIGATING CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS USING CRONBACH'S ALPHA COEFFICIENT (α – COEFFICIENT)

Formula $$\alpha = \frac{n}{n-1}\left(1 - \frac{\Sigma S_i^2}{S_t^2}\right)$$

Where α refers to Reliability Coefficient

n refers to the number of item in the questionnaires

ΣS_i^2 refers to sum of the variance of the each item's score

S_t^2 refers to the variance of the total score

Insert value

$$\alpha = \frac{60}{59}\left(1 - \frac{77.647}{1678.203}\right)$$

$$= 0.970$$

The reliability of the questionnaire investigating CLT practice of the Thai EFL school teachers equals to 0.970 which is considered high.

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APPENDIX F
DISCRIMINATION (r) OF THE TEACHER QUESTIONNAIRE INVESTIGATING CLT CONCEPTUALIZATION OF THE THAI EFL SCHOOL TEACHERS

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APPENDIX F

DISCRIMINATION (r) OF THE TEACHER QUESTIONNAIRE INVESTIGATING CLT CONCEPTUALIZATION OF THE THAI EFL SCHOOL TEACHERS

Table F1 *Discrimination (r) of the questionnaire on teacher's conceptualization of Communicative Language Teaching*

Item	r	Item	r	Item	r	Item	r
1	0.335*	21	0.741**	41	0.744**	61	0.646**
2	0.487**	22	0.608**	42	0.688**	62	0.637**
3	0.552**	23	0.636**	43	0.543**	63	0.453**
4	0.410*	24	0.698**	44	0.610**	64	0.485**
5	0.537**	25	0.603**	45	0.358*	65	0.637**
6	0.669**	26	0.555**	46	0.519**	66	0.539**
7	0.657**	27	0.600**	47	0.339*	67	0.592**
8	0.479**	28	0.337*	48	0.662**	68	0.678**
9	0.509**	29	0.523**	49	0.478**	69	0.526**
10	0.610**	30	0.578**	50	0.576**	70	0.360*
11	0.501**	31	0.508**	51	0.644**	71	0.500**
12	0.615**	32	0.705**	52	0.552**	72	0.336*
13	0.576**	33	0.533**	53	0.679**	73	0.639**
14	0.651**	34	0.684**	54	0.777**	74	0.342*
15	0.655**	35	0.718**	55	0.432*	75	0.338*
16	0.731**	36	0.633**	56	0.549**	76	0.581**
17	0.667**	37	0.454**	57	0.736**	77	0.493**
18	0.375*	38	0.558**	58	0.492**	78	0.558**
19	0.637**	39	0.690**	59	0.719**	79	0.559**
20	0.655**	40	0.747**	60	0.434*	80	0.624**

$**r_{.01} = 0.418$

$*r_{.05} = 0.325$

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APPENDIX G
DISCRIMINATION (r) OF THE STUDENT QUESTIONNAIRE INVESTIGATING CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS

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APPENDIX G

DISCRIMINATION (r) OF THE STUDENT QUESTIONNAIRE INVESTIGATING CLT PRACTICE OF THE THAI EFL SCHOOL TEACHERS

Table G 1 *Discrimination (r) of the questionnaire on CLT practice of the Thai EFL school teachers*

Item	r	Item	r	Item	r
1	0.374*	21	0.581**	41	0.731**
2	0.658**	22	0.426**	42	0.390*
3	0.565**	23	0.451**	43	0.785**
4	0.745*	24	0.559**	44	0.431**
5	0.605**	25	0.801**	45	0.647**
6	0.691**	26	0.725**	46	0.533**
7	0.607**	27	0.518**	47	0.616**
8	0.445**	28	0.645*	48	0.657**
9	0.477**	29	0.593**	49	0.525**
10	0.483**	30	0.625**	50	0.636**
11	0.535**	31	0.623**	51	0.592**
12	0.533**	32	0.454**	52	0.652**
13	0.401*	33	0.498**	53	0.542**
14	0.674**	34	0.561**	54	0.713**
15	0.648**	35	0.761**	55	0.529**
16	0.715**	36	0.682**	56	0.520**
17	0.666**	37	0.613**	57	0.584**
18	0.605**	38	0.968**	58	0.608**
19	0.484**	39	0.466**	59	0.592**
20	0.552**	40	0.602**	60	0.587**

$**r_{.01} = 0.418$

$*r_{.05} = 0.325$

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APPENDIX H
THE INSTRUMENT SPECIALISTS

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APPENDIX H
THE INSTRUMENT SPECIALISTS

The specialists who have evaluated the content validity of the instruments of the present research are listed below.

1. **Name:** Assoc. Prof. Chirdsak Kowasint
   Education: Ph.D. (Curriculum Research and Development)
   Office: Educational and Psychological Test Bureau, Srinakharindwirot University, Thailand
   Experience: Vice Chancellor in planning and research
   Thirty five years of experience in analysis and development of educational and psychological research instruments.
2. **Name:** Assoc. Prof. Boonchird Pinyoanantapong
   Education: Ed.D. (Test and Measurement)
   Office: Department of Education Measurement and Research, Faculty of Education, Srinakharindwirot University, Thailand
   Experience: Thirty five years of experience in teaching Test and Measurement subject and Behavioural and Social Research Methods for Master and Doctor students.
   Deputy Dean in research and development
   Research advisor for Master and Doctor students.
3. **Name:** Miss. Yupha Manajitt
   Education: M.S. (Measurement)
   Position: National Researcher
   Experience: Twenty five years of experience in behavioral and educational research instrument development, and behavioral and educational research.
   Advisor and evaluator for student teachers for fifteen years.
   Research advisor for Master students

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APPENDIX I
THE INTERVIEW TRANSCRIPTS

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APPENDIX I
THE INTERVIEW TRANSCRIPTS

Teacher 1

Interviewer: In your opinion, do you think it is possible to teach Communicative Language Teaching (CLT) focusing for communication? Currently do you apply this approach at your school?

Teacher 1: At the moment, **we [*the teachers at her school*] are applying CLT in class. We have programs that focus on communication taught by the English foreign teachers.**

Interviewer: Is it acceptable if the English language learners are able to convey meaning understandably, but there are errors in grammar?

Teacher 1: Because the learners are Thai, **we do not focus on grammars. We focus on meaningful communication.**

Interviewer: Do you agree that communicators should consider social roles of self and the interlocutors and do you apply this in your class? How do you apply it? Please provide examples.

Teacher 1: **Yes, I totally agree because we need to identify different language use for different people and situations.** For example, if we are dining in a restaurant, we need to use one kind of utterances as a customer, and another as a waiter or waitress.

Interviewer: Do you think the cultural and social information should be included in English language teaching and learning and do you apply this in your class?

Teacher 1: **Cultural and social information is included in our English teaching and learning because if the learners do not understand the English cultures and and societies, they will not know how and why English is used this or that way.** We [*the teachers*] have to teach them different language use in different situations.

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Interviewer: Do you exercise classroom activities that practice meaning comprehension and texts' cohesion and cohesiveness? How do you apply it?

Teacher 1: In class, we have to practice this with listening, speaking, reading and writing. **We have discussion groups in class for the learners to practice meaning comprehension.** The learners are doing satisfactorily as they understand the objectives of the practice.

Interviewer: Do you allow the learners to use compensatory strategies such as gestures to communicate if they are struggling in convey meaning?

Teacher 1: **When the learners cannot think of the answers to questions, body language and gestures are sometimes necessary. We allow them to use gestures to answer questions**, but in the end they will gradually be able to speak. If they cannot use complete sentences, we do not mind as long as meaning is understood.

Interviewer: Do you agree that the teachers should complete the sentences for the learners if they produce incomplete but meaningful sentences?

Teacher 1: It depends on the learning objectives. **If the focus is on communication not grammar alone, then completing sentences for the learners is not necessary. This will put too much pressure on the learners.** If they must be cautious of the correctness of utterances, they will not be motivated to speak.

Interviewer: Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in class? Have you every done it? If you have, is it often? How do you do it?

Teacher 1: **We use advertisement, billboard, posters and radio news in our lessons.** If we use extracts from the advertisement or from the direct experiences, the learners will remember and understand the meaning of the English use better. We have always used direct experiences and knowledge surrounding ourselves [*to teach English*].

Interviewer: Do you tailor the language use for the learners if they have difficulties understanding English by using communication techniques such as

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simple vocabulary, short sentences and slow speeches? Do you use these techniques?

Teacher 1: I think it is not necessary to simplify words or slow down speech. This is not real experience if the learners communicate with foreigners, so we need to train them to be familiar with and confident to communication.

Interviewer: Do you agree with application of CLT in English language teaching and learning in Matayomsuksa one to six? How do you think EFL teaching and learning the beginner class will be?

Teacher 1: **I strongly agree to apply CLT in Matayomsuksa one to six.** In the beginning class, we need to familiarize the learners with English use through practicing speaking about daily activities.

Interviewer: Do you think the integrated skills or individual skills teaching and learning should be exercised in an English class? Which one do you apply in class?

Teacher 1: **In an English class, speaking, listening, reading and writing skills must be learned.** We do not assess one skill in particular, except for certain lessons which require more attention to writing, but, most of the time, we practice all four skills.

Interviewer: Do you think the teachers should collect and analyze learner's profile such as interests, needs, and cultures as a basis for English language syllabus design? Is it possible? How do you design the syllabus and lessons?

Teacher 1: **To develop an English syllabus, we look at the interests of the learners and their use of English in the future.** We look at their needs so that we can provide them with the right lessons. The interests, needs of the learners are the basis the syllabus design at the school.

Interviewer: Are the following activities included in the English language syllabus you are using? Please provide teaching and learning activities.

i. Language analysis activities
ii. Functional activities
iii. Self-expression activities

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iv. Theatric activities

v. Immersion activities

Teacher 1: **Yes, these elements are included in the syllabus.**

Interviewer: Have you ever use group activities? Is it often? What do you think are the advantages and disadvantages of them?

Teacher 1: **We always organize group activities**. The advantage is the involvement of the learners in the activities. The disadvantage is that if we use many group activities, we may not be able to cover the contents of the course in time. Also, if the learners are not responsible, they will rely heavily on their peers to complete the tasks.

Interviewer: What are the communicative activities that you have apply in class? Please specify.

Teacher 1: **We extensively use role plays and simulations.**

Interviewer: Do you think it is possible to make use of learners' different experiences and qualities in English language teaching and learning?

Teacher 1: Can we do it? Yes, we can. It is beneficial to do because it is an exchange of experience. Some of the learners may have been salesperson at the department stores, or tour guides. **Each learner has different experiences that we can make use of [*in English class*].**

Interviewer: In English language class, cooperative/interactive learning or individual learning is dominant?

Teacher 1: **It should be cooperative learning. Individual learning makes the lessons boring.**

Interviewer: Do learners participate in English syllabus design?

Teacher 1: **Yes, we survey the learner needs and include them into the syllabus.** For example, we include English for job application, and job interview into the syllabus to meet the needs of the learners in Matayomsuksa four to six.

Interviewer: In English language class, do learners interact and cooperate among themselves often?

Teacher 1: **Yes, they interact very often.** Nearly in every English class the learners learn in groups of three or four.

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Interviewer: English language teachers in your school are knowledgeable and competent communicator of English?

Teacher 1: **Yes, because there is an English program in every school.** The Thai English teachers need to communicate with the English foreign teachers to work together.

Interviewer: Lecturing and transferring knowledge of grammatical structures is prevalent in the teachers' English language teaching at your school?

Teacher 1: Lecturing is boring. **We usually use worksheet for the learners to summarize what they learn at the end of the lesson.**

Interviewer: Do you often design interactive activities for learners to communicate in English in the classrooms?

Teacher 1: Yes, very often.

Interviewer: Is it possible for the teachers to provide suggestions and consultations while the learners to do communicative activities in the English language class?

Teacher 1: Yes, it is possible and it should be that way because the learners usually have limited knowledge. **The teachers should provide guidance to them.**

Interviewer: What are the communicative materials? Do you use them?

Teacher 1: The good materials should provide practice of four skills to the learners. The textbooks are sometimes not that good. The teachers should adapt the materials to the learner needs.

Interviewer: What are the teaching and learning materials do you use often? What are the materials you would like to use?

Teacher 1: Currently we have the projector. It saves time to teach, but we do not use it that often because the projector is installed in some classrooms only. Worksheets are the most frequently used materials.

Interviewer: Have you ever use authentic materials such as radio news, newspaper, magazine articles in your class? If you have, how do you use them? Please provide examples.

Teacher 1: **Advertisement in the televisions is useful.** It is easy to pick up. I have used role plays.

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Interviewer: What are the goals of English language assessments?

Teacher 1: **The most important goal [*of English assessments*] is communication.**

Interviewer: What are the assessment methods do you use? What are the assessment methods do you know?

Teacher 1: **The assessment methods that are normally used are observations, feedback, tasks, and exercises.**

Interviewer: Is it acceptable for you if the learners are able to produce utterances meaningfully but incorrectly?

Teacher 1: **Making errors is considered normal.** The learners can communicate if we understand the meaning of what they are saying. It is acceptable.

Interviewer: Do you agree with organizing individual-skills syllabus, lessons and activities?

Teacher 1: **I do not agree with individual skill learning and teaching.** The four skills must go together and they should not be separated.

Interviewer: Do you think it is possible to practice English language teaching and learning that focuses both on fluency and accuracy? Why do you think so?

Teacher 1: It is possible, particularly when the learners practice regularly and learn with English foreign teachers. They will be more confident and able to communicate more fluently.

Interviewer: If CLT is practiced effectively and continuously in English language learning and teaching in Matayomsuksa one to six, do you think the graduates will be able to communicate in English?

Teacher 1: **The graduates from Matayomsuksa six can communicate well because the English teachers are well trained.**

Interviewer: Thank you.

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Teacher 2

Interviewer: In your opinion, do you think it is possible to teach Communicative Language Teaching (CLT) focusing for communication? Currently do you apply this approach at your school?

Teacher 2: Each of the English subjects has different focus. For Matayomsuksa six, we focus on [*developing skills for*] the entrance examinations.

Interviewer: Is it acceptable if the English language learners are able to convey meaning understandably, but there are errors in grammar? Why?

Teacher 2: **Error in communication is acceptable.** The teachers should not focus on grammar correctness. The learners should enjoy communication, while the teachers can summarize grammatical structures later on.

Interviewer: Do you think the cultural and social information should be included in English language teaching and learning? Do you apply this in your class? How do you apply it? Please provide examples.

Teacher 2: **Cultural elements are always taught through television commercials and videos, for instance.**

Interviewer: Do you exercise classroom activities that practice meaning comprehension and texts' cohesion and cohesiveness? How do you apply it?

Teacher 2: Reading comprehension is emphasized.

Interviewer: Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in class? Have you every done it? If you have, is it often? How do you do it?

Teacher 2: **I have use advertisement billboards, and other everyday reading materials to teach English.**

Interviewer: Do you agree with application of CLT in English language teaching and learning in Matayomsuksa one to six? How do you think EFL teaching and learning the beginner class will be?

Teacher 2: **Applying CLT and using English all the time with the learners in Matayomsuksa one is applicable,** but with those in Matayomsuksa six it is not possible because they do not use it. The focus has to be

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different. In the beginning class, we should train them to be familiar with English use.

Interviewer: Do you think practicing drills is useful in teaching and learning English? Do you practice drills?

Teacher 2: It is necessary to use drills in English teaching and learning, so that the learners can remember to use the structures with different vocabulary.

Interviewer: Do you think the integrated skills or individual skills teaching and learning should be exercised in an English class? Which one do you apply in class?

Teacher 2: **There should be four skills: listening, speaking, reading and writing in English teaching and learning.**

Interviewer: Are the following activities included in the English language syllabus you are using? Please provide teaching and learning activities.

i. Language analysis activities
ii. Functional activities
iii. Self-expression activities
iv. Theatric activities
v. Immersion activities

Teacher 2: Yes. Essay writing and games are used to teach grammar. The other activities are presentation, discussions, and telephone conversations.

Interviewer: What learner-centered approach to language teaching and learning have you applied in your class?

Teacher 2: **For learner-centered teaching and learning, the English teachers must have extensive knowledge of the learner's background. We must bring about enjoyable and interesting lessons.**

Interviewer: Have you ever use group activities? Is it often? What do you think are the advantages and disadvantages them?

Teacher 2: **For group activities, I give suggestions and lead the discussions when the learners work in pairs and groups of four or five.**

Interviewer: English language teachers in your school are knowledgeable and competent communicator of English?

Teacher 2: **Yes, they can communicate well in English.**

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Interviewer: Do you often design interactive activities for learners to communicate in English in the classrooms?

Teacher 2: **English games are frequently used in some classes.**

Interviewer: What are the communicative materials? Do you use them?

Teacher 2: Communicative materials should be relevant to learner needs. The learners will be more motivated if the examples in the lessons are useful and applicable to their lives.

Interviewer: What are the teaching and learning materials do you use often? What are the materials you would like to use?

Teacher 2: Actually, we have the Internet, videos, televisions, but we need more of the English language teachers. **The frequently used materials are newspapers, videos and televisions.**

Interviewer: What are the assessment methods do you use? What are the assessment methods do you know?

Teacher 2: **Formal assessments take only 40 percent of the total score. The other 60 percent of the score include activities, and simulations that the learners do. The assessment methods are observations and peer review.**

Teacher 3

Interviewer: In your opinion, do you think it is possible to teach Communicative Language Teaching (CLT) focusing for communication?

Teacher 3: **It is possible because there are English foreign teachers to teach at the school.** The learners are more confident to speak.

Interviewer: Currently do you apply this approach at your school?

Teacher 3: **Communicative language teaching involves the English foreign teachers and it seems to be successful.**

Interviewer: Is it acceptable if the English language learners are able to convey meaning understandably, but there are errors in grammar? Why?

Teacher 3: **Yes, because in reality grammar is not that necessary.** If we [the teachers] concern too much of grammatical structures, the learners will not be confident to communicate.

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Interviewer: Do you agree that communicators should consider social roles of self and the interlocutors?

Teacher 3: **We teach about social roles in everyday life.**

Interviewer: Do you think the cultural and social information should be included in English language teaching and learning? Do you apply this in your class? How do you apply it? Please provide examples.

Teacher 3: **I have taught about cultural and social elements. I used Halloween, Thanks' giving, and Christmas to teach.** The learners involve in learning and seem to be happy.

Interviewer: Do you exercise classroom activities that practice meaning comprehension and texts' cohesion and cohesiveness? How do you apply it?

Teacher 3: Sometimes. **The learners listen and read to extract meaning from texts.** The learners are doing satisfactorily.

Interviewer: Do you allow the learners to use compensatory strategies such as gestures to communicate if they are struggling in convey meaning?

Teacher 3: **Body language and gestures can be used to communicate.** I provide more explanations to the learners.

Interviewer: Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in class? Have you every done it? If you have, is it often? How do you do it?

Teacher 3: **I have used newspaper, televisions, movies, CDs, and the Internet often.**

Interviewer: Do you tailor the language use for the learners if they have difficulties understanding English by using communication techniques such as simple vocabulary, short sentences and slow speeches? Do you use these techniques?

Teacher 3: Sometimes.

Interviewer: Do you agree with application of CLT in English language teaching and learning in Matayomsuksa one to six? How do you think EFL teaching and learning the beginner class will be?

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Teacher 3: **I agree. Everyday life activities such as greeting and asking for directions should be used. In class, the learner practice role plays.**

Interviewer: Do you think practicing drills is useful in teaching and learning English? Do you practice drills?

Teacher 3: It is necessary. I sometimes use drills. Drills are often used with the learners with low abilities.

Interviewer: Do you think the integrated skills or individual skills teaching and learning should be exercised in an English class? Which one do you apply in class?

Teacher 3: **In each period, all skills are exercised.** The skills are not separated.

Interviewer: Are the following activities included in the English language syllabus you are using? Please provide teaching and learning activities.

i. Language analysis activities
ii. Functional activities
iii. Self-expression activities
iv. Theatric activities
v. Immersion activities?

Teacher 3: **Yes, they are all included in the syllabus.**

Interviewer: Have you ever use group activities? Is it often? What do you think are the advantages and disadvantages them?

Teacher 3: **I sometimes use group and pair works.** The advantage is the learners involve in learning and be creative. There are not many disadvantages.

Interviewer: What are the communicative activities that you have apply in class? Please specify.

Teacher 3: **Role plays and group activities.**

Interviewer: Do you think it is possible to make use of learners' different experiences and qualities in English language teaching and learning? Do you do it often?

Teacher 3: **Yes, I have used learner's different experiences often.** It is quite successful.

Interviewer: In English language class, cooperative/interactive learning or individual learning is dominant?

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Teacher 3: **Cooperative learning is used in class.** The atmosphere of the classrooms is good.

Interviewer: Do learners participate in English syllabus design?

Teacher 3: Yes, because we ask them what they would like to learn.

Interviewer: In English class, do learners interact and cooperate among themselves often?

Teacher 3: **Very often. The learners help each other well.**

Interviewer: English language teachers in your school are knowledgeable and competent communicator of English?

Teacher 3: Yes, they can communicate well because there are English foreign teachers teaching at our school.

Interviewer: Lecturing and transferring knowledge of grammatical structures is prevalent in the teachers' English language teaching at your school?

Teacher 3: Sometimes lecturing is used because the learners need to take O-net and A-net.

Interviewer: Do you often design interactive activities for learners to communicate in English in the classrooms?

Teacher 3: Yes.

Interviewer: Is it possible for the teachers to provide suggestions and consultations while the learners to do communicative activities in the English class?

Teacher 3: **It is possible.** The learners will ask me questions because they are interested.

Interviewer: What are the communicative materials? Do you use them?

Teacher 3: **Commercial textbooks, books, articles, and newspapers.**

Interviewer: What are the materials you would like to use?

Teacher 3: CDs and computers if possible.

Interviewer: What are the goals of English language assessments?

Teacher 3: **Development of the four English skills.** The learners are able to use them in their lives.

Interviewer: What are the assessment methods do you use? What are the assessment methods do you know?

Teacher 3: Tests and surveys.

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Interviewer: Is it acceptable for you if the learners are able to produce utterances meaningfully but incorrectly?

Teacher 3: **Yes, it is acceptable because the learners get to practice regardless of the correctness of their speech.**

Interviewer: Do you agree with organizing individual-skills syllabus, lessons and activities?

Teacher 3: I agree. It is easy to find the materials.

Interviewer: Do you think it is possible to practice English language teaching and learning that focuses both on fluency and accuracy? Why do you think so?

Teacher 3: **It is possible because there are full-time English foreign teachers at the school. The learners are outgoing and confident to speak.**

Interviewer: Have you received knowledge of CLT? To what extent do you know about CLT?

Teacher 3: I know CLT moderately. Sometimes I went seminars and learned from news.

Interviewer: If CLT is practiced effectively and continuously in English language learning and teaching in Matayomsuksa one to six, do you think the graduates will be able to communicate in English?

Teacher 3: Yes, but [*their communication skills*] may not be good.

Teacher 4

Interviewer: In your opinion, do you think it is possible to teach Communicative Language Teaching (CLT) focusing for communication?

Teacher 4: Yes, 50 percent chance in the current Thai school teaching and learning situations.

Interviewer: Currently do you apply this approach at your school?

Teacher 4: Yes.

Interviewer: Is it acceptable if the English language learners are able to convey meaning understandably, but there are errors in grammar? Why?

Teacher 4: **It is okay because they can communicate.**

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Interviewer: Do you agree that communicators should consider social roles of self and the interlocutors?

Teacher 4: **It is what needs to be used. We need to know how to use polite and friendly language.**

Interviewer: Do you apply this in your class? How do you apply it?

Teacher 4: **Yes. I teach the learners about the language use and which kinds of language should not be used with elders, for example.**

Interviewer: Do you think the cultural and social information should be included in English language teaching and learning? Do you apply this in your class? How do you apply it?

Teacher 4: I will see if the cultural and social information is applicable with the lesson.

Interviewer: Do you exercise classroom activities that practice meaning comprehension and texts' cohesion and cohesiveness? How do you apply it?

Teacher 4: **Always, particularly reading.**

Interviewer: Do you allow the learners to use compensatory strategies such as gestures to communicate if they are struggling in convey meaning?

Teacher 4: The learners do not use gestures that often. They often talk or elaborate in English. Although sometimes their grammar is incorrect, I may need to help them.

Interviewer: Do you agree that the teachers should complete the sentences for the learners if they produce incomplete but meaningful sentences?

Teacher 4: Most of the time I help the learners correct their errors in grammars, or incorrect answers.

Interviewer: Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in class? Have you every done it? How do you do it?

Teacher 4: I often do it. **Sometimes I ask the learners to bring in interesting articles from the newspapers, packaging labels and tourist brochures to class.**

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Interviewer: Do you tailor the language use for the learners if they have difficulties understanding English by using communication techniques such as simple vocabulary, short sentences and slow speeches? Do you use these techniques?

Teacher 4: Yes, sometimes I use this technique but not often because I think it is boring. However, it is necessary for some group of learners.

Interviewer: Do you agree with application of CLT in English language teaching and learning in Matayomsuksa one to six?

Teacher 4: **Yes, I think CLT should start at Matayomsuksa one the latest.** Actually, it should start at the primary school level. The latest is Matayomsuksa one.

Interviewer: How do you think EFL teaching and learning the beginner class will be?

Teacher 4: I do not know yet.

Interviewer: Do you think practicing drills is useful in teaching and learning English? Do you practice drills?

Teacher 4: **I do not think it is useful.**

Interviewer: Do you think the integrated skills or individual skills teaching and learning should be exercised in an English class? Which one do you apply in class?

Teacher 4: **In my opinion, it should be integrated skill teaching and learning.**

Interviewer: Do you think the teachers should collect and analyze learner's profile such as interests, needs, and cultures as a basis for English language syllabus design? Is it possible?

Teacher 4: No, it is not possible.

Interviewer: How do you design the syllabus and lessons?

Teacher 4: We design the lessons based on the curricula provided by the Ministry of Education. We applied the specified curricula to what we think the learners need. We are in the community in which the majority of the learners will go for the entrance examinations, so we then adjust the curricula accordingly.

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Interviewer: Are the following activities included in the English language syllabus you are using? Please provide teaching and learning activities.

i. Language analysis activities
ii. Functional activities
iii. Self-expression activities
iv. Theatric activities
v. Immersion activities

Teacher 4: Not all elements are included in the syllabus. Immersion activities are not plenty.

Interviewer: What learner-centered approach to language teaching and learning have you applied in your class?

Teacher 4: I do not know how it can be. I use integrated skills and see what the learner needs are, and provide them with those.

Interviewer: Have you ever use group activities? Is it often?

Teacher 4: Group activities? I sometimes do.

Interviewer: What do you think are the advantages and disadvantages them?

Teacher 4: If the learner groups are interested, they enjoy what they are doing and the results are great. However, there are some learners who do not participate, and sometimes the class is too loud as they chat among themselves.

Interviewer: What are the communicative activities that you have applied in class? Please specify.

Teacher 4: **Sometimes I use conversations, research, and role plays.**

Interviewer: Do you think it is possible to make use of learners' different experiences and qualities in English language teaching and learning? Do you do it often?

Teacher 4: Not often. Most of the learners have similar backgrounds. There are some of the learners who have different experience such as living abroad. These learners will be the leader of discussion and will share their experiences with peers.

Interviewer: In English language class, cooperative/interactive learning or individual learning is dominant?

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Teacher 4: If there are not many learners in class, group work is enjoyable. The lesson finish quickly, but if there are many learners, individual learning is better so they do not interrupts each other and the lesson runs more smoothly.

Interviewer: Do learners participate in English syllabus design?

Teacher 4: In reality, no.

Interviewer: In English language class, do learners interact and cooperate among themselves often?

Teacher 4: **Yes, interactions exist.**

Interviewer: English language teachers in your school are knowledgeable and competent communicator of English?

Teacher 4: **Yes, they can use English very well.**

Interviewer: Lecturing and transferring knowledge of grammatical structures is prevalent in the teachers' English language teaching at your school?

Teacher 4: Yes, most of the time.

Interviewer: Do you often design interactive activities for learners to communicate in English in the classrooms?

Teacher 4: No, I have not designed the activities. I would say I cannot think of how to do it. This may be because the learners are not cooperative. In one class, there are 50 students

Interviewer: Is it possible for the teachers to provide suggestions and consultations while the learners to do communicative activities in the English language class?

Teacher 4: It is possible. Yes, I give them suggestions and recommendations.

Interviewer: What are the communicative materials? Do you use them?

Teacher 4: **The materials should include four skills: listening, speaking, reading and writing. The materials should be easy to understand and not be too difficult.**

Interviewer: What are the materials you would like to use?

Teacher 4: I would like to have high-tech media, but I am not keen on using them, so **I prefer something easy to use such as modern textbooks, foreign books, authentic materials and realia.**

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Interviewer: What are the materials do you use?

Teacher 4: **Textbooks, resource books, brochures, and newspapers.**

Interviewer: Have you ever use authentic materials such as radio news, newspaper, magazine articles in your class? If you have, how do you use them? Please provide examples.

Teacher 4: **Yes, always.** Most of the time is newspapers. Sometimes the learners will search for the materials they would like to learn. I used to use movies but not often because there was not enough language laboratory. I am thinking about using it again. It might be a short film for the learners to analyze, or predict the situations.

Interviewer: What are the goals of English language assessments?

Teacher 4: **The learners' English proficiency development.**

Interviewer: What are the assessment methods do you use?

Teacher 4: **Plenty. Sometimes I use observations and tests.**

Interviewer: Is it acceptable for you if the learners are able to produce utterances meaningfully but incorrectly?

Teacher 4: Yes.

Interviewer: Do you agree with organizing individual-skills syllabus, lessons and activities?

Teacher 4: **The [*four language*] skills should be integrated.**

Interviewer: Do you think it is possible to practice English language teaching and learning that focuses both on fluency and accuracy? Why do you think so?

Teacher 4: In reality. If the number of the learners per class is reduced to 30, they should be able to communicate correctly, if not fluently.

Interviewer: Have you received knowledge of CLT? To what extent do you know about CLT?

Teacher 4: I am not sure.

Interviewer: If CLT is practiced effectively and continuously in English language learning and teaching in Matayomsuksa one to six, do you think the graduates will be able to communicate in English?

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Teacher 4: **If there is enough support, only 30 students per class and good materials, with the ability of the English teachers, some classrooms may be successful in English communication.**

Interviewer: This is the end of the interview. Thank you.

Teacher 5

Interviewer: Do you think it is possible to teach Communicative Language Teaching (CLT) focusing for communication?

Teacher 5: [*It is possible, but]* not 100% because the students have not used English in their daily lives.

Interviewer: Has CLT been applied at your school?

Teacher 5: **Yes, we [*the teachers at her school*] are applying it. Half of our staff is English foreign teachers, the other is Thai teachers.**

Interviewer: Is it acceptable if the English language learners are able to convey meaning understandably, but there are errors in grammar?

Teacher 5: Yes.

Interviewer: Why?

Teacher 5: **It is because the students have a chance to practice and be confident, and the native speakers do not mind [*about grammatical errors*].**

Interviewer: Do you agree that communicators should consider social roles of self and the interlocutors?

Teacher 5: **Yes, I agree.**

Interviewer: Do you apply this in your class?

Teacher 5: **Yes, especially speaking and listening subject.**

Interviewer: How do you apply it? Please give me some examples.

Teacher 5: **The students practice with the native speakers. I try to give instructions in English and organize pair or group activities for the students to practice.**

Interviewer: Do you exercise classroom activities that practice meaning comprehension and texts' cohesion and cohesiveness, and how do you apply it?

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Teacher 5: It is there in the textbooks. It is like a reading comprehension practice. I have always taught them reading comprehension as it may be included in the examinations.

Interviewer: Do you allow the learners to use compensatory strategies such as gestures to communicate if they are struggling in convey meaning?

Teacher 5: Yes, or I will correct the learners' errors, and encourage them to communicate again.

Interviewer: Do you think it is possible to utilize surrounding social and cultural environments in English language teaching and learning in class? Have you every applied it and how?

Teacher 5: **Yes, it is possible. We have included daily activities in the lessons. In class, I have taught the learners about the school uniforms, and medicine labels, for example.**

Interviewer: Do you tailor the language use for the learners if they have difficulties understanding English by using communication techniques such as simple vocabulary, short sentences and slow speeches? Do you use these techniques?

Teacher 5: It depends on the learners' abilities. We cannot use it with all of the students. It can be used in some class, while the other cannot.

Interviewer: Do you think the integrated skills or individual skills teaching and learning should be exercised in an English class? Which one do you apply in class?

Teacher 5: **It should be integrated skills in one class period**,…but in reality there is 50 minutes per one period and practicing speaking skill alone takes all 50 minutes. Actually it is possible. It all depends on how the teacher plans the lesson.

Interviewer: Are the following activities included in the English language syllabus you are using? Please give some example activities.

i. Language analysis activities
ii. Functional activities
iii. Self-expression activities
iv. Theatric activities

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v. Immersion activities

Teacher 5: **Yes, [*all of the elements are included in the syllabus used*].** Grammatical structures and vocabulary are included in the fundamental English subject. The learners practice interactive pair and group activities particularly with the English foreign teachers' classes. Activities about self expressions are there. It depends on the contents of the lessons. The learners also practice role plays and dialogues after they had finished the lessons. English cultural and social information is provided in the lessons.

Interviewer: Have you ever use group activities? Is it often? What do you think are the advantages and disadvantages of them?

Teacher 5: **Yes, I have used group activities.** The advantage is that the learners help each other complete the tasks, but some of them do not do their tasks but relied on their peers. That is the disadvantage.

Interviewer: What are the communicative activities that you have apply in class? Please specify.

Teacher 5: There are so many activities. We try to organize activities that the learners practice English in groups. The objective is to involve all of the learners in learning.

Interviewer: In English language class, cooperative/interactive learning or individual learning is dominant?

Teacher 5: It depends. If it is fundamental English, it is individual learning. In class, I will put up, for example, ten practice items on the board, and ask the students to send a representative to answer. I will allow the learners to practice in groups before answering questions individually.

Interviewer: Do learners participate in English syllabus design?

Teacher 5: We never let the learners participating in the syllabus design. The teachers provide the worksheets and design the lessons.

Interviewer: English language teachers in your school are knowledgeable and competent communicator of English?

Teacher 5: **The majority of the teachers are competent in English communication.** Each of the teachers here has overseas experiences.

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Each year many of the English teachers go abroad. I think all of them are competent.

Interviewer: Lecturing and transferring knowledge of grammatical structures is prevalent in the teachers' English language teaching at your school?

Teacher 5: Basically, yes.

Interviewer: Do you often design interactive activities for learners to communicate in English in the classrooms?

Teacher 5: **Yes, they practice English and do interactive activities with the English foreign teachers.** They studied English with the native speakers at least one period a week.

Interviewer: What are the communicative materials? Do you use them?

Teacher 5: **Good teaching and learning materials should have all four skills, and I have used these materials in class.**

Interviewer: What are the teaching and learning materials do you use often and what are the materials you would like to use?

Teacher 5: We have the tape cassette player. We try to create the materials and avoid using multimedia materials because not all students have computers and not all teachers are able to use them well. The classrooms are not well equipped. It is considered luxurious with one tape cassette player.

Interviewer: Have you ever use authentic materials such as radio news, newspaper, magazine articles in your class? If you have, how do you use them? Please provide examples.

Teacher 5: **Yes, I have. The students filled in the blanks in the lyrics while listening to the songs from the radio. The newspapers are used for practicing reading.**

Interviewer: Is it acceptable for you if the learners are able to produce utterances meaningfully but incorrectly?

Teacher 5: **Yes, it is acceptable because the learners are not the same as the teachers. We have to give them opportunities to understand.**

Interviewer: Do you agree with organizing individual-skills syllabus, lessons and activities?

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Teacher 5: **The good syllabus and materials should have four skills.** The head of English department here stated clearly that the good lessons should have four skills. The fundamental English focuses on grammatical structures but it also has speaking and listening practices.

Interviewer: Do you think it is possible to practice English language teaching and learning that focuses both on fluency and accuracy? Why do you think so?

Teacher 5: It depends on the ability of the students.

Interviewer: Have you received knowledge of CLT? To what extent do you know about CLT?

Teacher 5: **Yes, I have. I have participated in seminars at the ERIC center. When I first joined the school, I had English teaching training with the English foreign teachers.**

Interviewer: If CLT is practiced effectively and continuously in English language learning and teaching in Matayomsuksa one to six, do you think the graduates will be able to communicate in English?

Teacher 5: **We have practiced CLT for several years.** However, the learners are not good at English communication, although they can communicate in class along with the lessons. They are able to answer questions and point out directions for the foreigners on the streets, but they are not able to use English as well as the native speakers. **I tend to think that their English communication skills are okay but not best. It is at the medium level.**

Interviewer: Thank you very much.

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BIOGRAPHY

NAME	Miss Phenthip Manajitt
DATE OF BIRTH	8 May 1981
PLACE OF BIRTH	Bangkok, Thailand
INSTITUTIONS ATTENDED	Chulalongkorn University, 2000: Bachelor of Business Administration Mahidol University, 2002: Master of Arts (Applied Linguistics)
POSITION & OFFICE	ExxonMobil Co.,Ltd, Bangkok, Thailand Position: Accounts Receivables Analyst Tel. 02.262.4057 E-mail: penjeab@yahoo.com
HOME ADDRESS	100/160 Krungthepkreetha Rd., Sapansoong, Bangkok, Thailand Tel. 089-829-0130

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