THAI EFL SECONDARY SCHOOL TEACHERS' PERCEPTIONS AND THE CHALLENGES REGARDING THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT)

BY

PITCHAYADA SARIKHA

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
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LANGUAGE INSTITUTE
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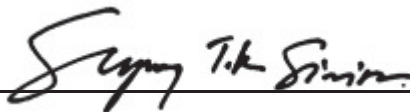the degree of Master of Arts in English Language Teaching

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ABSTRACT

The Ministry of Education (MOE) has advocated for the implementation of Communicative Language Teaching (CLT) in schools to enhance the communicative abilities of Thai students and address the limitations of traditional language teaching methods. This mixed-methods study aimed to investigate teachers' perceptions of the characteristics of CLT and the challenges they encountered when implementing CLT in their classrooms. The study involved 30 Thai EFL secondary school teachers who had experience with CLT implementation. Data was collected through questionnaires and semi-structured interviews. The results were categorised into three main areas: understanding of CLT characteristics, perceived challenges in implementing CLT, and the most commonly used teaching activities in CLT classrooms. The findings indicated that teachers demonstrated a strong understanding of CLT characteristics, including tasks and activities, the role of grammar, teacher roles, and student roles. Regarding challenges, teachers reported facing difficulties related to students, administration, and their own roles as educators.

Keywords: communicative language teaching, perception, challenges, implementation
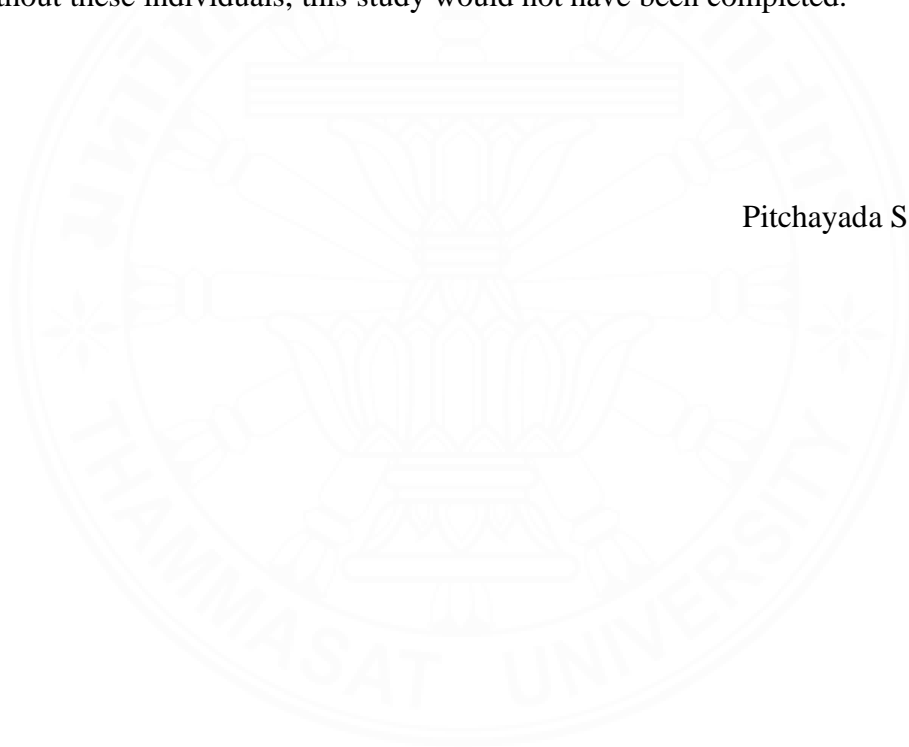
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CHAPTER 1
INTRODUCTION

1.1 Background of the Study

Over the centuries, English has emerged as one of the most widely spoken languages and has been taught in numerous countries around the globe, including Thailand. The global demand for English proficiency has led to the development of various teaching and learning theories and strategies tailored to cater to the diverse needs of learners from different regions.

In Thailand, the Office of the Basic Education Commission (OBEC) recognizes that learning foreign languages not only fosters an appreciation for cultural diversity and different perspectives but also promotes friendship and cooperation with nations worldwide (BECC, 2008). Consequently, English is regarded as a foreign language for academic and professional purposes, making it a mandatory subject in Thailand's Basic Education Core Curriculum B.E. 2551 (A.D. 2008). Meanwhile, the responsibility of offering courses in other foreign languages such as French, German, Chinese, Japanese, and languages of neighbouring countries falls upon educational institutions based on their discretion and appropriateness.

Learners are expected to develop proficiency in English to effectively communicate in various situations, acquire new knowledge, meet the demands of daily life, and pursue higher education. Despite this, traditional language teaching approaches such as grammar translation, audiolingual, and the direct method, which have been employed over the past few decades, have not adequately enhanced students' communicative abilities. It is noteworthy that even after studying English for at least twelve years in both primary and secondary schools, Thai students continue to struggle with English communication and exhibit low levels of English proficiency, as indicated by the standards and indicators of BECC, 2008 (Inprasit, 2017).

The Ministry of Education of Thailand has recognized the inability of Thai students to communicate effectively in English. As a result, they have taken proactive measures to address this longstanding issue by introducing communicative language teaching (CLT) and advocating for its implementation among authorised

administrators. The aim is to overcome the limitations of traditional language teaching methods and resolve the existing communication challenges. Since English is used as a foreign language, Thai students have limited exposure to language authenticity and English usage outside the classroom. Experts and theoreticians believe that CLT has great potential for teachers and learners in the EFL environment. According to Larsen-Freeman (2000), CLT advocates teaching practices that develop communicative competence in authentic contexts. Richards (2006) believes that the goal of language learning with an emphasis on communicative competence is one the effective language teaching approaches enabling students to use English for a range of different purposes and functions. To promote learners' communicative abilities and increase their English proficiency, OBEC has been arranging EFL teachers' training to develop their English proficiency and pedagogical knowledge and skills to implement CLT in the classroom (Inprasit, 2017).

1.2 Statement of the Problem

The implementation of communicative language teaching (CLT) in Thai secondary schools has presented ongoing challenges and difficulties for EFL teachers. The shift in teacher roles from active leaders to active facilitators of student learning (Larsen-Freeman, 1986 as cited in Arafat, 2005) has posed significant challenges. Additionally, the assessment of learning outcomes has become problematic when incorporating CLT into the curriculum. The predominant use of paper-based tests such as the Ordinary National Education Test (O-NET) and entrance examinations, which primarily evaluate grammar knowledge, contrasts with the primary goal of CLT, which is to promote communication skills.

Previous studies on CLT in Thai classrooms have predominantly utilised a single research approach. For instance, Kwan (2007) and Inprasit (2018) conducted qualitative studies, employing interviews to investigate the experiences and perceptions of Thai native teachers using CLT. Similarly, Arwemi (2022) conducted a descriptive quantitative research study, using a questionnaire to examine teachers' perceptions. To address the limitations of singular research methods, this study adopts a mixed-method approach, incorporating both quantitative and qualitative methods (Sechrest & Sidana, 1995, as cited in Darji, 2018). Furthermore, previous studies have primarily focused on

schools at different educational levels. For example, Promtara and Suwannarakand (2018) explored Thai students' and teachers' perceptions of CLT in primary schools, while Hien (2018) investigated CLT in ESL teaching at the university level. There is a limited number of relevant studies conducted in Thailand specifically focusing on CLT at the secondary school level.

Therefore, the aim of this study is to investigate Thai EFL secondary school teachers' perceptions and the challenges regarding the implementation of the Communicative Language Teaching (CLT) approach in the classroom, in Thai secondary schools.

1.3 Research Objectives

The objective of the study was to investigate Thai EFL secondary school teachers' perceptions and the challenges regarding the implementation of the Communicative Language Teaching (CLT) approach in the classroom.

1.4 Research Questions

The research questions are as follows:

1) What are Thai EFL secondary school teachers' perceptions regarding the characteristics of communicative language teaching?

2) What perceived challenges do Thai EFL secondary school teachers experience when implementing communicative language teaching in the classroom?

1.5 Definitions of Key Terms

Communicative Language Teaching (CLT) refers to an approach to enhance communicative competence, which involves the following aspects of language knowledge: knowing how to use the language in different situations, knowing how to vary the use of the language according to settings and participants, being able to understand different types of texts, and knowing how to maintain communication despite any limitation the speaker might have (Richards, 2006)

Thai EFL secondary school teachers are 30 Thai teachers who teach English as a foreign language in four large secondary schools in Bangkok.

Teachers' perceptions refer to the combination of knowledge, idea and interpretation of information in relation to previous knowledge and experiences (Kırkgöz, 2017). In this study, teachers' perceptions regarding the core characteristics of CLT are investigated.

1.6 Scope of the Study

This study applied a mixed methodology, analysing quantitative and qualitative data collected from 30 of Thai EFL secondary school teachers from large secondary schools in Bangkok. The data was collected using a survey questionnaire and semi-structured interviews.

1.7 Significance of the Study

The findings of the study present the perceptions of Thai EFL secondary school teachers regarding CLT principles and the pedagogies used in the classroom, as well as the perceived challenges regarding the implementation of CLT in English language teaching. The study enabled teachers and language teaching authorised administrators to reconsider, develop and implement the communicative approach in the most effective ways.

1.8 Organization of the Study

This study is divided into five chapters. Chapter one introduces the background of the study, the objectives and the research questions. Chapter two reviews the related literature and the theoretical framework related to the Communicative Language Teaching approach (CLT). In chapter three, the research methodology and instruments are presented. Chapter four reveals the findings of the study. Chapter five discusses the results, explains the findings of the study and suggests recommendations for further studies in similar areas.

CHAPTER 2
REVIEW OF LITERATURE

This chapter provides a comprehensive review and analysis of the relevant studies and the theoretical framework in the relation of CLT, as well as the overview of the implementation of CLT in different contexts.

2.1 Thai Educational Policy

In 2001, the Ministry of Education introduced the Basic Education Curriculum 2001 as the core curriculum for national education at the basic level. This curriculum aimed to provide a framework and general direction to enhance learners' ability to think critically, make informed decisions, and apply their knowledge and experiences. It also aimed to decentralise educational authority and empower local institutions and schools to play a significant role in curriculum development to address their specific needs.

However, the implementation of the Basic Education Curriculum 2001 revealed several challenges and shortcomings. The lack of clarity in its principles led to issues such as overcrowded curriculums and uncertainty among practitioners at the school level (the Basic Education Core Curriculum, 2008). These limitations hindered the promotion of learners' holistic development.

In response to these challenges, the Basic Education Core Curriculum 2008 was developed to provide greater precision and practicality. The curriculum underwent improvements and adjustments to provide clear guidance for teaching and learning activities, evaluation of learners' performance, and graduation criteria at each educational level. The primary goal was to instil learners with five key competencies, aligning with the needs of a changing educational landscape.

The Basic Education Core Curriculum 2008 has been applied for Grades 1-12 covering the following eight learning areas: 1) Thai Language, 2) Mathematics, 3) Science, 4) Social Studies, Religion and Culture, 5) Health and Physical Education, 6) Art, 7) Occupations and Technology and 8) Foreign Languages. English is placed in the learning area of foreign languages, apart from French, German, Chinese, Japanese,

and other foreign languages. In Thailand, English is mostly used as a foreign language. It is, therefore, a compulsory subject for all education levels (Grades 1-12).

2.1.1 English in the Learning Area of Foreign Languages

In the domain of foreign language learning, the Thai Ministry of Education sets expectations for Thai learners to effectively use foreign languages in various situations, acquire new knowledge, meet their basic needs, and pursue higher education. English has been designated as a compulsory foreign language and a core subject in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). In line with this, the English language teaching community in Thailand (ELT) follows the curriculum indicators and works towards achieving goals in four key strands: 1) Language for Communication, 2) Language and Culture, 3) Language and Relationship with Other Learning Areas, and 4) Language and Relationship with Community and the World.

The first strand focuses on developing learners' ability to interpret, express, exchange, and present information obtained from various sources using both verbal and visual literacy. The second strand aims to foster learners' appreciation of the similarities and differences between language and culture through the accurate and appropriate use of language. The third strand encourages learners to utilise English in exploring new knowledge and expanding their education. Lastly, the fourth strand emphasizes the use of English in diverse contexts within the global community. To achieve the goals set for each strand, learners are expected to possess communicative abilities, including selecting appropriate vocabulary to convey ideas or information, negotiating meaning to bridge language gaps, and employing suitable information and strategies to communicate effectively in different social contexts.

The Thai Ministry of Education has implemented various initiatives across the educational system, including curriculum development, materials, and teaching and learning facilities (Wongsothorn et al., 2003 as cited in Khamkhien, 2010). In 1984, CLT was introduced to secondary school teachers by the Ministry of Education as an effort to enhance the development of EFL learners' communicative competence (Kwangsawad and Yawongsa, 2009). The Ministry allocated a budget to support training workshops involving approximately 50 participants (Watson Todd, The ERIC Model). Additionally, schools were authorised to operate English Programs (EP),

wherein English is used as the medium of instruction for subjects such as English, Mathematics, Science, and Physical Education at the primary school level, and for all subjects at the secondary school level. However, it is important to note that Thai and Social Science, which are integral to Thai law, culture, and tradition, remain exceptions (Kwangsawad & Yawongsa, 2009).

2.2 Communicative Competence

Communicative competence is the ultimate goal of the communicative approach. Trenholm and Jensen (1988, as cited in Ma, 2009) state that communicative competence is the ability to communicate in a personally effective and socially appropriate manner. In order to acquire the skill of effective communication, a combination of four major components including grammatical competence, sociolinguistic competence, discourse competence, and strategic competence are required (Canale & Swain, 1980 as cited in Ma, 2009). The details of each component are as follows:

Grammatical competence refers to the knowledge of the grammatical elements (phonology, orthography, word and sentence formation) of the language. Learners must have the knowledge of the grammatical elements in order to use them in communication. Ma (2009) claims that speakers develop their fluency by mastering grammatical competence which facilitates the proficiency of speakers to use and understand English language structures accurately and confidently.

Sociolinguistic competence refers to knowledge of sociocultural rules used by users of the target language. Knowing the sociolinguistic side of language enhances learners' ability to select and use applicable grammatical forms to communicate effectively in different sociolinguistic contexts according to the purposes of the utterance.

Discourse competence is the ability to understand and produce discourse in larger contexts in order to achieve cohesion and coherence in different types of texts. Therefore, Ma (2009) states that a large range of language structures and discourse markers facilitates effective communication and enhances speakers' proficiency to manage the flow and structure of discourse while expressing ideas and opinion, and

signifying cause, contrast, and relation of time which enable learners to develop the flexibility to communicate in different types of communication.

Strategic competence is the knowledge of how to use one's language to communicate the intended meaning (Tarone, 1983). It helps learners to overcome the difficulties occurring in a conversation to avoid communication breakdown. Ma (2009) suggest four ways to develop learners strategic competence: 1) by using the learners' L1 as a vehicle to achieve communicative goals, 2) by setting situations and tasks which compel planning operation and its execution, evaluation and repair strategies, 3) by implementing awareness-raising techniques (e.g. recording and analysis of role plays and simulations), 4) by encouraging or requiring learners to prioritise and follow explicit strategic procedures when necessary.

2.3 Communicative Language Teaching

Experts in the field of second language teaching began to realise that the fluency and accuracy of the target language are not enough for activities with communicative purposes.

Educators and linguists, such as Candlin (1981, as cited in KM Bailey and D Nunan, 2005) and Widdowson (1978), have emphasised the significance of language teaching that focuses on mastering communicative proficiency rather than solely emphasising language structure development. Traditional methods like Situational Language Teaching, Audio-lingualism, or Grammar Translation have been found to limit students' exposure to authentic language in realistic contexts (Galloway 1993; Richards and Rodgers, 1986 as cited in Desai, 2005; Savignon, 1991).

Recognizing the limitations of previous approaches, experts in second language teaching began to realise that fluency and accuracy alone are insufficient for meaningful communication. To effectively communicate, learners need to produce and utilise the target language in diverse situations. As a result, the Communicative Language Teaching Approach (CLT) emerged as a response to the deficiencies of methods like Grammar-Translation and Audiolingualism, which primarily focused on accuracy and fluency (Savignon, 1976 as cited in Savignon, 1991).

CLT, an approach aimed at enhancing communicative competence, encompasses various aspects of language knowledge. It involves knowing how to use

the language in different situations, adapting language use according to settings and participants, comprehending different types of texts, and maintaining communication despite any limitations the speaker may have (Richards, 2006). The ultimate goal of CLT is to help learners acquire communicative competence and effectively communicate in the target language by applying relevant language knowledge in authentic interactions.

Furthermore, Littlewood (1981) states that CLT involves systematic attention to both functional and structural aspects of language to develop communicative abilities. Brown (1994) adds that fluency and accuracy are considered complementary principles underlying communicative techniques, suggesting that neglecting language structures could lead to misconceptions about CLT.

2.3.1 Methodological Principles of CLT

The principles of CLT have been influenced by multidisciplinary perspectives. Therefore, the conception of CLT characteristics can vary and be individually classified by researchers' different points of views. Educators in this the area of language teaching, Brown (1994), Celce-Murcia (1991), Desai, (2015), Larsen-Freeman (2001), Liu (2015), Savignon (1991, 2001), Thamarana (2015), and Thompson (1996) highlighted some of the significant characteristics of CLT as follows:

1) Authentic materials: Teaching materials are formulated to engage learners in using authentic and functional language in each authentic situation with meaningful purposes. Instructional materials play a crucial role in advancing the use of communicative language (Mugimu, & Sekiziyivu, 2016). Thamarana (2015) suggests that authentic materials benefit learners in developing useful strategies in order to understand the language which is actually used by native speakers. The materials given should be designed based on learners' real communicative needs in order to flourish learning engagement.

2) Communicative activities: The CLT classroom must be the place promoting communicative opportunities to enlarge the use of target language in real-life communication. Liu (2015) suggests a variety of communication activities such as role-play, simulation, problem-solving or task-completion which enable learners to practise communicating in different meaningful contexts and roles.

3) Learner–centred approach: This learning approach focuses on the individuals' learning needs. Interaction among learners is the main characteristic of CLT. Learners are responsible for interpreting the information, expressing the ideas, negotiating between the self and other students and expanding language skill development as well as sociolinguistic competence. Larson and Freeman (2001) state that learners play the most important roles in communication and are responsible for negotiating and interpreting the meaning of messages received from others. Some important collaborative and communicative skills emerged during the discussion among their group members through group work (Al-Zu'be, 2013). The teachers, hence, play the role in preparing appropriate learning materials and activities and facilitating the learning process.

4) Integrated language skills: Communicative approach is not limited to speaking skill. This misconception creates uncertainty among teachers. Communication genuinely requires several important skills such as speaking skill, reading skill, and interpreting skill and involves at least two people. The information of each particular communication could also be designed in written form which requires the development of reading skill to interpret the information. As communication is not obliged to be spoken form, some CLT principles employ several language-related activities with the intention to enhance and integrate language skills including reading and writing to enable the interpretation, expression, and negotiation of meaning (Thamarana, 2015).

5) Fluency and accuracy: Brown (1994, as cited in Thamarana, 2015) states that fluency and accuracy are seen as complementary principles underlying communicative techniques. Fluency is the first priority because it helps in keeping learners engaged in using the language. However, it does not mean that grammar is neglected. The goal of CLT is to help learners to use the target language accurately and appropriately (Desai, 2015). Disregarding grammar will certainly lead to communication breakdown (Savignon 1991, 2001; Thompson 1996, as cited in Thamarana, 2015). Teachers can still teach grammar but in implicit ways or less systematic ways. To correct grammar mistakes, the teacher can write down the mistakes made by learners and give the correction after completing the activities.

2.3.2 Application in the Classroom

According to Littlewood (1981), since realistic communication takes place outside the classroom, it is necessary to provide authentic opportunities in the classroom. Group activities facilitate learners to interact and transfer information to one another. Meanwhile, individual tasks allow learners to prepare and pursue further information related to each particular topic. Furthermore, Tiwari (2021) highlights that teachers employ a range of communicative activities in the classroom, such as role plays, picture descriptions, and games, to foster an active learning environment. Language tasks and activities are designed to be based on authentic materials, including listening exercises, problem-solving tasks, information gap activities, information transfer tasks, personal experience and opinion sharing, and comparisons among various real-life situations. These activities are deemed suitable for simulating real-world contexts (Toro, Camacho-Minuche, Pinza-Tapia, Paredes, 2018).

2.3.2.1 Communicative Language Teaching Activities There are a great number of teaching activities aiming to develop learners' communicative abilities regarding using the target language in authentic situations. Abe (2013) claims that both group and individual activities, such as group discussions and individual presentations are useful in CLT classrooms. In addition, Richards (2006) proposed two methodologies to achieve the goal of communicative language teaching: Content-based instruction (CBI) and Task-based instruction (TBI).

Content-based instruction is an approach in second language teaching which encourages learners to learn and acquire language by using subject content. The examples of suitable activities for CBI are as follows:

Information gap activities: Learners are required to exchange a missing part of information by researching, sharing and comparing given information to one another in order to fill in the missing parts.

Information-transfer activities: Learners are required to use either spoken or written language to transfer given information into other forms such as presentations, tables and diagram explanations.

Meanwhile, in task-based instruction, learners are assigned to use the target language to complete the given task. The examples of suitable activities for TBI are as follows:

Task completion activities: Learners are assigned to complete tasks, such as sequencing the story, matching descriptions to vocabulary, asking for directions, completing word puzzles, etc.

Role-plays: Learners have to animate characters in realistic situations to practise oral communicative ability and build up fluency. This activity helps to convey authentic contexts in the classroom.

Problem-solving: Learners are given the problems occurring in reality to solve, such as traffic problems, using less plastic, or being stranded on a desert island. Learners are then required to suggest solutions and have to use relevant aspects of language to express the ideas.

2.3.2.2 Teachers and Students' Role in CLT Classroom The core concept of CLT approach is to place learners at the centre of the learning process and encourage active learning engagement and meaningful and effective learning experience. Hattani (2018) additionally sees an association of CLT and a learner-centred approach which focuses on teaching how to utilise and communicate the knowledge they get to effectively handle and overcome the arising and forthcoming challenges in real-life situations. Learners play the most important roles in communication and are in charge of negotiating and interpreting the meaning of messages received from others (Larson-Freeman, 2001). The teachers, on the other hand, play the role of a facilitator providing exposure to use the target language to communicate in authentic contexts, gathering resources and also giving effective feedback when necessary. According to Sreehari (2012), "The role of a teacher in a communicative classroom is to facilitate language learning in meaningful ways".

2.4 Advantages and Limitations of CLT

In reality, there is no perfect pedagogy to teach a target language. CLT is, however, one of the most effective teaching approaches and appears to help strengthen learners' communicative competence. Learners have absolute authority over the CLT

classroom and are exposed to more active learning processes. Hien (2021) shows the undeniable strength of CLT is that CLT strengthens learners' overall knowledge and linguistic competence regardless of their language proficiency levels. Moreover, it enables learners to manipulate and develop their sociolinguistic, discourse, strategic, and grammatical competence or organisational and pragmatic competence (Alamri, 2018). Subsequently, learners acquire admissible crucial aspects of the target language in both explicit and implicit ways.

Although CLT is evidently one of the most effective teaching approaches to enhance learners' communicative abilities, a number of relevant studies reveal assorted limitations of CLT such as disregard of grammar and accuracy, a lack of creativity to design communicative activities, and lack of appropriate authentic materials (Hien, 2021). In learners' point of view, as a multitude of skills is required in CLT classrooms (Dos Santos, 2020), teachers' misconception regarding CLT could also lead to difficulties in CLT implementation. In addition, sizes of classrooms appear to be problematic for learners in some contexts (Iwashita & Ngoc, 2012). In Thai government schools, a typical class size is about 20-50 students. Zhang (2006) asserts that examination formats cause difficulties in implementing CLT in Asian countries. The Asian education system still relies on the written format of the proficiency exams, leading teachers and students to pay more attention to passing exams rather than securing improved communicative competence.

2.5 Relevant Studies

A great number of previous studies have been conducted concerning CLT in different aspects to prescribe the concepts of CLT and teachers' attitudes toward the implementation of CLT in the classroom.

Promtara and Suwannarak (2018) carried out a study to investigate Thai students and teachers' perceptions of English learning and teaching through the communicative language teaching (CLT) approach at the primary school level by using semi-structured interviews. The results showed that teachers agreed that the aim of CLT is to enable students to effectively communicate in authentic situations and enhance learners' ability to select appropriate English for communication.

Liao (2003) studied Chinese EFL secondary school teachers' attitudes toward CLT. The study showed that the majority of participating teachers had favourable attitudes toward CLT. In terms of teacher perceptions, RS Muliani (2022) pointed out that the teachers from junior high school in Indonesia had favourable perceptions of the six characteristics of CLT: overall goals, the relationship of form and function, fluency and accuracy, focus on real-world contexts, autonomy and strategic involvement, and teacher roles.

However, the implementation of CLT in Thai classrooms faces significant challenges and misconceptions. Kwon (2017) highlights the challenges voiced by Thai EFL teachers in implementing CLT, including a lack of confidence in providing authentic language input, difficulties in managing large class sizes, inadequate teacher training, and the impact of standardised tests like the Ordinary National Educational Test and entrance examinations. Inprasit (2016) further reports the difficulties encountered in implementing CLT in extended education schools, including learner characteristics, low learner proficiency, and teacher confidence issues. Additionally, Darji (2018) reveals findings from her research on non-native English teachers' perceptions of CLT, indicating positive attitudes toward CLT but also identifying problems in three broad categories: learner-related issues such as low motivation and language barriers, teacher-related issues such as lack of practical knowledge and insufficient preparation, and system-related issues such as large class sizes and grammar-focused exams.

Moreover, the implementation of CLT has primarily taken place at higher education levels. Gustiani (2011) conducted a study reviewing university teachers' experiences with CLT implementation, emphasising the importance of understanding CLT's definitions, characteristics, and emergence factors to improve teaching strategies that address learners' real needs. Similarly, Bruner, Sinwongsuwat, and Radic-Bojanic (2015) explored how CLT contributes to fostering communicative competence in two Thai universities, finding that authentic language contexts provide students with opportunities to apply the practical principles they have learned in class, despite the challenges posed by varying English proficiency levels. Dos Santos (2020) and Hien (2021) conducted studies investigating the advantages and limitations of applying CLT in universities, highlighting the difficulties arising from diverse contexts and

emphasising the need for language teachers to consider appropriate methodologies and strategies for international students with diverse social and cultural backgrounds.

While CLT is considered an effective language teaching approach for enabling Thai students to use English for various purposes, previous studies have consistently demonstrated that the implementation of CLT in different Thai contexts still faces challenges and difficulties, requiring attention from educational authorities to maximise its benefits. Furthermore, there is limited research specifically focusing on EFL secondary school teachers in Thailand. Hence, this study aims to give voice to Thai EFL secondary school teachers' perspectives on the implementation of CLT.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research Methodology

The present study employed a mixed-methods approach to gain a deeper understanding of Thai EFL secondary school teachers' perceptions of CLT. By combining quantitative and qualitative research methods, this approach, as described by Brannen and Moss (2012), allows for a clearer examination of social relations and their complexities while acknowledging the limitations of each method. The qualitative method employed in this study facilitated the contextualization and interpretation of the gathered data, offering detailed insights into teachers' perceptions and attitudes. In line with Macdonald et al. (2008), the quantitative method aimed to quantify data and generate generalizable results from a sample of approximately thirty Thai EFL secondary school teachers. By utilising a mixed research approach, this study sought to present comprehensive findings from both quantitative and qualitative methods, thereby addressing the limitations inherent in each method.

3.2 Participants

Convenience sampling was used to select 30 participants in order to investigate their perceptions and attitudes regarding the implementation of CLT in their classrooms. The target population of this study was 30 Thai EFL secondary teachers from different large secondary schools. To gather in-depth data, the researcher used purposive sampling to select four participants from different schools in order to conduct semi-structured interviews. The participants in the interviews held a master's degree in English Language Teaching or Applied Linguistics to ensure that they had a fundamental knowledge of CLT; and had experience in implementing CLT in the classroom.

3.3 Research Instruments

The instruments used in this study were a questionnaire (Appendix A) and a semi-structured interview (Appendix B). The items in the questionnaire were adapted from GM Takal (2021).

A 5-point Likert scale questionnaire and a multiple-choice questionnaire were used to collect the data. The questionnaire format consisted of the following parts.

Part 1: Characteristics of CLT

Part 2: Challenges of the implementation of CLT in classrooms

In Part 1 and 2, a 5-point Likert scale questionnaire containing 33 items was used to measure levels of agreement and disagreement towards the understanding of CLT characteristics and the attitudes toward the implementation of CLT.

Part 1 of the questionnaire consisted of fourteen statements and was divided into four subcategories relating to CLT characteristics; Language Tasks in CLT (Statements 1, 2, and 3), Grammar Roles (Statements 4 and 5), Teacher Roles (Statements 6, 7, 8, and 9), and Student Roles (Statements 10, 11, 12, 13, and 14).

Part 2 of the questionnaire was designed to investigate perceived challenges of CLT implementation and was divided into three subcategories: Student-related Challenges (Statements 15, 16, 17, 18, and 19), Teacher-related Challenges (Statements 20, 21, 22, and 23), and Administrative-related Challenges (Statements 24, 25, 26, 27, 28, 29, 30, 31, 32, and 33).

The points assigned for each scale are described as follows:

Table 3.1

Likert Scale

Levels of Agreement	Favourable Scores	Unfavourable Scores
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

Part 3: Activities used in the CLT classroom

In Parts 3, a multiple-choice questionnaire was used to capture the frequency of CLT activities used in the classrooms. The questionnaire provided the possible choices of activities gathered from the review of literature and an "other" answer option, which was essentially a write-in response (Appendix B).

The structured questions in the interview were also categorised into four main categories as in the questionnaire.

3.4 Data Collection

An online questionnaire containing both Likert scales and multiple-choice questions was used to collect data from 30 participants. The participants were asked to answer 33 questions on Google form.

A semi-structured interview was used to collect in-depth data from the four participants. Each interview lasted about forty-five minutes and was conducted in Thai and recorded online.

3.5 Data Analysis

The data obtained from the questionnaires were analysed using the SPSS program to calculate mean scores and standard deviations. The resulting mean scores were distributed into three levels of agreement as suggested by Ketsing (1998): high (3.67 or higher), moderate (2.34-3.66), and low (2.33 or lower).

The data obtained from the interviews were transcribed and analysed using content data analysis to compare the data obtained from the questionnaires.

3.6 Ethical Consideration

The participants were given the information sheet about the study, along with a consent form and the questionnaires. To conduct the semi-structured interviews, the four participants were contacted personally and provided the information about the study and the interview questions in brief along with the informed consent form. The records were kept confidential and the transcribed data from the interview were sent back to the participants to ascertain the accuracy.

CHAPTER 4
RESULTS

In this chapter, the data collected from the questionnaires and the interviews are presented. The data was analysed using the Statistical Package for the Social Sciences (SPSS). MicroSoft Excel was used for the numerical data and responses collected from interviews which were transcribed through the steps involved in content data analysis. The data analysis is presented in five main categories as follows:

4.1 Demographic Data Analysis

4.2 Understanding Regarding Characteristics of CLT

4.3 Perceived Challenges of CLT Implementation

4.4 The Most Used Teaching Activities in CLT Classrooms

4.5 Results from the Semi-Structured Interview

4.1 Demographic Data Analysis

The participants of the study were 30 English teachers teaching in public secondary schools in Bangkok. This section presents the personal information of the participants, including gender, age, level of education, teaching experience, class size, teaching level, teaching hours and experience in CLT training. The information is presented below in Tables 4.1-4.8 along with descriptions.

Table 4.1

Distribution of Gender

Gender	Frequency	Percent
Male	6	20.0
Female	23	76.7
Prefer not to say	1	3.3
Total	**30**	**100.00**

According to the information presented in Table 4.1, 23 of the participants were female (76.7%), six were male (20%), and one participant preferred not to mention gender (3.3%).

Table 4.2

Age Distribution of the Participants

Age	Frequency	Percent
21-30	11	36.7
31-40	18	60.0
41-50	1	3.3
51 and above	0	0.0
Total	**30**	**100**

As seen in Table 4.2, the majority of participants (60%) were in the age range of 31 to 40 years old whereas 11 (36.7%) were between 21 and 30 years old. The remaining participant (3.3%) was between 41 and 50 years old.

Table 4.3

Level of Education

Level of Education	Frequency	Percent
Bachelor's degree	19	63.3
Master's degree	11	36.7
Total	**30**	**100.00**

As presented in Table 4.3, the majority of participants (63.3%) held a bachelor's degree, and the rest (36.7%) of the participants held a master's degree.

Table 4.4

Teaching Experiences

Teaching Experience	Frequency	Percent
0-5	13	43.3
6-10	14	46.7
11-15	2	6.7
16-20	1	3.3
Total	**30**	**100.00**

Regarding teaching experiences, as seen in Table 4.4, 13 participants (43.3%) had experience of 0 to 5 years in teaching, while 14 (46.7%) had 6 to 10 years of experience. The remaining two participants (6.7%) had 11 to 16 years experience, and only one participant (3.3%) had teaching experience of 16 to 20 years.

Table 4.5

Class Size

Class Size	Frequency	Percent
1-15	4	13.3
16-25	3	10.0
26-40	16	53.3
41-50	6	20.0
50 and above	1	3.3
Total	**30**	**100.00**

With reference to Table 4.5, the majority of participants (53.3%) were teaching 26 to 40 students in one class while six participants (20%) were teaching classes containing 41 to 50 students. Four participants (13.3%) were teaching classes with 1 to

15 students and three participants (10%) were teaching 16 - 25 students in a whole class. The remaining participant (3.3%) was teaching a class with 50 students or above.

Table 4.6

Teaching Level

Teaching Level	Frequency	Percent
Mathayoms 1-3	10	33.3
Mathayoms 4-6	11	36.7
Both	9	30.0
Total	**30**	**100.00**

In relation to teaching levels, 11 participants (36.7%) were teaching Mathayom 4 to 6, 10 participants (33.3%) were teaching Mathayom 1 to 3, and nine participants (30%) were teaching both levels. Therefore, there was almost an equal distribution of teaching levels among the participants.

Table 4.7

Teaching Hours/Week

Teaching Hours/Week	Frequency	Percent
10-15	6	20.0
16-20	12	40.0
21-25	11	36.7
26-30	1	3.3
Total	**30**	**100.00**

In relation to teaching hours per week, as presented in Table 4.7, 12 participants (40%) had 16 to 20 teaching hours per one week, while 11 participants (36.7%) had 21 to 25 hours of teaching per week. Six participants (20%) had 10 to 15 hours of teaching, whereas the remaining participant (3.3%) had 26 teaching hours or above.

Table 4.8

Experiences in CLT Training

Experiences in CLT Training	Frequency	Percent
Yes	13	43.3
No	17	56.7
Total	**30**	**100.00**

With respect to the participants' experiences in CLT training, as shown in Table 4.8, 17 participants (56.7%) had no experiences relating to CLT while 13 participants (43.3%) had experienced in CLT training.

4.2 Understanding regarding the characteristics of CLT

In this study, there were 14 questions divided into four subcategories, relating to teachers' understanding regarding the characteristics of CLT: language tasks, grammar roles, teacher roles, and student roles. The findings of the four different categories are presented as follows:

4.2.1 Understanding toward Language Tasks in CLT

In the questionnaire, three statements (Statements 1, 2, and 3) were created to examine the participants' understanding toward language tasks used in a CLT classroom. The findings are presented in Table 4.9.

Table 4.9

Understanding toward Language Tasks in CLT

Statement	Mean	SD	Degree of Agreement
1. Language tasks should be meaningful and purposeful.	4.73	0.51	High
2. Tasks and activities should be negotiated and adapted to suit students' needs rather than imposed on them.	4.50	0.62	High
3. Group work activities are essential to develop cooperative relationships among students.	4.57	0.56	High
Overall	**4.60**	**0.56**	**High**

The results indicated that the participants demonstrated a strong understanding of the language tasks typically utilised in a CLT classroom, as reflected by an overall score of 4.60 (SD = 0.56). The participants exhibited a high level of agreement with the notion that language tasks in CLT should be meaningful and purposeful, with Statement 1 receiving the highest mean score (M = 4.72, SD = 0.51). This was closely followed by Statement 3, which pertained to understanding group work activities (M = 4.57, SD = 0.56). Additionally, the participants expressed agreement with Statement 2, emphasising the importance of negotiating and adapting tasks and activities to meet students' needs (M = 4.50, SD = 0.62).

4.2.2 Understanding toward Grammar Roles

There were two statements related to grammar roles (Statements 4 and 5). The results are presented in Table 4.10.

Table 4.10

Understanding toward Grammar Roles

Statement	Mean	SD	Degree of Agreement
4. By mastering the rules of grammar, the students become fully capable of communicating with a native speaker.	3.40	0.92	Moderate
5. It is essential to teach grammatical terminology to make students communicate effectively.	3.37	1.02	Moderate
Overall	**3.38**	**1.93**	**Moderate**

As can be seen from Table 4.10, the agreement level of two statements in terms of grammar was "moderate" with an overall mean score of 3.38 (SD = 1.93). As can be seen in Statement 4, by mastering the rules of grammar, the students become fully capable of communicating with a native speaker (M = 3.40, SD = 0.92), and statement 5, it is essential to teach grammatical terminology to make students communicate effectively (M = 3.37, SD = 1.02).

4.2.3 Understanding toward Teacher Roles

In this section, the finding of the participants' understanding toward teachers roles are presented. There were four statements (Statements 6, 7, 8, and 9) as shown in Table 4.11.

Table 4.11

Understanding toward Teacher Roles

Statement	Mean	SD	Degree of Agreement
6. The teacher must provide authentic materials and tasks so as to satisfy the widely different needs of students.	4.33	0.75	High
7. The role of the teacher in the language classroom is to impart knowledge through activities.	4.53	0.62	High
8. The teacher should be resourceful and supplement other materials along with textbooks.	4.37	0.60	High
9. The teacher acts as a facilitator rather than a transmitter of knowledge.	4.52	0.68	High
Overall	**4.44**	**0.66**	**high**

According to Table 4.11, the agreement level of four statements in terms of teachers' roles was 'high', with an overall score of 4.44 (SD = 0.66). Statement 7 reflects that the participants agreed on the role of the teacher in the language classroom as being to impart knowledge through activities (M = 4.53, SD = 0.62). Furthermore, the responses from the participants indicated that the teacher's role is that of a facilitator rather than a mere transmitter of knowledge (M = 4.52, SD = 0.68). Following this, Statement 8 emphasised the importance of the teacher being resourceful and supplementing materials in addition to textbooks (M = 4.37, SD = 0.60). Similarly, the participants recognized the significance of the teacher providing authentic materials and tasks to cater to the diverse needs of students (M = 4.33, SD = 0.75) in Statement 6.

4.2.4 Understanding toward Student Roles

Statements 10, 11, 12, 13, and 14 were designed to explore the participants' understanding toward students' roles in CLT classrooms. The findings are presented in Table 4.12.

Table 4.12

Understanding toward Student Roles

Statement	Mean	SD	Degree of Agreement
10. For students to become effective communicators, they are responsible for their own learning.	4.37	0.71	High
11. Students can suggest what content of the lesson should be taught as they are responsible for their own learning.	4.33	0.54	High
12. The CLT approach encourages students to be more responsible and self-disciplined which develops their full potential.	4.27	0.68	High
13. CLT is a learner-centred approach that places the students at the centre of the learning process.	4.43	0.62	High
14. Training students to take responsibility for their own learning helps learners to be familiar with the CLT approach.	4.33	0.75	High
Overall	**4.35**	**0.66**	**High**

With reference to Table 4.12, the participants showed a high level of agreement regarding students' roles, with an overall score 4.35 (SD = 0.66). The participants highly agreed that CLT is a learner-centred approach that places the students at the centre of the learning process (M = 4.43, SD = 06.2), followed by Statement 10: for students to become effective communicators, they are responsible for their own learning (M = 4.37, SD = 0.71); Statement 11: students can suggest what content of the lesson should be taught as they are responsible for their own learning (M = 4.33, SD = 0.54); Statement 14: training students to take responsibility for their own learning helps learners to be

familiar with the CLT approach (M = 4.33, SD = 0.75); and Statement 12: the participants agreed that the CLT approach encourages students to be more responsible and self-disciplined, which develops their full potential (M = 4.27, SD = 0.68), respectively.

4.2.5 Participants' Overall Understanding towards the Characteristics of CLT

Table 4.13 presents the results of the four categories regarding CLT characteristics: language tasks, grammar roles, teacher roles, and student roles together with the overall understanding of the participants.

Table 4.13

Overall Understanding towards the Characteristics of CLT

Category	Mean	SD	Degree of Agreement
The understanding toward language tasks in CLT	4.60	0.56	High
The understanding toward grammar roles	3.38	1.93	Moderate
The understanding toward teacher roles	4.44	0.66	High
The understanding toward student roles	4.35	0.66	High
Overall	**4.19**	**0.95**	**High**

The overall score suggested that the participants had an understanding of the characteristics of CLT (M = 4.19, SD = 0.95) at a high level. The highest mean score was found in the category of the understanding toward language tasks in CLT (M = 4.60, SD = 0.56), followed by the understanding toward teacher roles. (M = 4.44, SD = 0.66). The understanding toward students' roles was "high" (M = 4.35, SD = 0.66), and the understanding toward grammar roles was "moderate" (M = 3.38, SD = 1.93). It is noticeable that the level of degree of agreement regarding grammar role was the only one at a moderate level.

4.3 Perceived Challenges of CLT Implementation

There were 19 questions relating to the perceived challenges of CLT implementation in the questionnaire. The challenges were divided into three different subcategories: student-related challenges, teacher-related challenges, and administrative-related challenges. The findings of each subcategory are presented in this section.

4.3.1 Student-Related Challenges

Five statements (Statements 15, 16, 17, 18, and 19) explored student-related challenges in CLT. The findings are presented in Table 4.13.

Table 4.14

Student-Related Challenges

Statement	Mean	SD	Degree of Agreement
15. The reluctance of students causes disruptive behaviour and has a negative impact on class dynamics.	4.00	1.06	High
16. Students have low-level English proficiency.	3.80	1.10	High
17. Students resist participating in communicative class activities.	3.28	1.18	Moderate
18. Students lack motivation for developing communicative competence.	3.44	1.17	Moderate
19. Students are not confident to use English to communicate in CLT classrooms due to the fear of making mistakes.	3.92	1.11	High
Overall	**3.69**	**1.12**	**High**

As seen in Table 4.13, the overall score was at a high level (M = 3.69, SD = 1.12). The participants had a high level of agreement with Statements 15, 16, and 19. The results indicated that the participants believed the major challenges were: Statement 15: the reluctance of students (M = 4.00, SD = 1.06); Statement 19: students' confidence and the fear of making mistakes (M = 3.92, SD = 1.11); and Statement 16: students' low level of English proficiency (M = 3.80, SD = 1.10). The other statements were seen as moderate challenges: Statement 18: students lack motivation for developing communicative competence (M = 3.44, SD = 1.17); and Statement 17: students resist participating in communicative class activities (M = 3.28, SD = 1.18), respectively.

4.3.2 Teacher-Related Challenges

In this section, the findings show the participants' agreement on teacher-related challenges. Four statements (Statements 20, 21, 22, and 23) were designed in this subcategory and are presented below:

Table 4.15

Teacher-Related Challenges

Statement	Mean	SD	Degree of Agreement
20. Teachers need more time to develop authentic resources for communicative activities.	4.28	0.72	High
21. Teachers prefer teacher-centred approaches.	2.40	1.20	Moderate
22. Teachers are not clear about CLT.	3.16	1.25	Moderate
23. Teachers lack knowledge about the spoken English language.	2.68	1.22	Moderate
Overall	**3.13**	**1.10**	**Moderate**

As seen from Table 4.15, the participants had the same level of agreement, which is "moderate", with statements 21, 22, and 23, and the overall score was 3.13

(SD = 1.10). The results indicated that the participants believed that the following were not the most concerning challenges in implementing CLT: Statement 21: teachers' preference in teacher-centred approaches (M = 2.40, SD = 1.20); Statement 22: an unclear understanding about CLT (M = 3.16, SD = 1.25); and Statement 23: a lack of knowledge about the English spoken language (M = 2.68, SD = 1.22). Meanwhile, Statement 20 regarding the limited time to develop authentic resources for CLT classrooms was the main concern (M = 4.28, SD = 0.72) at a high level.

4.3.3 Administrative-Related Challenges

The final subcategory relating to the perceived challenges in CLT is administrative-related challenges. Ten statements (Statements 24-33) in the questionnaire were designed to explore the participants' agreement with administrative-related challenges. The findings are presented in Table 4.16.

Table 4.16

Administrative-Related Challenges

Statement	Mean	SD	Degree of Agreement
24. The class size is too large for the effective use of CLT.	3.48	1.39	Moderate
25. There are few opportunities for teachers to get CLT training.	3.63	1.15	Moderate
26. CLT is not suitable for the existing examination system which is generally related to grammar.	3.60	1.26	Moderate
27. The existing syllabus focuses on grammar which is not suitable for communicative activities.	3.48	1.24	Moderate
28. Course textbooks and materials do not facilitate CLT implementation.	3.48	1.17	Moderate
29. It is very difficult for noise management when	3.44	1.13	Moderate

doing group work and pair work in the classroom.

30. Limited support from the institution causes difficulties in material preparation.	3.72	1.00	High
31. Classroom seating arrangements do not facilitate group/pair work activities.	3.56	1.24	Moderate
32. Limited time available to involve all students in completing class activities.	3.96	1.11	High
33. There is a lack of effective and efficient instruments to assess communicative competence.	3.48	1.06	Moderate
Overall	**3.58**	**1.18**	**Moderate**

As observed in Table 4.15, the levels of acceptance among the participants regarding administrative-related challenges varied, with an overall score of 3.58 (SD = 1.18). The results indicate that the participants found Statement 32, which pertains to time limitations for completing class activities, to be the most challenging, as it received the highest mean score (M = 3.96, SD = 1.11). This was closely followed by Statement 30, which highlighted limited support from institutions (M = 3.72, SD = 1.00) at a high level. The other statements received responses at moderate levels. These include Statement 25, which indicated a lack of training opportunities (M = 3.63, SD = 1.15); Statement 26, addressing the incompatibility of CLT with the existing grammar-focused examination system (M = 3.60, SD = 1.26); Statement 31, regarding classroom seating arrangements not facilitating group or pair work activities (M = 3.56, SD = 1.24); Statement 24, highlighting large class sizes as hindering effective CLT implementation (M = 3.48, SD = 1.39); the existing syllabus focusing on grammar (M = 3.48, SD = 1.24); Statement 28, concerning course textbooks and materials (M = 3.48, SD = 1.17); Statement 33, addressing the lack of effective and efficient instruments to assess communicative competence (M = 3.48, SD = 1.06); and Statement 29, which identified difficulties in noise management during group work and pair work activities in the classroom (M = 3.44, SD = 1.13).

4.3.4 Overall Perceived Challenges of CLT

The mean scores, the standard deviations, the degree of agreement regarding the overall perceived challenges, and the perceived challenges of the three categories are presented in Table 4.17.

Table 4.17

Overall Perceived Challenges of CLT

Category	Mean	SD	Degree of Agreement
Student-related Challenges	3.69	1.12	High
Teacher-related Challenges	3.13	1.10	Moderate
Administrative-related Challenges	3.58	1.18	Moderate
Overall	**3.47**	**1.13**	**Moderate**

The responses showed that the overall degree of agreement was at a moderate level (M = 3.47, SD = 1.13). The participants believed that student-related challenges are the most concerning (M = 3.69, SD = 1.12) at a high level, followed by administrative-related challenges (M = 3.58, SD = 1.18), and teacher-related challenges (M = 3.13, SD = 1.10), both at a moderate level.

4.4 The Most Used Teaching Activities in CLT Classrooms

In this section, the findings showed that the participants used a variety of communicative activities including information gaps, problem solving, information-transfers, task-completion, games, role-plays, picture description, debates, individual/group presentations, group discussion, and jigsaw activities. The findings are presented in Table 4.18.

Table 4.18

The Most Used Teaching Activities in CLT classrooms
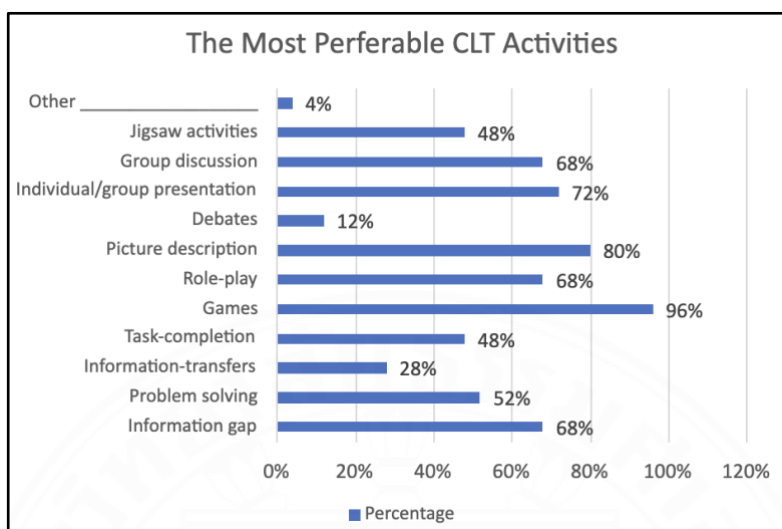
According to Table 4.18, games were the most preferred activity (96%) used in CLT classrooms. The participants also frequently used picture description to facilitate communicative activities (80%). The next preferred activity is individual or group presentations (72%). Similarly, group discussions, role-plays, and information gaps were used by 68% of the participants. Problem-solving was another activity used by half of the participants (52%), while jigsaw activities and task-completion were used by 48%. There were eight participants (28%) who used information-transfer, and only four participants (12%) used debates in CLT classrooms.

4.5 Results from Semi-Structured Interviews

Apart from the 30 participants who completed the questionnaires, four different participants were interviewed to gain a deeper understanding of the characteristics of CLT and the perceived challenges in its implementation. The four participants were asked about their demographic data, and pseudonyms (A, B, C, and D) were used to ensure confidentiality. The demographic data of the interview participants are presented in Table 4.19.

Table 4.19

Demographic Data of the Interview Participants

Demographic Data	Participants			
	A	**B**	**C**	**D**
Gender	Female	Male	Male	Female
Age	32	28	32	34
Level of Education	Master's degree	Master's degree	Master's degree	Master's degree
Teaching Experience	6 years	6 years	4 years	11 years
Class Size	28-44	30-46	30-50	15-35
Teaching Level	Mathayom 3 and 4	Mathayom 1, 5, and 6	Mathayom 6	Mathayom 1, 2, and 3
Teaching hours/week	21 hours	18 hours	21 hours	16 hours
Experience in CLT Training	Yes	Yes	No	No

Table 4.19 provides background information on the interviewed participants, consisting of two males and two females. Three participants were in the age range of 31 to 40, while one participant was in the 21 to 30 age range. All participants held Master's degrees as their highest level of education. Participants A, B, and C had teaching experience ranging from 6 to 10 years, while one participant had 11 years of teaching experience. The class sizes varied, ranging from 15 to 50 students. The majority of participants taught at different levels, while one participant exclusively taught Mathayom 6. The teaching hours reported by participants ranged from 16 to 21 hours per week. Two participants had previous training in CLT, while the remaining two participants had no training experiences in CLT.

During the semi-structured interview, the questions were categorised into three main areas: understanding the characteristics of CLT, perceived challenges in implementing CLT, and commonly used teaching activities in CLT classrooms. The first interview question aimed to gauge participants' knowledge and familiarity with CLT, with the question being, "Have you ever heard about CLT?" Participants C and D demonstrated their awareness and understanding of CLT concepts and characteristics, which they had learned during their master's degree studies.

"I have known and learned about CLT in the Teaching Methodologies class when I was studying for my master's degree. The school authorities did not clearly mention applying CLT, but there were learning objectives relating to communication improvement in English classrooms." (C)

"I heard about CLT when I was studying for my master's degree. There were no requirements from my school to apply CLT." (D)

However, participants A and B reported that they were required to apply CLT in the course syllabus:

"The Secondary Educational Service Area Office regularly provided CLT training to the teachers. There were foreign lecturers who taught us about applying CLT in the classrooms. We also got certificates after finishing each training." (A)

"I had to use CLT to teach English Programme (EP) classes. I taught both general students and EP students." (B)

4.5.1 CLT Characteristics

In terms of CLT characteristics, all participants had the same understanding about the ultimate goals of CLT, which is fostering students' ability to communicate during CLT classes:

"I think the main goals of CLT are not accuracy or grammatical competence. The teacher has to design learning activities to encourage back and forth communication in the classroom." (A)

Participants B defined a CLT classroom as a class that encourages students to produce the language:

"CLT must be a lesson to encourage or motivate students to produce English language in either spoken or written forms. Teachers themselves can be good examples

for students in terms of using English in the classroom. And class activities should support active learning." (B)

Participant C viewed CLT as a learning path that can lead students to the ultimate goal of learning a language. Teachers should create practical activities that allow students to use English language in a real situation:

"CLT's goal is communication in either spoken or written forms. To reach that goal, the activities should be practical. For example, if you want to teach idioms, you must create a real situation that allows students to use the idioms in a real situation. The activities could be anything that promotes active learning, which means students should not just sit down and receive information from the teacher." (C)

Participants D asserted a similar understanding about CLT goals as follows:

"There must be learning objectives for each lesson, and teachers must create activities that allow all kinds of communication. For example, for individual presentations, instead of having each student present a particular topic, teachers can ask other students about the topic or ask other students to share their opinion about the topic. That allows students to communicate among each other, and the teacher can still follow the objectives." (D)

4.5.1.1 Grammar Roles The next question asked was *"Is there any room for grammar in a CLT classroom if the goal of CLT is communication?"* Participant A disagreed with ignoring grammar and stated that:

"Grammar cannot be neglected, but we should not correct students' grammar mistakes directly. When students make mistakes, we should restate the incorrect sentences with grammar correction. This will allow students to implicitly learn grammar from correct examples." (A)

In addition, Participant C also agreed that grammar should not be neglected and suggested a way to insert grammar in CLT classrooms:

"You can insert grammar in CLT. For example, in a particular situation given to the students, if there are any related grammar structures that you can highlight, you should teach that grammar. On the other hand, if the aim is to teach a specific grammar structure within a real-life context, the teacher must carefully design a situation that is appropriate and relevant." (C)

However, Participant E's opinions about grammar roles were as follows:

"It is possible to verbally, implicitly give reminders about grammar rules to students with high levels of English proficiency, but you cannot do that to students with lower proficiency. However, teachers can use grammar to lead CLT. For example, teachers select a grammar rule to focus on and teach them that rule. Then, teachers create a situation that allows students to use that grammar rule. It will help students to master grammar as well as improve communicative competence." (D)

4.5.1.2 Teacher Roles The third question asked about the teacher's roles in a CLT classroom. All participants had a similar understanding about the role of teachers:

"In CLT classes, teachers play the role of coaches, and students are the main players. When students are struggling, teachers should provide solutions immediately. While students are in the process of learning, teachers should facilitate their learning processes." (A)

Participant C elaborated on the teacher's roles:

"Teachers should be a facilitator which of course creates real situations and materials. Moreover, teachers must give clear explanations of each task and facilitate students' learning processes. Teachers also have to observe if students make mistakes in order to give feedback afterwards. Lastly, teachers must summarise what students have learnt in each lesson and give feedback for the whole class. Apart from that, if students are struggling in some parts, teachers should support and help them to get through the obstacles." (C)

Apart from the roles, Participant B added that teachers should also prepare themselves for CLT classroom in terms of the way of teaching and knowledge:

"The teacher must be active and have enough knowledge about the chosen topic. It's hard work for teachers to prepare all activities and materials relating to each topic and make sure that all activities will lead to communication. Apart from that, the teacher should facilitate students' learning and make sure that they would eventually reach the class objectives." (B)

Participant D had a slightly different opinion about teacher roles. Teachers still have to lead the class and plan all the activities:

"Our roles started at the very first stage, assigning suitable tasks for each student in order to enable students to complete the task by themselves. Moreover, teachers should know their students' level of English proficiency well, so they can assign the suitable tasks or arrange the suitable group members for students." (D)

4.5.1.3 Student Roles In terms of student roles, Participants A and B had a similar understanding that students are responsible for their own learning processes:

"First of all, they need to participate in all class activities. Sometimes students have to share their opinions about what they want to study. The teacher then considers if the chosen topic can be added or mixed with the existing syllabus."

Participant A stated her opinion about student roles as follows:

"Students are responsible for their learning, and that encourages them to focus on each topic." (A)

4.5.2 Perceived Challenges in CLT Implementation

In this section, all participants were asked about challenges they experienced during the CLT lessons. The challenges are divided into three categories: student-related challenges, teacher-related challenges, and administrative-related challenges.

4.5.2.1 Student-Related Challenges Students' English proficiency seemed to be the main challenge for all participants:

"Students' proficiency is the main problem in a CLT class. Students with a high level of English proficiency would be in charge of every activity, but students with moderate or low proficiency tend to allow high proficiency students to complete all the tasks for them. It is very challenging to manage group activities due to the different levels of students' English proficiency." (A)

Participant B further added that students did not have negative attitudes toward CLT, but their English proficiency sometimes became a problem, and he gave a suggestion to cope with the challenge:

"I think students are fine with CLT, especially the high proficiency ones. They believe they are going to learn new things in a CLT classroom. And I personally believe

that students have positive attitudes towards studying English because of CLT, and they can produce the language by themselves in the CLT classroom."

"But for lower proficiency students, CLT seems to be quite stressful for them and demotivates them. It's one of the challenges for the teacher. If the teacher adjusts the difficulty of each lesson, it might help to motivate the students with lower proficiency to be able to be a part of the CLT class." (B)

Participants C and D stated their opinions about existing challenges relating to students as follows:

"Students with an acceptable level of English proficiency can communicate smoothly, whereas students with lower levels of English proficiency are sometimes uncomfortable to communicate in English in both spoken and written forms. And that affects their confidence as well." (C)

"If the task is too easy, students with a higher level of English proficiency will complete all tasks within a couple minutes and other students will be neglected." (D)

Apart from different level of English proficiency, the difference of students' personalities is also considered challenging:

"The difference of Students' personalities is also challenging. Some students do not like speaking in public, but they have all the knowledge. However, there are several ways to communicate. Teachers have to design the activities that fit all students." (C)

Participant D experienced a similar situation relating to students' personalities.

"Students with the qualities of a leader tend to lead every activity in the CLT classroom because students are responsible for the learning process. So, it is my responsibility to ensure everyone has a role in each task. It is impossible to let students lead all activities. However, I think if they get familiar with CLT, all students might be able to participate equally." (D)

4.5.2.2 Teacher-Related Challenges According to the answers received from the interviews, time limitations are the major challenge of CLT implementation. Participant A pointed out a crucial challenge she experienced as follows:

"I sometimes had only 30 minutes left for one lesson due to the delay of the previous lesson." (A)

In addition, CLT requires more time for teaching preparation than preparation for traditional classrooms, as Participant C stated below:

"When designing CLT tasks, teachers need to design evaluation methods as well. For example, when you assign students to do a group or individual presentation, you also have to design rubric scores to evaluate their performance. It is quite challenging, unlike a general English class where you can score their performance from their worksheets or books." (C)

Participant B further added that:

"The delay of the previous class causes problems. Time limitations are also a problem. We don't have double slots for English lessons. Sometimes we have only 40 minutes left for one class, and we have to rearrange seatings for CLT. It is not enough to complete all activities in one go" (B)

Apart from the time limitations, Participants B and D believed that a lack of understanding about CLT implementation is considered challenging:

"Teachers have different personalities. How can we make sure that everyone understands that CLT is a useful approach even though it is different from a traditional classroom?" (B)

Participant D stated a reason which caused misunderstanding and provided a helpful suggestion to enable teachers to have a better understanding about CLT implementation:

"Teachers sometimes have to do other school tasks; hence, the attempt to understand CLT is not their priority. The authorities should provide a CLT handbook and a handful of facilities for all schools to ensure that they can apply CLT effectively and reach the same goals. It is like a ready-to-use package of CLT." (D)

4.5.2.3 Administrative-Related Challenges In this study, the administrative-related challenges stated by the participants included class sizes, seating arrangements, time limitations, the examination system, the existing syllabus, and limited support and training from their institutions.

1) Class Size Participant A asserted a challenge relating to class size that:

"There are too many students in my class, and there is not enough space for them to complete the communicative activities. For example, I want them to work in groups of five and complete the "Art Galleries Activity", but there are more than forty students in my class. They can barely walk around the classroom." (A)

Similarly, participant B stated a challenge he experienced during CLT class that:

"I teach about 40 students in one class, and it's quite hard for me to follow up all my 40 students' learning progress during the lesson. The fewer the students, the easier I can follow up. If we have fewer students, I think CLT would be more effective."

"Sometimes we have only 40 minutes left for one class and we have to rearrange seating for CLT. It is not enough to complete all activities in one go" (B)

2) *Time Limitations* In this section, time limitations are related to administrative systems, such as class duration management and school management.

Apart from teaching, Participant A stated that it was her responsibility to carry out other tasks of the school:

"Sometimes I need to do other school tasks such as welcoming the school's guests. For general English classes, I can assign tasks for my students and let them complete the tasks on their own, but I cannot do so in CLT classes."

"*There were no double classes for English subjects provided in my school unlike Science. It is almost impossible to apply for CLT in a very short period."* (A)

Participant B experienced similar situations and asserted the following:

"If teachers have to do some other tasks that are not related to teaching, they will not have enough time to prepare for each CLT lesson. They then decide to just teach by using a coursebook. It does not only affect CLT classes but the normal class as well. It's our responsibility to do other school tasks as well. It would be very helpful if we have more time to plan and focus on our lesson plans." (B)

Additionally, Participant B discussed further challenges he experienced due to school management:

"Students have to move around the school to study different subjects. So, we don't have enough time to carry out CLT. They spent about 10 minutes walking to each classroom, especially after the PE lesson. They spent almost 20 minutes trying to get changed." (B)

3) Examination System In this study, the examination system was not a major concern for any of the participants. CLT class evaluation can be separated from the major examination system. Participant A suggested an effective evaluation for CLT classrooms:

"Evaluation was not a problem in CLT because class objectives are set for each lesson. Moreover, CLT is not only about speaking. You can evaluate their communicative competence by checking on their short notes, written answers or even diagrams. There are several types of evaluation in CLT. You can evaluate their learning in every lesson if you want." (A)

Participant C further added that:

"Teachers should set evaluation criteria or objectives for each CLT class even though it requires extra time." (C)

4) Existing Syllabus The participants agreed that teachers are not fully authorised to design the lesson plans suitable for communicative classroom due to the existing syllabus:

"The activities in CLT are sometimes too exciting for students, which might stop them from learning. They tend to request more exciting activities and are unwilling to study in normal lessons. The teachers have to make sure they follow the course syllabus and are clear with the students." (A)

"All teachers in the English department work together to set up a course syllabus. It is not possible to change the syllabus based on students' needs or change it to meet CLT objectives, but we can add some interesting content to some lessons." (B)

"It is impossible to create the tasks based on students' needs because we already have a course curriculum. However, our curriculum is of course suitable for their ages, and they can sometimes freely choose subtopics that they are interested in such as in a group presentation." (C)

"We cannot design all lessons based on students' needs because we have a course syllabus to follow. However, we can add what students want to learn into some lessons if it is suitable and relevant to the lesson." (D)

*5) **Limited Support and Training from the Institutions*** Regarding CLT trainings, Participate A had more training opportunities than other participants, but she needed support from the administration:

"We do not have a room that we can use for CLT. It would be better if the school provided an English laboratory so teachers can run a CLT class without any concerns." (A)

Participants B offered his opinion about the school's facilities, which caused problems in implementing CLT:

"A lack of supporting materials sometimes forces the teachers to use only a coursebook to teach." (B)

Participants C and D had different experiences regarding support from their schools:

"We have enough support regarding visual aids from the school. Hence, this is not a main problem for our school." (C)

Participant D further requested training support from her school:

"We have no problems with facilities. We have TVs, projectors, speakers, etc. But we do not really know what CLT is because we have never had training about CLT." (D)

As Participant C mentioned at the beginning of the interview about CLT training that he had never attended training directly related to CLT before:

"I attended several training sessions in the past few years, but they were not related to CLT. I have never attended a CLT training." (C)

Participants B requested CLT training:

"As I have told you before, we receive a little support from the authorities in terms of training. There used to be training provided in the past, from the British Council, but we don't have it anymore, especially training about CLT. I think it's probably because of the COVID. So I hope we can have more practical training in the future." (B)

In this chapter, the overall results of the study were presented in five major categories: demographic data analysis, understanding towards CLT's characteristics, perceived challenges of CLT implementation, the most used teaching activities in CLT

classrooms and results from the semi-structured interviews. The summary, discussion, and conclusion of the results are presented in Chapter 5.

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In the past several decades, Communicative Language Teaching (CLT) has been used as an approach with the aim to enhance the communicative competence of Thai students. This study was conducted to investigate Thai EFL secondary school teachers' perceptions and the challenges regarding the implementation of the CLT approach in the classroom. In this section, the discussion of the findings, the implications of the study, and suggestions for further studies are presented.

5.1 Summary and Discussion

Regarding the worldwide demand of English usage, Communicative Language Teaching has been one of the most effective teaching approaches to enhance students' communicative competence, and it is used in many countries, including Thailand. The Ministry of Education in Thailand has made a great attempt to increase learners' communicative abilities by implementing CLT in classrooms along with strengthening teachers' English proficiency and pedagogical knowledge and skills. However, several previous studies revealed dissatisfaction with CLT implementations in regards to the low proficiency of learners, the workload of teachers, and a lack of effective materials (Inprasit, 2017).

This section discusses the results of the teachers' responses to the questionnaire and the semi-structured interviews regarding three aspects: 1) Teachers' perceptions of the characteristics of CLT, 2) the challenges of CLT implementation, and 3) the most favourable CLT activities.

5.1.1 Teachers' Perception Regarding the Characteristics of CLT

The characteristics of CLT were categorised into four categories: language tasks in CLT, grammar roles, teacher roles, and student roles. The findings of each category are presented below:

5.1.1.1 Perceptions of Language Tasks in CLT: The responses from the questionnaire revealed a high degree of agreement with all statements, indicating that the participants possessed a strong understanding of the language tasks commonly used in a CLT classroom. They overwhelmingly agreed that language tasks in CLT should have meaning and purpose, as well as adaptability to meet students' individual needs. The participants recognized the importance of group work activities in fostering cooperative relationships among students. This aligns with the insights shared by the interviewed participants, who emphasised that CLT tasks and activities should promote interaction among students and provide authentic language use opportunities. The participants' understanding of the language tasks commonly employed in a CLT classroom coincides with the viewpoint expressed by Littlewood (2008), who suggests that EFL students improve their communicative abilities through meaningful interaction, leading to enhanced confidence in learning. Furthermore, the teachers' belief in the value of pair work or group work aligns with the notion that CLT offers opportunities for learners to communicate in the target language and foster cooperative relationships among students. The incorporation of interactive classroom activities can also facilitate interactions between teachers and students, as well as among students themselves (A. Desai, 2015).

5.1.1.2 Perceptions of Grammar Roles: The questionnaire results indicated a moderate level of agreement with two statements related to grammar, suggesting that teaching grammar rules to some extent can contribute to effective communication. During the interviews, participants expressed agreement that grammar cannot be neglected in CLT lessons. They acknowledged that, at times, teachers can incorporate grammar to guide communicative activities, ensuring both accuracy and fluency. It is undeniable that knowledge of grammar is crucial for effective communication in the Thai school context, and thus, teaching and assessing linguistic knowledge should not be disregarded. However, participants emphasised that grammar can be taught in CLT classrooms in a less systematic manner, with a greater focus on fluency to facilitate meaningful communication. This finding contradicts the viewpoint of Brown (1994, as cited in Thamarana, 2015), which suggests that fluency and accuracy are complementary principles in communicative techniques. The results imply the need for

policymakers to reassess the balance between fluency and accuracy when developing course syllabi and examination systems. As Larsari (2008, as cited in Inprasit, 2017) states, learners require sufficient exposure to both linguistic and pragmatic knowledge of the target language through social interactions to acquire language effectively. Overall, the findings highlight the importance of considering both fluency and accuracy in CLT classrooms, while striking a balance that promotes meaningful communication and incorporates adequate exposure to linguistic and pragmatic aspects of the target language.

5.1.1.3 Perceptions of Teacher Roles: The responses obtained from the interviews were consistent with the questionnaire results. All participants recognized the importance of teachers facilitating students' learning processes, preparing useful resources, and providing authentic materials to ensure that students achieve the goals of CLT. Furthermore, teachers should possess sufficient knowledge of the chosen topic and be aware of students' proficiency levels and individual characteristics to assign appropriate tasks. The interviewed participants emphasised that offering immediate solutions and feedback is also a crucial aspect of the teacher's role in CLT classrooms. Regarding teacher roles, the participants unanimously agreed that they function as facilitators in CLT classrooms. This means that teachers should not only prepare authentic resources but also assist students in overcoming challenges, provide timely and valuable feedback, and maximise the use of English as much as possible. In Thailand, where English is not widely used, CLT serves as the primary exposure to the language for some students. Thus, classrooms should provide opportunities for students to engage in real-life situations and authentic communication using the target language. In this regard, teachers need to have a deep understanding of the selected content and CLT principles, and serve as exemplary models for consistent English language usage by students.

5.1.1.4 Perception of Student Roles: The responses obtained from the questionnaire revealed a high level of agreement regarding students' roles in CLT. Participants strongly agreed that CLT is a learner-centred approach, placing students at the core of the learning process. Both the questionnaire responses and the interview

findings aligned in highlighting that CLT empowers students to take responsibility for their own learning, including suggesting the content of CLT lessons. The teachers' perceptions regarding student roles in CLT classrooms emphasised that students are central to the learning process and are responsible for their own learning. This corresponds with the insights of Larson and Freeman (2001), who assert that learners play the most vital roles in communication and are responsible for negotiating and interpreting the meaning of messages received from others. Students are expected to acquire different communication strategies and enhance their communicative competence through interactions with their teachers and peers.

5.1.2 Perceived Challenges in CLT Implementation

The research defined the perceived challenges the participants experienced when implementing CLT as student-related challenges, teacher-related challenges, and administrative-related challenges. The summary of the findings and the discussion of each category are as follows:

5.1.2.1 Student-Related Challenges: The responses from the questionnaire revealed three major areas of student-related challenges: the reluctance of students, students' confidence and the fear of making mistakes, and different levels of English proficiency. The responses corresponded with the results from the interviews. In the interviews, the participants stated that students had different levels of English proficiency, which led to a reluctance in learning, a decrease of self-confidence, and demotivation. Students with moderate and low levels of English proficiency often experienced difficulty in participating in communicative class activities due to feeling uncomfortable and neglected when it came to communicating in English. The interviewed participants identified the diverse personalities of students as a challenging aspect. The teachers expressed that student-related challenges, such as student reluctance, varying levels of English proficiency, lack of confidence, and fear of making mistakes, were their primary concerns. The interview responses provided detailed explanations, highlighting that students with low levels of English proficiency often faced frustrations that hindered their participation in class activities and impacted their self-confidence. On the other hand, students with higher proficiency levels were

more willing to engage and take a leading role in CLT classes. These findings align with the observations of Thamarana (2015), who noted that while the CLT approach is effective for intermediate and advanced students, beginners may require more controlled practice. Therefore, teachers are expected to be mindful of the affective factors influencing student learning and work towards reducing learning anxiety in order to create a supportive environment for all students.

5.1.2.2 Teacher-Related Challenges: The responses from both the questionnaire and the interviews revealed a high level of agreement on time limitations in the class operation and preparation. The responses from the questionnaire revealed that teachers needed more time to develop authentic resources and the evaluation criteria for communicative activities, whereas the answers from the interviews revealed that the delay of previous classes caused problems relating to the class operation. Similarly, all the participants disagreed that teachers preferred teacher-centred approaches or the traditional approach such as audio-lingual and grammar translation, but a lack of understanding about CLT implementation stopped them from applying CLT in the classrooms.

5.1.2.3 Administrative-Related Challenges: The responses from both the questionnaire and the interviews revealed that limited support from institutes was a major challenge, resulting in various consequential difficulties. Some participants received minimal assistance with materials and facility preparation, while others had scarce opportunities for training. Furthermore, the lack of support from institutes created time constraints as teachers were burdened with non-teaching tasks related to the school. Another significant challenge identified was the emphasis on grammar in the existing syllabus. Participants agreed that teachers lacked the authority to design lesson plans suitable for a communicative classroom due to the constraints imposed by the syllabus, preventing them from tailoring the content to meet students' needs. The questionnaire responses indicated that the current examination system, which primarily focuses on grammar, is unsuitable for the communicative language teaching (CLT) approach. During the interviews, participants suggested that teachers should create their own evaluation criteria to assess communicative activities when implementing CLT.

However, the lack of support from institutions and authorities poses a problem in terms of time preparation, material preparation, and training opportunities. Despite Thai EFL teachers possessing the potential to effectively implement CLT, they are limited by the lack of support. These findings align with Inprasit's (2017) assertion that Thai teachers require more time to prepare suitable English lessons and need additional teaching strategies to manage their responsibilities and effectively apply pedagogical and theoretical knowledge. Heavy workloads and unfavourable administrative conditions create burdens and time limitations, hindering teachers' ability to implement CLT in their classrooms effectively.

5.1.3 The Most Favourable CLT Activities

Lastly, the most used activity is games, which allow students to interact with other classmates with enjoyment. The following preferred activities are picture description, individual or group presentations, group discussions, role-plays, information gaps, problem-solving, and task-completion, respectively. As suggested by Richards (2006), the two best methodologies to achieve communicative goals are content-based instruction (CBI) and task-based instruction (TBI).

5.2 Conclusion

This study aimed to investigate the perceptions and challenges faced by Thai EFL secondary school teachers in implementing Communicative Language Teaching (CLT) in their classrooms. The findings suggest that Thai EFL secondary teachers generally recognize the characteristics of CLT in various aspects, such as language tasks and activities, the ultimate goals of CLT, teacher roles, and student roles. However, there is ongoing debate regarding the role of grammar in CLT, with some teachers believing that pragmatic and linguistic knowledge should be integrated.

To a larger extent, teachers express their willingness to adopt CLT in their classrooms if they receive greater support from authorities in terms of time and material preparation, training opportunities, and the ability to modify the course syllabus and examination system. Additionally, reducing non-teaching tasks assigned by other schools would facilitate teaching and material preparation. Among the challenges identified, those related to students are of primary concern. In addition to managing

class operations and preparation, teachers are expected to address the affective filters that hinder students from engaging in English language communication both inside and outside the classroom. Consequently, content-based and task-based activities are preferred, with games being the most favoured activity to encourage student participation in communicative activities. Picture description, individual or group presentations, and other interactive activities are also used to reduce students' reluctance to engage in CLT activities.

5.3 Implications of the Study

To overcome the perceived challenges in CLT, teachers should enhance their pedagogical ability because CLT approaches include various effective teaching strategies from many teaching philosophies. Teachers are expected to increase their knowledge regarding CLT, the chosen authentic content, and communicative competence, not only related to speaking. Likewise, monitoring ability is essential to lessen students' learning anxiety, which might occur during the learning process. The authorities in the Thai educational system are mainly responsible to help teachers to overcome the problems by providing effective support regarding resources, budgets, and training.

5.4 Limitations of the Study

This study was conducted with teachers from secondary schools in Bangkok, and the participants were chosen using convenience sampling. Therefore, the results cannot be generalised to other settings and situations.

5.5 Recommendations for Further Studies

There were only 30 participants and two research instruments used in this study. For further studies, the researcher recommends including a greater number of participants, and applying triangulated methodologies, such as observation, in order to obtain more valid result.

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APPENDICES

APPENDIX A
SURVEY QUESTIONNAIRE

Part1: Characteristics of CLT

Part2: Challenges of the implementation of CLT

Part3: Activities used in CLT classroom

Personal Information

Name _____**Email** _____

Gender

○ Male   ○ Female

Age

○ 21-30   ○ 31-40   ○ 41-50   ○ 50 and above

Level of Education

○ Bachelor's degree   ○ Master's degree   ○ Doctoral degree

Teaching Experiences

○ 0-5   ○ 6-10   ○ 11-15   ○ 16-20   ○ 21 and above

Class Size

○ 1-15   ○ 16-25   ○ 26-40   ○ 41-50   ○ 50 and above

Teaching Level

○ Mathayom 1-3   ○ Mathayom 4-6   ○ both

Teaching Hours/Week

○ 10-15   ○ 16-20   ○ 21-25   ○ 26-30   ○ 30 and above

Experiences in CLT Training   ○ yes   ○ no

Part 1: Characteristics of CLT

Statement	5	4	3	2	1
1. Language tasks should be meaningful and purposeful.					
2. Tasks and activities should be negotiated and adapted to suit students' needs rather than imposed on them.					
3. Group work activities are essential to develop co-operative relationships among students.					
4. By mastering the rules of grammar, the students become fully capable of communicating with a native speaker.					
5. It is essential to teach grammatical terminology to make students communicate effectively.					
6. The teacher must provide authentic materials and tasks so as to satisfy the widely different needs of students.					
7. The role of the teacher in the language classroom is to impart knowledge through activities.					
8. The teacher should be resourceful and supplement other materials along with textbooks.					
9. The teacher acts as a facilitator rather than a transmitter of knowledge.					
10. For students to become effective communicators, they are responsible for their own learning.					
11. Students can suggest what content of the lesson should be taught as they are responsible for their own learning.					
12. The CLT approach encourages students to be more responsible and self-disciplined which develops their full potential.					
13. CLT is a learner-centred approach that places the students at the centre of the learning process.					

14. Training students to take responsibility for their own learning helps learners to be familiar with the CLT approach.					

Part 2: Challenges of the implementation of CLT

Statement	5	4	3	2	1
15. The reluctance of students causes disruptive behaviour and has a negative impact on class dynamics.					
16. Students have low-level English proficiency.					
17. Students resist participating in communicative class activities.					
18. Students lack motivation for developing communicative competence.					
19. Students are not confident to use English to communicate in CLT classrooms due to the fear of making mistakes.					
20. Teachers need more time to develop authentic resources for communicative activities.					
21. Teachers prefer teacher-centred approaches.					
22. Teachers are not clear about CLT.					
23. Teachers lack knowledge about spoken English language.					
24. The class size is too large for the effective use of CLT.					
25. There are few opportunities for teachers to get CLT training.					
26. CLT is not suitable for the existing examination system which is generally related to grammar.					
27. The existing syllabus focuses on grammar which is not suitable for communicative activities.					

28. Course textbooks and materials do not facilitate CLT implementation.					
29. It is very difficult for noise management when doing group work and pair work in the classroom.					
30. Limited support from the institution causes difficulties in material preparation.					
31. Classroom seating arrangements do not facilitate group/pair work activities.					
32. Limited time available to involve all students in completing class activities.					
33. There is a lack of effective and efficient instruments to assess communicative competence.					

Part 3: Activities used in CLT classroom

1. Which of the following activities have you used in your lessons? (Check all answers that apply)

☐ Information gap

☐ Problem solving

☐ Information-transfers

☐ Task-completion

☐ Games

☐ Role-play

☐ Picture description

☐ Debates

☐ Individual/group presentation

☐ Group discussion

☐ Jigsaw activities

☐ Other _____

APPENDIX B

INTERVIEW

1. Have you ever heard about CLT?
2. In your opinion, what are the ultimate goals of CLT?
3. Are there any rooms for grammar in a CLT classroom if the goal of CLT is communication?
4. What are teacher roles in CLT classrooms?
5. What are student roles in CLT classrooms?
6. There are three main categories of challenges, what do you think is the most challenging in CLT implementation?
7. Can you elaborate on challenges related to teachers?
8. Can you elaborate on challenges related to administration?
9. Are there any challenges related to classroom management?
10. Have you ever had any training opportunities?