THAI EFL TEACHERS' BELIEFS AND PRACTICES IN CLT IN A THAI UNIVERSITY CONTEXT: A STUDY OF RAJABHAT UNIVERSITIES IN LOWER NORTHEASTERN AREA

Chayanant Pitikornpuangpetch

A Dissertation Submitted in Partial
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ABSTRACT

Title of Dissertation	THAI EFL TEACHERS' BELIEFS AND PRACTICES IN CLT IN A THAI UNIVERSITY CONTEXT: A STUDY OF RAJABHAT UNIVERSITIES IN LOWER NORTHEASTERN AREA
Author	Chayanant Pitikornpuangpetch
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This study investigates Thai EFL teachers' beliefs regarding the Communicative Language Teaching (CLT) approach and the use of the CLT approach in a Thai university context. It aims to identify difficulties that Thai EFL teachers encounter when applying the CLT approach, and to explore Thai EFL teachers' beliefs about CLT in relation to their teaching practices in the development of students' communicative skills. The research tools consisted of survey questionnaires, semi-structured interviews, classroom observations, and fieldnotes. The participants were Thai EFL teachers from four public Rajabhat universities in urban parts of the lower northeastern area of Thailand, in the first semester of academic year 2019. The interview sessions were conducted to explain the quantitative findings and discover the difficulties in CLT implementation while the classroom observations were carried out to examine teachers' teaching behaviors in regards to how the teachers applied the CLT approach in General Education (GE) classrooms. Selection of participants was conducted via the purposive sampling technique. The main CLT principles in a Thai version questionnaire based on Karavas-Doukas's (1996) framework were adapted to serve this study's purpose. This study employed explanatory mixed-methods in two phases. Data from questionnaire were analyzed through descriptive statistics and the interview and observation data were analyzed using the interpretive approach in thematic strategies.

The findings revealed that teachers' beliefs were aligned with most CLT principles of group/pair work activities, quality and quantity of error correction, the role of the teachers in the classroom, the role and contribution of learners in the learning process, and teaching materials except for the importance of grammar. The teachers adhere to the CLT principles. The highest mean score fell in the area of roles of teachers

in language classrooms whereas the lowest mean score was in regard to the importance of grammar. The difficulties in CLT implementation reported by Thai EFL teachers could be classified into five categories: those caused by teachers, students, classroom management system, CLT itself, and other factors such as a non-supportive language learning environment. Teachers' beliefs and teaching practices were inconsistent, and some constraints possibly were related to local teaching contexts. Even though they realized that the CLT approach was very useful for the development of students' communicative competence, the mixed-use of the CLT approach and the traditional approach such as Grammar-Translation was pervasively seen in the current contexts. This study suggests considering implementing a CLT model suitable for the Thai university context, and more professional development and training related to CLT principles for teachers.

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LIST OF ABBREVIATIONS

AEC	ASEAN Economic Community
A-NET	Advanced National Educational Test
ASEAN	Association of Southeast Asian Nations
BECC	Basic Education Core Curriculum
CLT	Communicative Language Teaching
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
ERIC	English Resource and Instruction Center
ESL	English as a Second Language
ESP	English for Specific Purposes
GE	General English
IOC	Item-Objective Congruence
L2	Second Language
MOE	Ministry of Education
MRA	Mutual Recognition Agreement
NEA	National Education Act
PISA	Programme International Student Assessment
PISET	Project for Improving Secondary English Teachers
OHED	Office of Higher Education Commission
O-NET	Ordinary National Educational Test
TESOL	Teaching English to Speakers of Other Language
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication

CHAPTER 1

INTRODUCTION

1.1 Contextual Background and Research Rationale

In the global economic environment, English is predominantly used as an international language worldwide because it has become the medium in communication in various contexts such as education, tourism, science, business, politics, finance and so on. Technological advancement and the increasing means of communication based on the computer and the Internet have also made English more important. As can be seen in the academic domain, most text materials such as books, journals, magazines, articles, newspapers, and websites are always available in English. McKay (2002) remarked that the English language's widespread use in various political and intellectual regions drives the necessity for it in those countries that desire to access through the global society for economic growth.

In addition, the integration of the ASEAN Economic Community (AEC) has been the milestone that has challenged and affected the ASEAN member countries in different ways. Besides leading to a single market and production base, under a Mutual Recognition Agreement (MRA) made upon the member states, there is free labor mobility throughout the region (Sanglaoid, Santipolvut, & Phuwanich, 2014). Therefore, the commencement of the AEC at the end of December 2015 has highlighted the essential role of English as the working language of ASEAN (Wang & Rajprasit, 2015). Unquestionably, English is the official language used by ten-member countries and the skilled workers who prefer to work in the ASEAN area must be competent in English. Like other non-English speaking countries such as China, Japan, and many others, English is studied as a first foreign language for Thai students (Wang & Rajprasit, 2015; Wiriyachitra, 2002) and the dominance of English has seriously affected the Thai education system; English competency remains essential for Thai students.

Mastery of English is needed to advance in the fast-changing world. In all four language skills, Khamkhien (2010) noticed that speaking, which is a productive skill, is regarded as the most significant. In addition, the students who lack confidence and have restrained skills in speaking could have negative outcomes in their academic and professional lives (Friedland, 2004). Ahmad (2016) emphasized the importance of English communication skill as "it involves the systematic and continuous process of speaking, listening and understanding" (p. 478). Apparently, communicative skills are significant enough to impact employees success in the professional realm, and graduates are required to have English communicative proficiency to work effectively (Crosling & Ward, 2002; Pattanapichet & Chinokul, 2011). Apart from having better education, many scholars (e.g., Al-Mahrooqi, 2012; Pengnate, 2013; Rotparsitporn, 2016; Wang & Rajprasit, 2015) suggested that having English communicative skills is a significant qualification for laborers-to-be which results in the growing requirement of multilingual manpower, and these English skills can influence the chance of laborers' career advancement. The proficient employees in using English tend to outperform and have more advantages than those who have limited English proficiency.

The communicative ability is important, and Thai students are still not proficient in the communicative mode. These chronic problems possibly originated from the ineffective teaching that is the unsuccessful Thai education system. Besides, the students who learn English in Thailand normally have restricted opportunities to communicate with native English speakers because they commonly learn and use the language only within the Thai native culture (except those who study abroad), and they also have a limited chance to engage thoroughly in the foreign language community. Indeed, English learning in Thailand is solely for graduation (Saville-Troike, 2004). Corder (1990) recommended that learning simply occurs in a suitable environment and it is common that the responsibility of the teacher is creating a favorable learning environment. Consequently, the teachers are considered as the important professionals who have a serious role to develop their teaching approaches to enhance students' English performance and motivate their English learning in the supportive environment.

The Communicative Language Teaching (henceforth called “CLT”) approach can be considered as one of the most well-known and efficient teaching approaches in language teaching nowadays, both for English as a Second Language (ESL), or English as a Foreign Language (EFL) (Celce-Murcia, 2001; Larsen-Freeman & Anderson, 2011; J. C. Richards & Rodgers, 2014). Besides, the CLT approach remains the preferable teaching approach for Thai EFL teachers (Khunbankong, 2015; Methitham, 2009; Promtara, 2016) to enhance students’ communicative ability. Even though the CLT approach has been implemented in the Thai context for more than thirty years, the use of the CLT approach in the current classroom contexts is less than a decade old for most teachers.

Teachers’ beliefs and their perceptions of teaching play a significant role in English Language Teaching (henceforth called “ELT”) and professional development (M. Borg, 2001; Jamalzadeh & Shahsavar, 2015; Kuzborska, 2011). Beliefs of teachers are considered to intensely impact on the classroom practices (e.g., Farrell & Bennis, 2013; Farrell & Yang, 2017; Kuzborska, 2011; Tayjasanant & Barnard, 2010) which can influence the quality of teaching. The study of teachers’ beliefs can help to understand and develop educational methods (Xu, 2012). Several research studies examined teachers’ beliefs and teaching practices (the term teaching practices and classroom practices are sometimes used interchangeably) but teachers’ beliefs and teaching practices about CLT are limited in Thailand. To widely implement the CLT approach in Thai classroom context, in-depth understanding of the Thai EFL teachers’ beliefs and teaching practices are required.

Teachers’ beliefs about CLT and teaching practices are important in language teaching to see the relationship between theory and practices and reflecting about these topics can help the teachers understand their teaching approaches which reflect what they do in classroom. It can also help promote teachers’ awareness of their teaching methods and their professional development, which can influence students’ learning performance and language learning success. The study of teachers’ beliefs about CLT in Thailand conducted by Saengboon (2002) prompted this researcher’s ideas because she would like to see whether their beliefs about CLT have changed according to time (18 years) as well as how CLT has been used in Thailand so far. The differences in timeframe can fulfil the researcher’s study of the change.

Consequently, the present study was designed to examine teachers' beliefs about CLT and teaching practices in classroom, the difficulties in CLT integration, and how the teachers apply this approach to develop Thai EFL students' communicative competence. The results can reveal appropriate teaching approaches in the current context to develop teachers' English teaching and students' English learning.

1.2 Statement of the Problems

In the twenty-first century globalized era, English has become more important because it is used globally for communication. Many countries try to encourage their people to perceive the importance of English and encourage the use of English as a second/foreign language and some countries are explicitly successful. For example, the Test of English as a Foreign Language (TOEFL) in 2010 revealed that the Netherlands ranked first with the average score of 100 out of 120, followed by Denmark and Singapore with scores of 99 and 98 respectively (Noom-ura, 2013). For Thailand, English has been studied as a foreign language for Thai students for at least 50 years. Thai EFL students learn English as fundamental education for ten years, both in the primary and secondary level, but the English proficiency level is relatively low when compared to other Asian countries (Darasawang & Watson Todd, 2012; Wiriyachitra, 2002). Based on various studies, Thai EFL students remain unsuccessful in English learning. Numerous English tests on students' performance have revealed unsatisfactory outcomes. For instance, drawing from the 2010 TOEFL scores, Noom-ura (2013) claimed that Thailand had the average score of 75 and ranked 116th out of 163 countries; therefore, Thailand lagged behind Indonesia, Malaysia, the Philippines and Singapore in the ASEAN nations. In addition, according to Education First's annual English Proficiency Index, the students' English proficiency in Thailand ranked the third lowest in Asia, 62nd out of 70 countries (Fredrickson, 2015). These results indicate Thai EFL students' unsuccessful English learning performance and reflect the quality of the Thai education system in which a more effective and appropriate teaching approach to develop the students' English learning should be examined.

Many relevant authorities, especially the Ministry of Education (henceforth called “MOE”) have attempted to improve the English proficiency of Thais, and numerous studies have been conducted to investigate ELT problems in Thailand (Adams, 2011; Biyaem, 1997, as cited in Noom-ura, 2013; Wiriyachitra, 2002). According to these, some students are unable to communicate well and most of them seem to disregard the importance of English and lack motivation in learning. English learning is exclusively for a short-term goal like graduation from the university. Some factors causing unsuccessful English learning and teaching in Thailand have been identified. For example, Thai students learn English by memorizing vocabulary and grammar rules (Adams, 2011), which causes them to lack communicative skills in real-life circumstances. Additionally, Noom-ura (2013), in her study on English-teaching problems in Thailand concluded that Thai EFL teachers’ teaching styles have become archaic, for example, rote-learning, grammar-translation in Thai, the teacher-centered approach, spoon-feeding, etc. It is difficult for these English language traditional teaching methods to lead students to improve their communicative skills.

The subsequent problems Thais encounter studying English have been reported on for more than a decade. More importantly, the problems in English teaching in Thailand probably stem from the familiarity of Thai teachers with the traditional teaching methods (Methitham, 2009), the use of Thai as the medium of instruction in grammar teaching and translation (Noom-ura, 2013), students’ lack of opportunity to use English communicative skills in real-world communication (Pongpanich, 2011), focusing more on grammar instruction (Promtara & Suwanarak, 2018), and inappropriateness of the CLT approach in Thai context because of being unsuccessful in providing the communicative ability for Thai students (Teng & Sinwongsuwat, 2015). Similarly, Darasawang and Watson Todd (2012) noted that the source of problems for the poor results of Thai English language learning might be from the educational language policy and its practical use.

As remarked by Friedland (2004), proficient oral communication has long been acknowledged as the crucial factor in language learning and accomplishment in university as well as the professional path. Nonetheless, many undergraduates are not confident in speaking in classroom, and a lot of them feel hesitant in discussion courses. Some of them have problems in providing effective presentations in a group

or conveying their ideas effectively. In other words, teaching English communicative skills remains ineffective and unsuccessful in the Thai context. Promtara and Suwanarak (2018), who examined the teaching and learning using the CLT approach in Thailand, found that many Thai EFL teachers had experienced problems in adopting the CLT approach. Most students and teachers emphasized developing speaking and listening skills, but the teachers also taught in a traditional grammar-based approach because they needed to prepare the students for national tests.

Geringer (2003) and Noom-ura (2013) demonstrated that, in the students' learning development, "teacher quality outweighs other factors such as motivation, funding, and class sizes. Qualified teachers can create the best environment for learning" (p. 140). From this quote, it can be inferred that the teachers are the most significant professionals who can change the environment for language learning and create it to be more supportive to develop students' language learning in classroom. They also decide to integrate the teaching approach, such as the CLT approach, in classroom. Not only that, "teachers' beliefs, attitudes, and educational philosophies influence their teaching approaches" (Thomas, 2013, p. 31). There is flourishing evidence in Teaching English to Speakers of Other Language (TESOL) that language teachers hold critical teaching and learning beliefs (Farrell & Yang, 2017), and several studies have focused on the significance of teachers' beliefs and the relationship between teachers' beliefs and teaching practices in the past three decades (H. Zheng, 2009). Grounded on their previous experiences, teachers' beliefs and values in learning and teaching construct a vital portion of the knowledge and support as the foundation in teaching (S. Kim, 2011). The teachers' beliefs affect what they think and perform in classroom, so they are meaningful and influential for student performance. However, not every teacher is attentive to their beliefs or how much their beliefs are mirrored in their teaching practices (Farrell, 2015).

The teachers who are aware of their beliefs and the extent to which their beliefs are associated with their practices and the knowledge base can enhance "students' intellectual growth, autonomy and reciprocity, and equity in their classrooms" (Xu, 2012, p. 1401). Similarly, Pookcharoen (2016) remarked, "it is undeniable that teaching practices are related to effective classroom teaching and student outcomes" (pp. 155-156). In short, beliefs shape teachers' thoughts and

performance in planning the teaching methods, lesson plans, and activities in classroom. Teachers' understanding in implementing the CLT approach can be supportive of the success of communicative classroom and as noted by A.-Y. A. Kim (2014), ESL/EFL teachers frequently used the CLT approach in classroom to develop students' language proficiency. An in-depth discovery of teachers' beliefs about CLT and teaching practices will accordingly provide the comprehension about the approaches that the teachers use in classroom which can lead to the development of teachers' teaching performance and teaching methods.

1.3 Research Gap

The studies about teachers' beliefs about CLT and teaching practices have been increasingly interested in by researchers and many studies have been done in different contexts (e.g., A.-Y. A. Kim, 2014; Maestre & Gindidis, 2016; Nishino, 2009; Rahman, Singh, & Pandian, 2018; Setyaningrum, 2018). In Thailand, the studies of teachers' beliefs about ELT have increasingly received much attention from Thai researchers and scholars (e.g., Boonteerarak, 2014; Na Chiangmai, 2016; Pookcharoen, 2016; Saengboon, 2002, 2012; Suwanarak, 2013; Tayjasanant & Suraratdecha, 2016; Vibulphol, 2004). Even though there are several studies which examined teachers' beliefs and teaching practices in classroom, the studies about teachers' beliefs about CLT and teaching practices are rarely found in a particular EFL context in Thailand (e.g., Kaweian, 2018; Saengboon, 2002; Tayjasanant & Barnard, 2010). Also, a few studies have been carried out about teachers' beliefs regarding CLT and teaching practices in the lower northeastern area of Thailand in the tertiary level. Specifically, the studies on how to develop students' communicative ability are still limited. Even more, exploring how teachers' beliefs about their teaching and the use of the CLT approach affect their teaching practices in the classroom is very important. In the researcher's perspective, the way to examine what the teachers do in the class is to focus on their teaching practices in classroom.

Following this, the current study aims to shed light on teachers' beliefs about CLT principles and how teachers' beliefs reflect their teaching practices. The difficulties that hinder the use of the CLT approach in General English classrooms

(henceforth called “GE classrooms”) and how teachers apply the CLT approach to develop students’ communicative skills are also examined. The researcher aimed to investigate teachers’ beliefs in GE classrooms because she assumed that the teachers have the opportunity to employ the CLT approach in Thai EFL classrooms in GE subjects.

The findings can contribute to language teaching and learning and the development of students’ communicative language proficiency. Hopefully, the hindrances of ELT in the current contexts will be gradually solved. Put succinctly, the study of teachers’ beliefs about CLT and teaching practices can help them reflect their teaching approach in classroom. It could also develop teachers’ teaching performance, pedagogical skills, designed lesson plans and planning curriculum. This research can reflect teachers’ beliefs and whether they are consistent with teaching practices in their classrooms. Particularly, the teachers can have more awareness in employing the CLT approach in classroom extensively in other EFL contexts in Thailand, especially in the tertiary level.

1.4 Research Objectives

This study will be carried out to determine the beliefs and teaching practices of Thai EFL teachers regarding their students’ communicative skill development as follows:

1.4.1 To investigate Thai EFL teachers’ beliefs about communicative language teaching and the use of the CLT approach in a Thai university context;

1.4.2 To identify difficulties Thai EFL teachers encounter in their teaching practices when applying the CLT approach in a Thai university context; and

1.4.3 To explore Thai EFL teachers’ beliefs in relation to their teaching practices of the CLT approach to students’ communicative skill development in a Thai university context

1.5 Research Questions

In response to the research aims, three research questions were then developed as follows:

1.5.1 What are Thai EFL teachers' beliefs about communicative language teaching and the use of the CLT approach in a Thai university context?

1.5.2 What difficulties do Thai EFL teachers encounter in their teaching practices when applying the CLT approach in a Thai university context? and

1.5.3 How do Thai EFL teachers apply the CLT approach to students' communicative skill development in a Thai university context?

This study explores teachers' beliefs about CLT, the difficulties in implementing the CLT approach, and the application of the CLT approach to promoting students' communicative competence in GE classrooms. Besides, this study examines the extent to which teaching practices reflect the beliefs of the teachers.

1.6 Assumption

Based on the discussions above, it becomes imperative to verify the assumption that Thai EFL teachers believe grammar teaching is better than CLT. In other words, CLT-based teachings are too difficult and/or time-consuming. Also, there would not be any negative consequence of the relationship between teachers' beliefs and their teaching practices in classroom. It would bring about further development in the ELT and the CLT approach, particularly the communicative skills of Thai EFL students.

1.7 Scope of the Study

In this study, the researcher only focuses on beliefs of Thai EFL teachers toward the CLT approach and their teaching practices at the university level. Other aspects such as teachers and students' interaction, students' learning performance or students' feedback that affect teaching have not been studied. Besides, the scope of this study is only teachers' beliefs regarding communicative ability. The investigation

was limited to Thai EFL teachers who work in four Rajabhat universities in the lower northeastern region of Thailand. The researcher was mainly concerned about the teachers who specifically teach the GE subjects, which are compulsory for all students in the university. All participants graduating with a master's degree, have at least three years of experience in English teaching and at least two years of GE teaching. They also have participated in training courses of ELT and some used to attend CLT training.

1.8 Significance of the Study

This study has theoretical and practical significance for various stakeholders in ELT in Thailand. First, this study's findings will provide profound understanding to the teachers, educators and education policymakers in the English language about Thai EFL teachers' beliefs toward CLT in Thailand, difficulties in teaching English through the use of the CLT approach, and how and to what extent to which Thai EFL teachers attempt to implement the CLT approach in their teaching practices. It could help Thai EFL teachers to be more reflective of their teaching practices in classroom. Second, as this study reveals the difficulties that hinder Thai EFL teachers in the tertiary level about CLT implementation, the findings based on their teaching experience can be deliberated in the decision on how to adapt the CLT approach to be most appropriate in Thai teaching and learning contexts. Additionally, this study will certainly suggest a feasible model of CLT-based teaching according to Thai EFL teachers' beliefs about CLT and their teaching practices in a Thai university context.

Understanding teachers' beliefs about CLT and teaching practices is essential because the teachers can influence the implementation of the suitable teaching approach in classroom, and they are responsible for evaluating Thai EFL students' learning performance and achievement in English language learning. In addition, the teachers conduct their teaching practices based on their beliefs which later affect a classroom environment, and students' academic achievement and learning motivations. It can help the teachers reflect what they perform in CLT practices which bring about the development of teachers' teaching practices in GE classrooms. The findings of this study will provide valuable information regarding both tried and

experimental teaching practices to support and develop students' communicative skills in English language learning. Apart from that, the study has the advantage of exploring teachers' difficulties in English teaching through the use of the CLT approach. The results from this study may help provide guidance to improve ELT, instructional design, and curricular development in other educational contexts in Thailand.

Moreover, there is a growing body of research on teachers' beliefs and their teaching practices in various overseas contexts; however, few studies about the CLT approach have been done in Thailand. A review of the previous research on ELT suggests that more research is needed to identify teachers' beliefs and teaching practices on how to adapt the CLT approach to developing students' communicative skills. Also, conducting this study is important to make this approach become more widely employed in Thai university contexts.

1.9 Definitions of Key Terms

To have a common understanding, the following key terms are defined.

Approach refers to "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. It refers to the philosophy, or belief system that a method reflects" (J. C. Richards & Rodgers, 2014, p. 22).

Beliefs mean "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior" (M. Borg, 2001). To accomplish the purposes of this study, Borg's definition of belief will be employed.

CLT is Communicative Language Teaching which is "an approach that aimed to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (J. C. Richards & Rodgers, 2014, p. 85). CLT is the teaching approach that this study is mainly focused on for teaching Thai EFL students.

Communicative competence refers to an ability to know and use the language in various situations in speech communities.

English communicative competence refers to the ability to use English for communication in real-world situations effectively.

EFL stands for English as a Foreign Language in which the contexts allow limited exposure of English to the learners in their daily lives, e.g., Thailand, Japan and Taiwan.

ELT refers to English Language Teaching in a Thai university context.

GE is General English subject(s) that four Rajabhat universities in the northeastern area of Thailand offer in their classes for all students, and the goal of GE is to provide basic knowledge of English regarding English for everyday life and prepare them for a future career. It focuses on students' learning performance in four skills; listening, speaking, reading, and writing. The GE subject, a compulsory course for all students, is very important because the students who study in different majors are required to enroll to complete their learning curriculum for their bachelor's degree. Regularly, the GE subject consists of a few subjects which the names vary in each university's classroom management.

Rajabhat Universities refer to the Thai public universities which have long served community purposes, and they are expanded universities to broaden the access to education in the rural areas of Thailand (Grubbs, Chaengploy, & Worawong, 2009). Previously, they were called Teachers' Colleges.

Students refer to Thai EFL students who study GE subjects at four Rajabhat universities.

Teachers (participants) mean Thai EFL instructors from four Rajabhat universities in the lower northeastern area of Thailand. They have teaching experience in ELT and GE subjects.

Teachers' Beliefs mean "…teachers' pedagogic beliefs, or those beliefs of relevance to an individual's teaching" (M. Borg, 2001, p. 187).

Teaching Practices refer to actual teaching performance or behavior that the teachers use by adopting various methods and strategies in their classrooms.

1.10 Outline of the Dissertation

This study consists of five chapters.

In Chapter 1, contextual background and research rationale, statement of the problems, research gap, research objectives, research questions, assumption, the significance of the study, the scope of the study, definitions of key terms and outline of the dissertation are elaborated.

Chapter 2 consists of the main conceptual framework carried out in this study. In the literature review, the education system and ELT in Thailand are discussed followed by the conceptual framework of language teacher beliefs, and traditional teaching approaches. Next, the Communicative Language Teaching (CLT) approach is described. In addition, the theoretical framework and previous studies of teachers' beliefs, teaching practices and the CLT approach are reviewed and discussed.

In Chapter 3, the research methodology of how to conduct this study is explained which includes the research paradigm and research design that the researcher employs. Next, in the population and sample selection, research instruments, validity and reliability tests of data collection instruments, data collection, data analysis and ethical issues in conducting research are elaborated.

Chapter 4 presents the descriptive findings from the data analysis following the research questions. Because this study employs mixed-methods of quantitative and qualitative approaches, the quantitative data will be presented first, followed by the qualitative data from semi-structured interviews and classroom observation, according to the research questions.

Chapter 5 consists of five sections: 1) discussion based on three research questions; 2) conclusions; 3) research implications; 4) research limitations; and 5) recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a theoretical background of ELT. First, the education system and ELT in Thailand are described. The next section briefly demonstrates language teacher beliefs, which is the major focus of this study. In teachers' beliefs, the definitions, belief categories, beliefs about ELT and its importance, beliefs about English language learning and its importance, teachers' beliefs and teaching practices, teachers' beliefs about CLT, the relationship among teachers' beliefs, learning practices and learning achievement are illustrated. Next, traditional teaching approaches are illuminated followed by the communicative teaching approach of CLT. The theoretical framework and previous studies of teachers' beliefs, teaching practices and the CLT approach are described in the last section.

The first section consists of the education system and ELT in Thailand, including English as a foreign language teaching in Thailand, English as a foreign language teaching in the context of the study, English language learning and teaching in the tertiary level, and problems in ELT in Thailand.

2.1 The Education System and English Language Teaching in Thailand

2.1.1 The Education System in Thailand

The National Education Act (NEA) in 1999 was the outset of Educational reform in Thailand. The objective was to improve the students "to be good, competent and happy" (Punthumasen, 2007, p. 4) so that they can live with other people in the community harmoniously. Every section in the society shall participate to promote education. Based on the strong beliefs that all students are capable of learning based on one's initiative, suitable teaching methods should place greater emphasis on a student-centered approach. The teachers' capability shall be ameliorated effectively such as conducting action research to foster learning. Moreover, all teachers must

learn and continuously participate in training provided by the government and other institutions. In Thailand, formal education can be categorized into two levels, basic and higher education; the basic education system is composed of six-year primary education, three-year lower secondary education and three-year upper secondary education. There are two levels of higher education, lower than the degree level and the degree level (Punyasavatsut, 2015).

Punyasavatsut (2015) further stated convincingly that even though the education resources in Thailand are abundant, education quality improvement and equitable access are still questionable. Poor education quality is worrying and can be explicitly seen from the test results of Thai students. Thai students' English learning performances are revealed to be lagging compared to other ASEAN countries. According to the report of Programme International Student Assessment (PISA) in 2015, Thai students' average scores were below the international mean in three subjects including mathematics, science and reading. Moreover, the average scores of other subjects have sharply dropped since 2012 (Punyasavatsut, 2015).

Education and training in Thailand have been thoroughly investigated, but good outcomes have not been achieved (Cleesuntorn, 2013) as can be seen by the need for improvement in the Thai education system. The quality of the education system is deteriorating. Problems of the Thai education system (Noom-ura, 2013; Wiriyachitra, 2002) remain the critical issue that must be solved urgently by the related authorities.

2.1.2 English as a Foreign Language Teaching in Thailand

English has been studied as a foreign language for Thai students as a compulsory subject in the curriculum and the Thai government proclaimed that Thai students need to learn English starting from grade one in the primary level (Khamkhien, 2010). According to the declaration of the MOE in 2008, based on the Basic Education Core Curriculum (BECC), English is the subject learned by the students from the primary level to the secondary level in accordance with the learning objectives for ELT. In foreign language learning, the goal is to equip the learners for communication, education and business, which are significant to gain economic competitiveness in the globalized era. It is important to learn the cultures and other

information from other countries to expand the vision; meanwhile, the students are expected to have better understanding toward their own Thai culture and be capable of presenting Thai culture (Darasawang, 2007).

Foley (2005), as cited in Methitham (2009), asserted that the most considerable change in ELT established in 1996 was that English was required as compulsory for every student in the primary level in grade one and the English curriculum in Thailand progresses based on a new functional-communicative approach. He further mentioned that the emphasis is to be placed more on the development of the students' language proficiency so that the students need to achieve various objectives: international communication, acquisition of knowledge, use of English in higher education, and career opportunities. They are required to accomplish the four objectives when they graduate from the secondary level. The students "(1) must be able to use the language for communication, (2) appreciably understand both similarities and differences between language and culture of native speakers and Thai speakers, (3) be able to use the language to link knowledge with other learning areas, and (4) have the ability to use the language in various situations such as for further education" (Prakaiborisuth & Trakulkasemsuk, 2016, p. 83).

With the development of technology in the twenty-first century, besides knowing digital technology, Thai EFL learners should be proficient and capable of using English effectively. However, Thai students have difficulties in English learning, especially speaking skill, where it has proven not easy to make them meet the above criterion. In the students' opinion, the problems in English learning consist of a lack of sufficient practice, limited exposure to English outside classroom, poor knowledge of English and a lack of skills (Noom-ura, 2013). English is very difficult for Thai students and it seems to be an obstacle for them. The Ordinary National Educational Test (O-Net) score is low. For example, the English test of 6^{th}-grade students in 2017 averaged 34.59 percent (Goodman, 2017). The scores reflect the quality of Thai education. Thai students who live in distant areas or come from disadvantaged backgrounds have limited opportunity in education (Office of the Education Council of Thailand, 2016). The low level of English competence of Thai students means it is a challenging issue for related authorities or the state governments to solve this problem. Some of the factors causing unsuccessful learning are the

teaching methods in English-language classes in Thai schools. Many educational experts believe the way to improve students' competence in English language teaching and learning is adopting the communicative approach in language teaching nationwide. Consequently, Thai students in the tertiary level are required to study at least four English courses, namely, two foundation courses and two courses of English for Academic Purposes (EAP) or English for Specific Purposes (ESP) (Ministry of Education, 2002).

Speaking skill is considered as a critical section in language learning and teaching process in Thailand. In other words, speaking and listening skills of the English language are considerably difficult for Thai students to become proficient at in English learning. One reason is that the medium of instruction is largely conducted in the Thai language in English subjects and most of the teachers who teach English to Thai students are non-native speakers, which often results in unnatural language use which may cause the failure of real interaction in classroom (Khamkhien, 2010). In Thai context, Iamsen (2007) explained why some Thai students can accomplish English fluency, particularly listening and speaking, whereas others cannot, even though they all learned from the same teachers who employed the same teaching methods, used the same textbooks, in the same classroom and school. He found through data collection in various methods of classroom observations, individual interviews and diary writings, that the crucial factors in achieving English listening and speaking skills in Thailand included English background knowledge, the willingness to use the language, and exposure to use the language in situations. In addition, some other factors that aid the three major factors were "students' learning cultural backgrounds, their learning styles, their goals for English learning, and their opportunities to use the language" (p. ix).

As it might be expected, Thai students have difficulties in speaking skill and communicative ability because the environment in English language learning is not supportive enough. They rarely have opportunities to communicate with native speakers; therefore, their communicative competence has not adequately been developed. Accordingly, the language teaching approach such as CLT that can help develop students' language skills must be focused on.

2.1.2.1 The CLT approach in the Thai Context

The CLT approach was first introduced in Thailand in the early 1980s (Kwangsawad & Yawongsa, 2009; Saengboon, 2002) and aimed to develop English proficiency of Thai EFL students who were incapable of communicating in English efficiently. The administrators in the Thai Ministry of University Affairs and the MOE and a number of teachers believed that the traditional teaching methods such as Grammar-Translation were impractical (Saengboon, 2002). For this reason, the CLT approach has been implemented for improving ELT in Thailand, causing the change from teacher-centered to student-centered approaches (Darasawang, 2007). Watson Todd (2002, as cited in Kwangsawad & Yawongsa, 2009) described how the CLT approach was presented to secondary school teachers, with eight ERICs (English Resource and Instruction Center) set up to train EFL teachers upcountry. The MOE established professional development programs such as the Key Personnel Project and the Project for Improving Secondary English Teachers (PISET), which selected teachers to be the trainers teaching other EFL teachers in the local areas.

In most Thai settings, "the teacher-fronted style of teaching" (Saengboon, 2002, p. 4) is widespread and the teachers employ mostly Grammar-Translation in their instructional methods. To improve the students' communicative competence, the government attempted to adopt the CLT approach in Thailand. The implemented communicative approach has been used since 1985. Not surprisingly, the introduction of the CLT approach has changed the teaching styles of Thai EFL teachers. It has been more than 30 years since the CLT approach was first adopted in ELT in Thailand (Boonkongsaen, 2018; Kwangsawad & Yawongsa, 2009). Nowadays, the CLT approach is an official government policy (Kwangsawad & Yawongsa, 2009) and the CLT approach is likely to be the most preferred teaching method of Thai EFL teachers (Methitham, 2009). However, the CLT approach seems to be unsuccessful in providing Thai students communicative ability (Teng & Sinwongsuwat, 2015). There is evidence that Thai teachers have failed to apply the CLT approach in classroom. For example, Promtara (2016), reported that the national examination that placed more emphasis on grammar-based tasks hindered the use of all CLT teaching procedures to develop students' communicative skills. The inadequate time to practice all four main skills in English also blocked the

implementation of the CLT approach in Thai classrooms. In a similar study, Khunbankong (2015) researched another context and found that the CLT approach was applicable in a Thai context, but there were some restrictions that prevented the approach from being practiced, especially large class sizes as well as students' low language proficiency.

Even though the CLT approach is well-known globally, theoretical understanding and interpretation of its terms are different (Savignon, 2006). The CLT approach received many critiques in the application in local contexts. Some scholars argued convincingly that the CLT approach relies heavily on western communicative patterns, cultures and concepts (Holliday, 2005; J. C. Richards & Rodgers, 2014). When Thai EFL teachers employ the western teaching approaches as well as materials, they do not recognize whether their local teaching contexts are different from the approach that is advocated. In English textbooks, western themes of history, festivals and cultures are pervasive and viewed as modern and civilized whereas those in the local context are regarded as obsolete and old-fashioned (Methitham & Chamcharatsri, 2011). As a result, when adopting the communicative approach in Thai classrooms, it causes difficulties because "both Thai teachers' and students' cultural backgrounds and local literacies tend to be ignored in the learning process" (Methitham & Chamcharatsri, 2011, p. 64). In such cases that the local culture and the original approach are different, Savignon (1991, p. 274) elaborated that "tradition, learner attitudes, teacher preparation and expectations, and the instructional environment, in general, all contribute to and support teachers' technical cultures." She recommended that the methods and materials used should be considered in terms of the reality of the local contexts.

It is indispensable to identify the problems of implementing the CLT curriculum in Thai contexts. Even though English has been taught as a foreign language in Thailand for many decades, effective results are limited in language classrooms. The studies on the difficulties of implementing the communicative curriculum in classroom have been identified. Similar findings were also reported by Promtara (2016), who found that even the teachers still did not understand clearly what this approach looks like and how to use the CLT approach and the adoption of this approach to facilitate the students' language learning. He recommended that more

training should be provided to the teachers so that they could perceive the significance of the CLT approach and understand how to apply it practically.

In particular, Wanchai's (2012) findings revealed that the EFL teachers in ASEAN contexts encountered problems in the use of the CLT approach. For example, the curriculum policies and the teaching practices in classroom were inconsistent. She further found that teacher qualifications, students' low language performance and the real language use in classroom with other students were the barriers to communicative activities in Thailand. More importantly, one of the hindrances in carrying out the CLT approach in classroom was the teachers. Since some schools in the past lacked English teachers, which negatively affected teaching and learning management, many schools assigned teachers from different fields who were not trained in English teaching. Under those circumstances, the students' academic achievement was relatively low.

In Thailand, most of the English teachers are non-native speakers so they experience problems in adopting the communicative approach. As Wanchai (2012) further scrutinized, the difficulties regarding the teacher qualifications were: "i) insufficient English language competency; ii) inadequate sociolinguistic knowledge; iii) overload of responsibility; iv) diversity in interpretation of the CLT approach; v) teachers' over-reliance on their beliefs; and vi) lack of CLT training" (p. 5).

In some elementary schools, there are limited numbers of proficient English teachers so unspecialized teachers from different disciplinary majors are responsible for teaching English. In the Thai classroom, based on the perspective of Kwangsawad and Yawongsa (2009), the teachers who had learned English with earlier approaches, and were more familiar with the traditional teaching methods, were uncomfortable to change to the new teaching method. The teachers also informed researchers that the inadequate time to prepare their lessons was another hindrance and they were accustomed to the Grammar-Translation Method and drilled practice which they used to learn English. In addition, Bilash and Kwangsawad (2004), citing Kwangsawad and Yawongsa (2009), mentioned that Thai English teachers needed to understand the CLT approach and needed help to adopt CLT in the

classroom successfully. The collaborative action research was required, as well as time for material preparation for interactive activities.

Based on the points previously mentioned, the implementation of CLT in the Thai context, where the culture is different from the initiative expected in western circumstances, is ineffective. Despite the aforementioned difficulties in its application, CLT is still the dominant approach in classroom pedagogy in Thai EFL contexts. The goal of ELT in Thailand is to improve students' communicative competence; as a consequence, CLT is considered as a significant approach that has been employed in language teaching nationwide (Somsai & Intaraprasert, 2011). As it might be seen that communicative competence is the goal of the CLT approach, CLT is aimed to improve Thai EFL students' language learning performance effectively. Teachers and students in Thailand have known various teaching methods such as Audio-Lingual in 1960, CLT in 1977, and the functional-communicative approach in 1996. All approaches were created by English native-speaking scholars and the impetus of the latest national curriculum declared by the MOE in Thailand. Because of its importance, English has been promoted as essential student communicative tools that they are required to study for twelve years as part of the basic education system (Methitham & Chamcharatsri, 2011). In the CLT approach, the students are encouraged to engage in real-world situations to use language in communication. They can practice how to use English with various activities, e.g., pair work, group work and role-plays, which promote and facilitate them in language development. Somsai and Intaraprasert (2011) indicated that the way to improve the communicative competence of language learners is by developing the capability in using communication strategies or the strategies to deal with face-to-face oral communication problems.

Since English has been studied as a foreign language, most Thai students have limited exposure to English, and they should be motivated to have more frequent use of English language outside classroom settings. The CLT approach could be a suitable one to improve Thai EFL students in English learning particularly communicative ability so far.

2.1.3 English as a Foreign Language Teaching in the Context of the Study

The contexts where this study is conducted are a group of four Rajabhat universities in the lower northeastern region of Thailand. The reasons that the four lower northeastern Rajabhat universities were selected to be the research locations are twofold.

First, the researcher, who has been a Business English instructor for seven years in ***"A"*** Rajabhat University, realized that the students had limited English language proficiency, particularly communicative competence. She also considered that the teachers played a significant role in cultivating students' language skills, so she decided to investigate teachers' beliefs and teaching practices regarding their English teaching by utilizing the CLT approach. In addition, the participants in this context were English instructors who had English teaching experience, had familiarity with the programs and contexts of students, and understood the culture of the university, so they could provide the detailed information about teachers' beliefs of CLT.

Second, all four Rajabhat universities located in local provinces in the lower northeastern region of Thailand share similar contexts because their goals are to serve the community's requirements. Each university is located in the provinces close to the neighboring countries where the students have limited opportunity in English learning and lack teaching resources. Therefore, it is very interesting to examine the difficulties encountered by the teachers who taught GE subjects and how they apply the CLT approach to develop students' communicative competence in their current teaching contexts. Since, GE are the compulsory subjects that the students are required to pass to complete the curriculum and the students' English background knowledge is different, it is very difficult to manage a classroom in GE subjects and it is very challenging for the teachers to handle all these situations.

The general contexts of the four Rajabhat universities are described as follows.

First, ***"A"*** Rajabhat University is a public university which offers a bachelor's degree in 12 faculties in which each faculty is classified into departments. The twelve faculties are Faculty of Public Health, Faculty of Nursing, Faculty of Thai Traditional Medicine and Alternative Medicine, Faculty of Science, Faculty of Agriculture,

Faculty of Industrial Technology, Faculty of Humanities and Social Sciences, Faculty of Business Administration and Management, Faculty of Education, Faculty of Law, The established program of Faculty of Computer Science and Graduate School. There were a total of 11,815 students enrolled in the second semester of academic year 2017 (The Office of Academic Promotion and Registration, 2017). To be eligible for graduation, all students are required to enroll in three compulsory GE courses related to language fields, namely, Thai for Communication and Learning, English for Communication and Work, and English for Information Learning. These subjects are foundation courses worth three credits. Both English subjects are considered difficult for most students. The prerequisite course is English for Communication and Work followed by English for Information Learning. If the students fail this course, they are unable to obtain their degree (Interview of a teacher, July 2019). The teachers who teach English for Communication and Work have been selected as the participants in this study because this subject is a foundation course.

For English for Communication and Work, the course objectives are to equip the students to be able to communicate in daily lives in different situations and in workplaces, which matches the CLT approach's objectives. The course descriptions provide the students with the fundamentals of using English for communication in four language skills. The students should be able to introduce themselves, describe people and hobbies, give and ask for information, express feeling, practice communication about responsibilities and positions, give directions, deal with visitors, identify announcements, advertisements, identify letter structures, understand invitations and greeting cards, fill in job application forms and do interviews. The students can learn basic English grammar, conversation, writing, listening and reading skills regarding the topics in each unit. The contents are authentic situations which they can apply in their daily lives and future careers. The teachers from the English and Business English Department of Faculty of Humanities and Social Sciences were responsible for GE subject teaching (GE Course description and Interview of a teacher, July 2019).

Second, ***"B"*** Rajabhat University is composed of five faculties; Faculty of Education, Faculty of Liberal Arts and Sciences, Faculty of Humanities and Social Sciences, Faculty of Business Administration and Accounting and College of Law

and Government. Primarily in 2001, the university was set up as B Rajabhat Institute and in 2004 it was changed to a university. The university provides an English foundation course for basic knowledge of English. However, the students can enroll for Basic Reading and Writing of English and Basic Speaking Skills of English. The teachers from the Faculty of Humanities and Social Sciences in the Business English Department and the Faculty of Education in the English Department are responsible for GE teaching (Interview of a teacher, July 2019).

Third, ***"C"*** Rajabhat University offers a variety of bachelor's degree programs in the Faculty of Education, Faculty of Science and Technology, Faculty of Industrial Technology, Faculty of Management Science, Faculty of Humanities and Social Sciences and Faculty of Agriculture and Agro-Industry. The university provides two fundamental courses for GE, Fundamental English I (GE302) and Fundamental English II (GE303). The teachers responsible for GE teaching are from the two departments of English and English for Communication in the Faculty of Humanities and Social Sciences (Interview of a teacher, July 2019).

Fourth, ***"D"*** Rajabhat University offers the bachelor's degrees in the Faculty of Education, Faculty of Science, Faculty of Humanities and Social Sciences, Faculty of Management Science, Faculty of Industrial Technology, Faculty of Agriculture and Graduate School. Three GE subjects consist of English for Communication, English for Academic Purposes I and English for Academic Purposes II, which were taught by the teachers from the English department in the Faculty of Humanities and Social Sciences (Interview of a teacher, July 2019).

Based on the researcher's teaching experience, the students who have low English proficiency are likely to feel classes tedious, less enthusiastic and demotivated in English classes. The students' learning performances upon the course's completion are unsatisfactory because most of them are unable to communicate effectively. They aim to pass the course with the lowest grade, "D", which is disappointing for the teachers. Based on the statistics, the universities will produce a thousand graduates each year to go into the workplaces, so better teaching strategies to motivate and encourage them to be aware of the significance of English would be useful. The main reason is that, apart from their knowledge, specialized skills, social relation skills and computer skills, the graduates who will be the

prospective workforce must be competent in English language skills, particularly in communicative skills. Unlike Chiang Mai, Khon Kaen, Phuket or Pattaya where there are a lot of tourist attractions and foreign tourists, the four locations in the lower northeastern area of Thailand do not access English language communities and they are not major tourist destinations. The students rarely have the opportunity to meet any tourists or business people, so they lack motivation in English language learning. Moreover, the occasions to use English with native speakers are very limited. In the researcher's view, developing the students' English language skills, building their confidence in language learning, making them perceive the importance of English, motivating them to be self-autonomous and active English learners are all massive responsibilities for the teachers. The teachers can encourage the students to understand the significance and the usefulness of English learning to have better career development and well-paid jobs.

In short, Rajabhat universities have long served community purposes, and they are expanded universities to broaden access to education in the rural areas of Thailand (Grubbs et al., 2009). English proficiency of the students in Rajabhat universities is different from traditional universities. According to the study of Grubbs et al. (2009) that compared the perceptions of students between Rajabhat and traditional universities, the results revealed that the English background of the traditional university students is higher than Rajabhat university students. Even though both types of university students have positive perceptions toward English and their teachers, their own opinions on their English capability is less positive. To put it simply, Thai university students evaluated their English proficiency at a low level and they still have difficulties in English learning. Furthermore, since most students are from different schools, both urban and rural areas, English language teaching and learning styles are different. Since students have a different level of English proficiency, classroom management is quite difficult for the teachers. The students' English ability must be seriously considered, especially with those who are seldom aware of the significance of English. For this reason, appropriate approaches to develop their English skills are the most essential.

2.1.4 English Language Learning and Teaching in Tertiary Level

English is the first foreign language that Thai students are required to learn from basic education (primary level) to higher education (Punthumasen, 2007). According to the policy of the 15-Year Higher education plan no. 2 (2008-2022) of the Office of Higher Education Commission (Office of Higher Education Commission, 2008), in item no. 74, the increase of concentration and the effectiveness of students about language learning and foreign culture must be supported to broaden and prepare the graduates' readiness for globalization. Effective language learning and the absorbance of culture require the right context. The exchange of students, the increased mobility of students and lecturers, and the bilingual curriculum, are the key factors.

In addition, based on an item no. 88, the connection of higher education in Thailand is producing and developing the teachers who are responsible for the primary level. Normally, if the teachers are not proficient in academic skills, the students will be affected. If the government cannot tackle problems of the teachers' quality, these ordinary problems will severely deteriorate the capability of the country's development. There are three main critical issues: i) the disregard of efficient people to further their study in being teachers; ii) the limitations in the teacher production process of the teacher production institutes in higher education and; iii) the weakness of the teachers in terms of quality and self-improvement (Office of Higher Education Commission, 2008).

In terms of goals and standards, regarding the government's education policy about the development plan at the tertiary level (2002-2006), English remains important as a mandatory subject at the tertiary level. The students need to enroll in 12 credits or four English subjects to graduate with a bachelor's degree. The first two subjects are foundation subjects whereas the other two are English for specific purposes. The course contents vary depending on the major of the students, such as English for medicine, English for engineering, etc. (Darasawang, 2007). The course periods are three to four a week and each period lasts 50-70 minutes depending upon each university but normally each period is 50 minutes. Darasawang (2007) concluded that a variety of approaches are implemented to contribute to effective teaching methods.

2.1.5 Problems in English Language Teaching in Thailand

The problems of ELT in Thailand are highlighted by the test results from such international standardized benchmarks as the Test of English for International Communication (TOEIC) and the Test of English as a Foreign Language (TOEFL). Scores of Thai EFL students over the last decade using such measures have been very low in comparison to other ASEAN countries. For instance, the TOEIC score of the Thai test-takers in English reading and listening skills in 2004-2005 was fourth in ASEAN behind the Philippines, Singapore, and Cambodia (Punthumasen, 2007), indicating Thailand continues to have issues in terms of English proficiency. According to the EF English Proficiency Index (EF EPI) 2018, Thailand's English proficiency ranked only 64th out of 88 listed countries. In 2017, Thailand was placed 53rd (49.7) among 80 EF EPI listed countries, which is considered a low proficiency level. In East Asia, Thailand had the lowest English competency, rating only higher than Cambodia and Myanmar. Among ASEAN countries, Singapore was the first, followed by the Philippines in 14th, Malaysia in 22nd, and Vietnam in 41st (Dumrongkiat, 2018). The low average scores are a reflection of the unsuccessful overall approach taken to ELT and English curriculum throughout the country.

Several primary reasons have been proposed to explain Thai students' low English-language proficiency. According to Punthumasen (2007), English can be a boring subject for most Thai students and the content is not familiar; therefore, students have to make a great deal of effort to understand the language. Often the teaching methods are not sufficiently engaging to encourage students in their acquisition of English, particularly the grammar and rote learning teaching approach, which is still commonly conducted in Thai classroom, but which is not considered interesting by students. Moreover, the school environment is not supportive of students' practicing English on a daily basis and the number of engaging English textbooks and other technology-supported materials that facilitate language learning is limited (Punthumasen, 2007).

Some previous studies on ELT in Thailand such as Biyaem (1997, as cited in Wiriyachitra, 2002) indicated that difficulties in English-language teaching/learning in Thai schools is derived from a range of factors such as the teachers' heavy teaching loads, large numbers of students in a class (typically 45-60), teachers' insufficient

English-language skills and cultural knowledge, inadequately equipped classrooms and insufficient educational technology, and the need for a tutorial teaching and learning style approach that caters for the entrance examinations students are required to pass in order to enter tertiary education. Other factors negatively affecting Thai students are interference from their mother tongue, a lack of exposure to English, unchallenging English lessons, being passive learners, and being too shy when speaking with classmates.

Undoubtedly, as reported by Dumrongkiat (2018), Education Minister Teerakiat Jareonsettasin stated that it is important to develop Thai students' English proficiency. In his view, although Thai students have studied English for at least 12 years at primary and secondary levels, a majority of students remain unable to communicate in English, which is a major hindrance to increasing Thailand's competitiveness in the global marketplace. In addition, Thai teachers' English proficiency and their teaching approach were the two main challenges that need to be addressed to improve the proficiency of students. Also, most Thai students tended to focus more on language accuracy and memorization than communication. In addition, students had a negative attitude toward English learning. Ninsuwan (2015) noted that regarding reading comprehension, a number of learners lack analytical ability and understanding. Moreover, students consider English grammar as a major factor causing them to disregard English learning. The researcher concluded that all four English skills should be practiced simultaneously for students to effectively develop.

Apart from different factors causing the disappointing quality of the Thai education system mentioned above, problems related to the teachers can affect the teaching quality that leads to poor student academic achievement and performance of English language learning and teaching in Thailand. Noom-ura (2013) discussed some problems faced by Thai teachers which still apply in the current situation. For example, besides holding responsibilities in teaching and administration, they are required to employ information and communication technology in teaching efficiently. They need to provide various learning styles, conduct research to develop teaching quality and do abundant administrative tasks to qualify for quality assurance. Furthermore, the majority of Thai English teachers, particularly at the secondary level, usually have at least eighteen hours of teaching per week. They also have extra

classes for increasing their insufficient salaries. The tasks outside the teaching workload could be the main causes that lead to the decline of English teaching. More significantly, in developing the students' English language ability and skills, the teachers play a major role; therefore, the teachers' competence and effective instructional methods are extremely significant in developing students' English learning quality (Punthumasen, 2007). Jayanama (2017) stated that the students both in low and high English proficiency levels can attain higher scores on standardized achievement examinations if they are taught appropriate learning styles. Understanding students' learning styles is beneficial to the teachers in terms of teaching and to the students in assisting them to function in their roles effectively in the classroom. Besides, Thai schools still encounter another big obstacle that needs to be solved; inadequacy of teachers and "the use of out-of-field teachers" (Punthumasen, 2007, p. 5). In other words, some teachers who are assigned to teach English are not proficient in English. Fewer than 20% of the teachers have English language degrees (Punthumasen, 2007).

Due to the factors mentioned above, the various functions apart from their teaching roles cause Thai EFL teachers to lack enough time to prepare their lesson plans and activities in the class. As a result, learning English in Thai classrooms relies on rote learning; as Sinhaneti and KyawEi (2012) indicated, that it is the traditional learning style of Asian countries. Nevertheless, they further noted that rote learning is regarded as a negative style in a specific scope in education because only a small number of learners generally understand rote learning. For example, they memorize by reading and repeated writing, frequently reviewing, using a dictionary and taking notes. Also, many learners understand rote learning as a way to repeat out loud without understanding well. This is likely one of the problems in English language learning in Thailand because the rote learning style causes the students to become more passive learners. They memorize the content without understanding and they do not realize how to use it, often forgetting it over time. They do not learn how to practice using English in real-world situations, so rote learning is not effective in language learning.

Despite the growing concentration on English in education reformation, Thai English teachers strive to integrate efficient teaching methods. Based on the review of

literature, Flammer (2013) revealed nine core challenges faced by Thai English teachers in Thai education: lack of English proficiency among teachers, the lack of pedagogical skills, the national curriculum standards, the assessment procedures, the financial compensation, the inadequate support networks, the time constraints due to workload, the out-of-field teaching and the cultural factors. All these factors are the obstacles affecting English instruction in Thailand today.

Additionally, ELT in Thailand does not prepare the learners to cope with the fast-growing world and Thailand will always lag behind other countries in various aspects such as business, science and technology and education if English language teaching-learning is not developed, a comment made by Wiriyachitra almost two decades ago (Wiriyachitra, 2002). To be competitive with other nations in the globalized era and to conform to Thailand 4.0, the quality of education in Thailand must be greatly improved. As a result, with the importance of English, Wiriyachitra (2002) recommended how to develop English language teaching and learning in Thailand as more international schools are provided in schools and universities in the country. There should be some changes in schools, such as curriculum and teacher development. The communicative approach must be still utilized, but the teachers should concentrate more on students' listening and speaking skills. The teachers should participate in training to improve their teaching skills and come up with new teaching methods. In addition, the change shall be applied in higher education levels and there should be more utilization of Self-Access Learning Centers and IT. Finally, the quality assurance about the English language proficiency of Thais should be practical. The success of English language teaching and learning in Thailand must be collaborative, including various authorities such as teachers, practitioners, educators, curriculum planners and the government. The teaching approach that is considered most effective and suitable for the particular Thai context should be researched and applied.

In this section, a review of literature on the education system in Thailand and English as foreign language instruction in Thailand, including CLT in the Thai context, is elaborated. Next, English as a foreign language teaching in the context of the study, followed by English language learning and teaching at the tertiary level and the problems in English language teaching in Thailand, are illustrated. The following

topic, language teacher beliefs, which is the main framework in this study, is presented. To elaborate language teacher beliefs, the definitions of teachers' beliefs and other similar concepts, including types of teachers' beliefs, beliefs about English language teaching and its importance, beliefs about English language learning and its importance, teachers' beliefs about CLT, teachers' beliefs and teaching practices and relationships among teachers' beliefs, learning practices and learning achievement, need to be clarified.

2.2 Language Teacher Beliefs

Teacher beliefs have extensively been investigated in recent research on teacher education. Since the research about teaching changed its attention from products to processes, the research regarding teachers' cognition from the late 1970s has developed into three different stages (H. Zheng, 2009). Teachers' thought procedures consist of three main categories within this area: i) teacher planning (preactive and postactive thoughts); ii) teachers' interactive thoughts and decisions; and; iii) teachers' theories and beliefs" (Clark & Peterson, 1986, p. 257). After reviewing many studies, H. Zheng (2009) concluded that at the beginning, from the mid-1970s to early 1980s, the research about teachers' decision-making about classroom management, activities arrangement, time allocation, lesson planning and students understanding judgment had been focused on. In the second stage, the research was focused on teachers' thinking. In the last period, since the 1990s, the research has emphasized the discovery of "the knowledge and beliefs that lay behind the practice of teaching" (p. 75). Beliefs are important in language teaching because they are regarded as "the driving force behind decisions that individuals make throughout their lives" (Kumaravadivelu, 2012, p. 60).

2.2.1 The Definitions of Teachers' Beliefs

Beliefs are the concept that can be seen in a variety of literature studies such as sociology, anthropology, psychology, philosophy and many other areas (H. Zheng, 2009). The definition of beliefs is not explicitly clear even though it received much attention and popularity in educational research a decade ago. The term 'beliefs' has

been defined by many researchers, so the meanings are various and numerous (M. Borg, 2001). M. Borg (2001) defined beliefs as follows:

> A belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior (M. Borg, 2001, p. 186).

The following definitions of beliefs are exemplified in previous studies. According to Larenas, Hernandez, and Navarrete (2015), "Beliefs are socially defined interpretations of experience and as mental and affective constructions of experience are integrated into schemata which beliefs' characteristics are conscious or unconscious" (p. 172). Ferreira Barcelos and Kalaja (2003) defined beliefs as "opinions and ideas that learners (and teachers) have about the task of learning a second/foreign language" (p. 1). In H. Zheng's (2009) definition, beliefs refer to "a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions. Teacher beliefs can be represented as a set of conceptual representations which store general knowledge of objects, people and events, and their characteristic relationships" (p. 74). According to S. Borg (2011), a belief refers to "propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action and are resistant to change" (pp. 370-371). Not long ago, Kumaravadivelu (2012) proposed a definition as "views, propositions, and convictions one dearly holds, consciously or unconsciously, about the true value of something" (p. 60). He noticed that beliefs are largely obtained by dissimilar ways such as "personal experiences, familial ties, educational encounters, cultural transmission, or public propagation" (p. 60).

Moreover, Pajares (1992) briefly concluded the meaning of beliefs as "an individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do" (p. 316). Moreover, based on different definitions, Cabaroglu and Roberts (2000) defined beliefs as "a set of conceptual representations which signify to its holder a reality or given the state of affairs of sufficient validity, truth or trustworthiness to

warrant reliance upon it as a guide to personal thought and action" (p. 388). By employing different terms, Horwitz refers to "beliefs" as *preconceptions* (1985), *preconceived ideas* (1987), and *preconceived notions* (1988); however, she did not define beliefs.

In short, because of so many different definitions of 'beliefs,' a consensus of definition has not been clearly established. Since beliefs fall into broad definitions, beliefs in this study can be understood as attitudes teachers hold toward English language teaching, and which guide their teaching practices in classroom; these vary in individuals based on their learning and teaching experiences. M. Borg's (2001) term of beliefs is followed to attain the purpose of this study.

2.2.2 Types of Teachers' Beliefs

Beliefs carry a lot of characteristics because they can be conscious and unconscious (Ackermann, 1972); core or peripheral (Pajares, 1992; Phipps & Borg, 2009); ideal or reality-oriented (Nespor, 1987); disputable and disposable (Kumaravadivelu, 2012). To further provide a general concept about beliefs, they are "clearly subjective judgments and may at times defy logic" (Kumaravadivelu, 2012, p. 60) which means that the teachers hold different beliefs when they teach in the classroom. Beliefs can be classified into different facets depending on the scholars' viewpoints. The following details list the categorization of teachers' beliefs.

Chu (2014) illustrated teachers' beliefs into four aspects namely: i) beliefs in English teaching; ii) beliefs in teacher-student interaction in class; iii) beliefs in curriculum planning; and iv) beliefs in English learning. Additionally, Calderhead (1996) classified five major areas of teachers' beliefs: i) beliefs about learners and learning; ii) beliefs about teaching; iii) beliefs about subject; iv) beliefs about learning to teach; and v) beliefs about self and the teaching role. Meanwhile, Xu (2012) identified beliefs into three types, which were beliefs about teaching, learning, and learners. Similarly, Williams and Burden (2006) classified beliefs into three types: i) beliefs about learners; ii) beliefs about learning; and iii) teachers' beliefs about themselves. For the first notion, beliefs about learners, Meighan and Meighan (1990) proposed seven types of learners comparatively as resisters, receptacles, raw material, clients, partners, individual explorers and democratic explorers. The first three types

are governed by teachers whereas the rest relate to more “active learner participation” (p. 57).

1) *Resisters:* The learners can be referred to as those who desire not to learn, but they need to. The most suitable method to encourage them is “force or punishment,” so the teachers may use compulsory methods.
2) *Receptacles:* The learners can be viewed as receptacles that are filled with knowledge, similar to ‘the jugs and mugs theory’ in which the teacher has a huge knowledge jug and pours the contents into the learner’s mug. The knowledge that the learners receive depends on the “size of learners’ IQ” (p. 58). The teachers who consider the learners (with definite language aptitude) as the receptacles seem to employ the methods that relate to transferring the language items to the learners.
3) *Raw material:* The learners are considered as the clay that is formed into a fine art or building materials that need to be built for a strong and well-designed building. In this case, it is dangerous to manage and shape the learners by the teachers’ desire.
4) *Clients:* In terms of viewing the learners as clients, it concentrates on the educational requirements and begins to change the connection between teachers and learners.
5) *Partners:* The learners can be seen as partners who share mutual trust and respect with the teachers and participate in decision making of choosing activities, selecting their topics of interest or choosing the books for reading.
6) *Individual explorers:* The teacher functions as a facilitator who organizes the classroom to help the learners engage in their learning with the proper assistance from the teacher.
7) *Democratic explorers:* The learners can learn in a group and create their plans, decide the objectives and choose their favorite methods.

According to Staub and Stern (2002, as cited in Organization for Economic Co-operation and Development, 2009), the focus on beliefs of teaching and learning consists of direct transmission beliefs and constructivist beliefs which are instituted in

educational research in western countries. Based on the ***direct transmission*** perception, the teachers' roles are numerous. For example, they need to convey the knowledge clearly and systematically, to describe the correct solutions, to explain the obvious and solvable difficulties, and to certify order and attention in the classroom. A ***constructivist view***, on the contrary, concentrates on allowing the students to be active learners in the process of obtaining knowledge. In this viewpoint, the teachers focus on assisting the students' questions, giving them opportunities to solve problems by themselves, and allowing them to have active roles in classroom.

2.2.3 Beliefs about English Language Teaching and Their Importance

Teachers' beliefs are likely crucial notions in understanding the thinking processes, teaching practices, change and learning to teach (H. Zheng, 2009). In the 1970s, there was a turning point regarding how research apprehended teachers and their mental lives, and during 1980-1990, there was a period of change and reconceptualization (Freeman, 2002). Understanding teachers' beliefs about teaching and learning are exceedingly important because they help understand how teachers perceive themselves, their work and the contexts where they work, how teachers' beliefs influence their performance/behavior in classroom, how their beliefs facilitate their personal instructions, how their beliefs play a vital role and influence teaching procedures and classroom decision making, what happens in classroom, how the teachers employ new information about learning-teaching in their teaching, and how instructional practices and teacher education courses can be developed (S. Borg, 2003; Chu, 2014; Erkmen, 2012; Pajares, 1992; J. C. Richards, Gallo, & Renandya, 2001; J. C. Richards & Lockhart, 1996). In addition, Chu (2014) argued convincingly that beliefs can guide performance and thought with opinions and knowledge constructed as the system that links each to achieve personal perspectives and behavior.

To quote Nunan's (1993) statement, "everything we do in the classroom is underpinned by beliefs about the nature of language and about language learning" (p. 12). It means that whatever the teachers do in the classroom is driven by their beliefs about language learning. As S. Borg (2003) identified, "teachers are active, thinking decision-makers who make instructional choices by drawing on complex

practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). In the research done by Kissau, Algozzine, and Yon (2013), second language (henceforth called the "L2") teachers concurred that the efficient teachers employ various systematic kinds of teaching methods, implement technology and group work in their teaching, and also connect between the core content and L2 classroom. They also adopt the different teaching process as mentioned by Larenas et al. (2015). Beliefs are the guidance of the behavior of the teachers which influences teaching practices because beliefs can be a framework that makes the teachers understand what they do in the language classroom. For instance, the teachers who are motivated convey their motivations to their students and put their efforts into helping the students' language learning (Larenas et al., 2015).

Pajares (1992) summarized a group of fundamental assumptions when conducting research relating to teachers' educational beliefs: beliefs are constructed early and are likely to self-perpetuate, although they may contradict many factors such as reason, time, school, or experience. Previously, beliefs were difficult to change. People have a propensity to hold onto beliefs according to incorrect or unfinished knowledge even where there is a scientifically correct explanation. Beliefs of teachers powerfully influence teaching behavior and can be an instrument to guide teachers in explaining, choosing, and forming the knowledge and information introduced to the students. Lastly, some teacher beliefs in nature are more undeniable than others (Kumaravadivelu, 2012). It is noteworthy that teachers' beliefs are originated and affected by a variety of sources such as colleagues, teacher-trainers and educators, academic research and researchers and their practical experiences. This indicates that there is a connection between beliefs and practices: "with beliefs informing (but one determining) practice and, vice versa, practice informing what an individual may believe" (Hall, 2018, p. 5).

In investigating teachers' beliefs, Erkmen (2012) further stated that the problems are associated with its meanings, terminology and the methods to discover their beliefs; however, the ways to elicit beliefs could be done by "the combination of observations, stimulated recall interviews and post-lesson reflection forms" (p. 141). Beliefs are very difficult to measure. Donaghue (2003) illustrated why assessing beliefs and thought processes was very difficult indicating two reasons: i) teachers'

beliefs are subconscious, so they may be unable to describe what they think; and ii) for self-image, the teachers subconsciously or consciously may desire to enhance a particular image of themselves.

However, teachers' beliefs can be changed. The changes in beliefs of the teachers about English teaching and learning is significant in the area of L2 teacher education. Therefore, it is vital to have a better understanding of the nature of such change and how it occurs. The nature of change is complicated and multifaceted. There are various assumptions regarding the nature of the change of teachers' beliefs that have led to the present approaches to the improvement of teacher profession: i) beliefs of teachers play a vital role in teacher development procedures; ii) changes in teaching practices of the teachers are caused by changes in teachers' beliefs; and iii) the idea of changing teacher beliefs is multidimensional and is stimulated by individual factors and the professional circumstances where the teachers work (J. C. Richards et al., 2001).

Much research has been conducted regarding whether pedagogical beliefs change or remain stable (e.g., Chu, 2014; Erkmen, 2010; Mattheoudakis, 2007; J. C. Richards et al., 2001). Beliefs can be changed or developed over time, as a result of classroom practical experiences and by exchanging opinions with co-workers, teacher training or teacher education programs, and participating in research.

How beliefs change differs from person to person (Hall, 2018). A study conducted by Mattheoudakis (2007) revealed that the beliefs of pre-service teachers in the second and the third year did not change, but change existed in the first and final year. He concluded that some beliefs remained stable; meanwhile, some were changeable. There are various presuppositions about the nature of teacher change underlying current approaches to teacher professional development. J. C. Richards et al. (2001) summarized that teachers' beliefs play a vital role in teacher development procedures. When there is a change in teachers' beliefs, it can also change their teaching practices. In addition, the concept of belief change is complicated and is stimulated by personal factors and teaching contexts where the teachers work.

In the classroom, English teachers function in various roles, for instance, "language emissaries and mediators, agents of introduction to the target culture and sources of professional knowledge for their colleagues" (Diaz-Rico, 2004, p. 21).

These roles carried out by the teachers can influence students' learning behavior and academic achievement in classroom. The teachers' various roles can support and facilitate the way that the students learn and master a language. In addition, the teachers can motivate the students' language learning; as a result, they can improve students' communicative performance and provide them with the opportunity to practice in communicative activities. Teachers' teaching practices in the classroom can be driven by their beliefs.

2.2.4 Beliefs about English Language Learning and Their Importance

The concepts of beliefs about language learning occurred from the L2 acquisition field (Apairach & Vibulphol, 2015) and learner beliefs are an essential individual difference in L2 learning (Loewen et al., 2009). Many studies in second and/or foreign language acquisition have discovered that beliefs of learners are likely immobile, strongly held and resistant to change (Bernat & Lloyd, 2007). But the belief systems held or developed by the learners can support them to adjust in new circumstances, to determine their expectations and to perform concerning those understandings (White, 1999). Several researchers discuss learners' beliefs that affect their behavior.

As noted by McDonough (1995), beliefs can be significant stimuli for performance that, "…what we believe we are doing, what we pay attention to, what we think is important, how we choose to behave, and how we prefer to solve problems, form the basis for our personal decisions as to how to proceed" (p. 9). The students' beliefs are probably affected by their performances, experiences, and perceptions in their language learning (Cotterall, 1999; Horwitz, 1999). Beliefs of learners in language learning probably influence or determine the attitude, motivation or even behavior of learners when they learn the language (Riley, 1996). The learners also create certain presuppositions that affect their learning and these perceptions are well-organized under their metacognitive knowledge's characteristics (A. Wenden, 1998). In her study, A. Wenden (1998) described the metacognitive knowledge/beliefs' attributes as: "i) a part of a learner's store of acquired knowledge; ii) relatively stable; iii) early developing; iv) a system of related ideas; and v) an abstract representation of a learner's experience" (p. 517). According to this

perspective, the learners hold beliefs that are persistent and perform the activities based on beliefs during the procedures of L2 learning (Ferreira Barcelos & Kalaja, 2003). Beliefs can be referred to as opinions (Vibulphol, 2004).

Among scholars in the L2 learning field, Elaine Horwitz was one of the earliest researchers who pioneered investigation of learners' beliefs. Horwitz (1987) initiated the popular instrument of the 34-item Beliefs About Language Learning Inventory (BALLI) which has been widely employed in beliefs about language learning research. Horwitz (1987) identified the beliefs about language learning in five categories as follows:

1) Beliefs about foreign language aptitude;

2) Beliefs about the difficulty of language learning;

3) Beliefs about the nature of language learning;

4) Beliefs about learning and communication strategies; and

5) Beliefs about motivations and expectations.

Following Horwitz's pioneering work, many studies have been conducted learners' beliefs about language learning. Cotterall (1999) summarized various studies regarding the investigation of beliefs in research literature such as the degree of match between learner and teacher beliefs, gender and culture-related beliefs, differences in beliefs, the relationship between beliefs and proficiency, domain-specific beliefs, dimensions underlying learners' beliefs, beliefs' impact on language learning and on methods of investigating learner beliefs. Based on earlier works, Wesely (2012, as cited in Zaykovskaya, Rawal, & De Costa, 2017, p. 2) differentiated the trend of learner beliefs studies in three ways:

1) Investigating beliefs as static and related to learner characteristics (e.g., their socioeconomic status, type of institution they attend, the language they study, etc.);

2) Examining the influence that different learning situations (e.g., classroom vs. immersion setting) have on learner beliefs; and

3) Exploring the interplay between the learner and learning situation with regard to dynamic and shifting learner beliefs.

It can be seen that learners' beliefs are believed to be very significant in L2 or foreign language learning. According to Bernat and Lloyd (2007), understanding learner beliefs is important because successful language learners improve profound beliefs about procedures of language learning, their skills, as well as effective learning strategies usage that have a beneficial influence on learning. Generally, learners' beliefs are regarded as an essential element of language learning because they mostly determine the way the learners understand the language learning, the target language society, and the language learning procedures (Zaykovskaya et al., 2017).

As stated by A. L. Wenden and Rubin (1987), students' beliefs about language learning affect various strategies used and their ability to use those strategies effectively. In addition, metacognitive knowledge and beliefs of learners have been discovered to have a prevalent effect on their academic learning, thought, reasoning and problem solving, as demonstrated by the study of Kardash and Scholes (1996). Horwitz (1999) focused on understanding learners' beliefs about language learning, proposing that it is necessary to understand their learning strategies and plan suitable language teaching. Furthermore, she mentioned that inaccurate beliefs about language learning might lead to less efficient language learning strategies and result in less language achievement. Besides, the previous study of Horwitz (1988) identified that a belief considering that learning of vocabulary words and rules of grammar is the most crucial part in language learning causes the students to spend a lot of time in memorizing vocabulary lists and rules of grammar. Undoubtedly, what the learners believe can affect their language learning and learning achievement.

There have been many studies examining learners' beliefs about language learning in various aspects. The following are some examples of related research in previous decades: self-reported beliefs among low and high proficiency students (Wang & Rajprasit, 2015); the relationship between beliefs about language and gender (Bernat & Lloyd, 2007; Mesri, 2012; Siebert, 2003); pre-existing beliefs of learners and the study of abroad experiences (Zaykovskaya et al., 2017); the relationship between learners' beliefs and their achievements in language learning (Fujiwara, 2015); the relationship between EFL college students' beliefs and their use of learning strategies (Suwanarak, 2012; Yang, 1999); the relationship between

beliefs and language proficiency (Abdolahzadeh & Rajaee Nia, 2014); and beliefs and metacognitive knowledge of the readiness for autonomy (Cotterall, 1995).

Investigating learners' beliefs is important for the teachers because it can help explain and predict the learners' behavior when they learn L2 (Loewen et al., 2009). The implications of discovering learners' beliefs aim to realize what learners think and perform when they learn a language so that the teacher can also improve and help students acquire English language successfully.

2.2.5 Teachers' Beliefs about CLT

As stated in the previous section, teachers' beliefs are related to teaching practices because beliefs can guide what teachers do in the classroom. Also, beliefs can be influenced and changed by many factors. English language teachers hold certain beliefs when they teach the students, and they choose their classroom pedagogy based on beliefs regarding teaching and learning that they have (Harste & Burke, 1977). As Xu (2012) noted, "teachers' beliefs closely guide language teachers to adopt their teaching strategies to cope with their daily language teaching challenges, influence their general well-being, and in turn, shape language learners' learning environment, motivation, and language achievement and ability" (p.1397).

Additionally, Xu (2012) explained that the construction of teachers' beliefs regarding English language teaching and learning procedures will gradually affect the creation of active language teaching techniques and will result in students' language ability development. Notably, CLT is an approach that was developed in responding to the traditional approaches to cultivate the learners' communicative ability (J. C. Richards & Rodgers, 2014). Therefore, the study of teachers' beliefs about the CLT approach and teaching practices can help the implementation of the CLT approach to be more widely used in a broader context. It can also help the teachers realize more about the use of the teaching approach that is a suitable way for their students.

Nevertheless, based on previous reviews by Feryok (2008), teacher cognitions and their classroom practices are not always congruent, especially when the teachers employ communicative teaching practices; however, she still contended that the teachers' beliefs about CLT influence their teaching practices. When the teachers conduct the class, they will employ various teaching practices that they are familiar

with, and CLT is one of the teaching approaches that has become popular and has been adopted worldwide. J. C. Richards and Rodgers (2014) clarified that the goal of the CLT approach is to improve teaching processes in all four language skills, recognizing the relationship between language and communication. Based upon the CLT's objectives, teachers' beliefs play a major role in deciding to select the types of teaching approaches that can be integrated into classroom (Maestre & Gindidis, 2016).

In conducting CLT research, the principles of CLT which were originally introduced by Karavas-Doukas (1996) have been widely employed. The five main themes of CLT were classified, namely the importance of grammar, group/pair work activities, quality and quantity of error correction, roles of teachers in the language classrooms, and roles of students in the English learning process. Despite the growing popularity of the communicative approach, few studies have been carried out on teachers' beliefs about CLT and teaching practices in Thailand (e.g., Kaweian, 2018; Saengboon, 2012; Tayjasanant & Barnard, 2010) while much research has been done in foreign contexts (e.g., A.-Y. A. Kim, 2014; Maestre & Gindidis, 2016; Nishino, 2009; Rahman et al., 2018; Setyaningrum, 2018).

For example, a previous study examined how teachers' beliefs about CLT influence teaching practices (e.g., A.-Y. A. Kim, 2014), and the researcher also investigated how those beliefs affected the assessment because there was little research done related to this topic. She considered that assessment (e.g., final examination) was the important element of the students' language learning and the teachers spent half of their time in assessment tasks (Stiggins & Conklin, 1992, as cited in A.-Y. A. Kim, 2014). In addition, as the underlying objective of CLT is to promote students' communicative competence, this concept also encouraged the teachers' classroom teaching practices that enhance their students' proficiency to communicate productively in L2. As a result, in conducting their research, Maestre and Gindidis (2016) elaborated that the inconsistency between understanding of the CLT concept and teaching practices in classroom motivated them to conduct their research to examine teachers' beliefs, practices and factors to promote or hinder the use of CLT in the L2 classrooms in the Filipino context.

Since teachers' beliefs can so clearly influence teaching practices, study to investigate teachers' beliefs about CLT and teaching practices in Rajabhat Universities is needed. The finding is expected to be beneficial to ELT and increase the use of CLT in Thailand broadly.

2.2.6 Teachers' Beliefs and Teaching Practices

The teachers can develop students' language proficiency, especially in English communicative skills, and motivate them to be life-long learners. To motivate the students to be productive in English learning ability, based on the researcher's perspective, the teachers play significant roles because they educate and transfer their body of knowledge to the students. In addition, "effective use of such knowledge and awareness depends to a large extent on the teaching Self, that is, the inner Self that teachers bring with them to the practice of every teaching" (Kumaravadivelu, 2012, p. 55). That is why what the teachers believe reflects what they do in the class. Not surprisingly, teachers' teaching methods, curriculum planning and attitudes can directly affect students' learning performance in classroom.

There is a relationship between beliefs and behavior as beliefs guide people's thinking and action (M. Borg, 2001), and the teachers' knowledge and beliefs guide classroom actions (J. C. Richards & Lockhart, 1996). Many scholars have reported beliefs the teachers hold in different ways. For example, Kuzborska (2011) explicitly stated that beliefs affect "their goals, procedures, materials, classroom interaction patterns, their roles, their students, and the school they work in" (p. 102). In the same vein, Erkmen (2012) posited that teachers' beliefs about teaching-learning and their students and themselves affect how they perceive and the method they work. Beliefs also shape people's thoughts, expression and action, so Kumaravadivelu (2012) manifestly supported that for teachers "what individuals think, say and do may be taken as a reflection of their beliefs" (p. 160).

J. C. Richards (1998) demonstrated that a source of teachers' teaching practices in the classroom is, "their belief system - the information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (p. 66). To put it another way, beliefs can dictate teachers' behaviors or classroom practices. In addition, it is

believed that one of the factors affecting the implementation and creations of new classroom activities is teacher beliefs (Bingimlas & Hanrahan, 2010). In actual classroom practices, if the teachers are unaware of beliefs about language learning, it can impact on their instructional practices and consequently affect the effective learning of their students (Utami, 2016; Xu, 2012).

Teachers' teaching practices in classroom are communicated by their beliefs in a broad concepts from such as 'what is teaching' and 'what role should the teacher and learners take in the classroom?' (Hall, 2018, p. 5) to the narrow concepts such as 'how should learners be organized and seated in classroom activities?' and 'how should language be elicited and corrected?' (Hall, 2018, p. 5). Occasionally, practices are influenced through planned and obvious thought and reflection. Nevertheless, sometimes they are through tacit presuppositions or beliefs that were studied earlier or inculcated from teacher training courses. The practices are presently perceived through everyday teaching practices (Hall, 2018).

Each teacher may employ different teaching methods/strategies depending on various factors such as their beliefs, teaching experiences, learning experiences, classroom environment and so on. Garton (2008), as cited in Kumaravadivelu, 2012, who examined two TESOL teachers, found that the teachers held different beliefs and classroom teaching practices. Both teachers were regarded by their peers and students as greatly efficient teachers. According to Garton (2008), the teachers unavoidably held different beliefs about teaching and learning and had different teaching approaches in classroom and he concluded that "concepts such as "best method" and "good teaching" should therefore be abandoned in favour of the recognition of diversity in teachers and the idea that "best teaching" is "the individually best - best step for each teacher" (Garton, 2008, as cited in Kumaravadivelu, 2012, p. 62). It can be said that the ways that the teachers manage classroom and the roles that they and their students interact with in classroom will differ based on their beliefs and their instruction contexts (Hall, 2018).

In ELT, there is an increasing need to examine teachers' beliefs to understand the factors and obstacles that influence their practices in classroom. As Gandeel (2016) noted, knowing the complicated characteristic beliefs can support the explanation of beliefs and practices' relationship that some beliefs are likely to be

more powerful in teaching practices than the others. Several studies last decade have shown rich evidence regarding the relationship between teachers' beliefs and their teaching practices in ELT classrooms (e.g., Farrell & Bennis, 2013; Farrell & Lim, 2005; Farrell & Yang, 2017; Fives & Buehl, 2014; Na Chiangmai, 2016; Pookcharoen, 2016; X. Zheng & Borg, 2014).

Some studies reported significant consistency between teachers' beliefs and their actual instructional practices (e.g., Farrell & Yang, 2017). However, extensive literature reveals a discrepancy between teachers' beliefs and their teaching practices (e.g., Farrell & Bennis, 2013; Farrell & Lim, 2005; Gandeel, 2016; Maestre & Gindidis, 2016; Phipps & Borg, 2009). The differences between beliefs and teaching practices can be explained in different terms such as incongruence, mismatch, inconsistency, and discrepancy (Phipps & Borg, 2009). The term divergence can also be used.

Each teacher holds beliefs in their English teaching differently even though they have similar teaching materials. Utami (2016) stated that although teachers share similar education background, course syllabus, text material, access to information technology and opportunities in participating in teaching and professional training, the teachers differ in their teaching styles because they use different methods. As a result, their teaching practices and approaches in classroom vary. Utami (2016) concluded that one factor that causes differences in classroom practices between teachers is the beliefs of each teacher.

Farrell (2015, p. 792) proposed a framework to guide the teachers in improving data-informed understanding and changing their teaching practices. The framework's five steps suggested by Farrell are as follows:

philosophy, or the roots of a teacher as a person;

principles, or the assumptions, beliefs, and concepts of teaching and learning held by a teacher;

theories, which are the choices about what is taught;

practice, meaning the observable actions in a classroom; and

beyond practice, including the sociocultural and critical aspects of education in society

Since teachers' beliefs can influence the teachers' teaching practices in classroom, it is important to examine whether their beliefs are consistent with their teaching practices in classroom. More specifically, it is interesting to explore whether teachers' beliefs reflect what the teachers do in classroom. The discovery of teachers' beliefs can help provide a better understanding of the teachers' teaching processes.

2.2.7 Relationships among Teachers' Beliefs, Learning Practices, and Learning Achievement

Beliefs, practices, and attitudes of teachers are significant to understand and develop educational procedures because they have a close relationship with teachers' teaching methods in their daily professional lives and to their general well-being. Moreover, they can build students' learning environment and affect their motivation and achievement (Organization for Economic Co-operation and Development, 2009). In students' learning processes, teachers' beliefs also play vital roles because the teachers employ various teaching strategies in their classroom teaching. Horowitz (1994) stated that to clearly perceive a teacher's role, his/her role is shown in their behaviors. The study of Letendre and Akiba (2001) reported that the teachers can foster the students in many ways such as by their patience, responsible social behavior, sense of right and wrong, and innate ability.

It is believed that teachers' beliefs can influence students' learning outcomes. The effective teachers who believe that they can develop students' language competency will create a good learning environment and contribute to better academic achievement. Love and Kruger (2005) indicated that the successful teachers establish a community of learners as an extended family, understand teaching as a part of their occupation, and have high expectations for all students' achievement. More significantly, the students' learning achievement will be affected by their understanding of what they should participate in, their perceptions about the nature and requirements of the activities, and their teachers' explanations of the circumstances that the activities happen in (Nunan, 1993).

Numerous studies in the field of ELT reported a relationship between teachers' beliefs and students' achievement (e.g., Hunt, 2012; Love & Kruger, 2005). For instance, Hunt (2012) examined teachers' beliefs at a suburban middle school in

the Midwest of the USA and the teachers reported that they showed knowledge of positive teaching practices for the development of students' learning. However, they rarely practiced the strategies in their classrooms. In the study of Love and Kruger (2005), the teachers revealed beliefs about the communal learning environment, the success of all students, teaching as giving back to the community, and the importance of students' ethnicity. The teachers perceived their role as disseminators of knowledge when they taught high academic achievement students, particularly in reading and language arts. In addition, they employed the use of repetition, drills and practice in their classroom teachings.

So far, in review of language teacher beliefs, this section aimed to emphasize the significance of beliefs about ELT by describing a number of definitions of teachers' beliefs, categories of teachers' beliefs, beliefs about ELT and its importance, beliefs about English language learning and its importance, teachers' beliefs about CLT, teachers' beliefs and teaching practices, and teachers' beliefs and learning practices and learning achievement. The next section briefly demonstrates traditional teaching practices in a language teaching classroom in which various approaches such as Audiolingual, Grammar-Translation, Direct Method and Situational Language Teaching are presented.

2.3 Traditional Teaching Approaches

Rosenshine (1971) and Rosenshine and Furst (1973), as cited in Williams and Burden (2006), studied process-product where the teachers' different patterns of behaviour related to measuring the learning results. Based on these studies, the nine major factors that produced effective teaching were elaborated as follows:

> clarity of presentation; teacher enthusiasm; variety of activities during lessons; achievement-oriented behaviour in classrooms; opportunity to learn criterion material; acknowledgement and stimulation of student ideas; (lack of) criticism; use of structuring comments at the beginning and during lessons; guiding of students answers (Rosenshine, 1971; Rosenshine & Furst, 1973, as cited in Williams & Burden, 2006, p. 47).

All factors mentioned above are guidelines to help teachers conduct various classroom environments and can enhance the classroom practices more effectively. Providing that the teachers understand the nature of language learning and believe that they can develop students' language learning ability, they perform their roles by adopting these elements to facilitate the classroom activities more efficiently.

Recently, the emergence of the Internet and the rapid spread of English worldwide in the era of globalization has brought about the reconsideration of policies and practices in language teaching. The endeavors to develop the language teaching efficacy have frequently concentrated on the change of teaching methods (J. C. Richards & Rodgers, 2014). In ELT, various teaching practices have identifiable steps and teaching methods. The entire teaching procedure is a rather complicated event that relies on various aspects, including the teachers' definite teaching behaviors and the managerial and social context of their tasks, their personal opinions and habits, and the students' expectations (Brumfit, 1994).

In the pre-twentieth century, Celce-Murcia (2001) listed five approaches; the Grammar-Translation Approach, the Direct Approach, the Reading Approach, Audiolingual Approach and Oral-Situational Approach. However, she added four apparent approaches that were broadly used in teaching a foreign language in the last quarter of the twentieth century. As a result, the nine approaches identified by Celce-Murcia (2001) were Grammar-Translation, Direct, Reading, Audiolingualism (United States), Oral-Situational (Britain), Cognitive, Affective-Humanistic, Comprehension-Based and Communicative Language Teaching (CLT). However, in ELT, five types of teaching methods were proposed by Ansarey (2012); they consist of Audiolingualism Method, Grammar-Translation, Direct Method, Situational Language Teaching and CLT, which are presented in this study because the researcher considers these approaches to be more familiar to the EFL teachers in Thai contexts. The first traditional approach presented in this study is the Audiolingual method.

2.3.1 Audiolingual Method

An Audiolingual Method is an oral-based approach (Larsen-Freeman & Anderson, 2011) which refers to an instructional method about language based on

behaviorist theories of language learning and structural approaches. It focuses on building behaviour by repeating and controlled practice (Hall, 2018). This method allows students to have drilled practice by using grammatical sentence structures. It is believed that the target language's sentence structures are best learned through conditioning, which means that the teacher assists the learners to answer correctly. The teachers can motivate and correct the students' grammar patterns to help them forget the habits of their language and create new behaviors that are needed for those who learn the target language (Larsen-Freeman & Anderson, 2011).

Celce-Murcia (2001) summarized some attributes of the Audiolingual Method; for example, the lessons start with a dialogue followed by mimicry and rote on the basis that language learning is derived from imitative behaviors. The grammatical patterns are in order and the grammatical rules are deductive. The skills to be learned start from listening, speaking, reading and writing sequentially. The pronunciation is the primary focus and the vocabulary is strongly restricted at the beginning stages. The teacher puts a lot of effort into preventing errors made by the learners and he/she must be competent in structures, vocabulary and so on in the lessons. He/she teaches because the learning tasks and textbooks are cautiously managed.

The Audiolingual Method remains pervasive in ELT and consequently, it is considered a common method that teachers can use for improving various methods in classroom (Hall, 2018). Various techniques can be adapted in this approach such as dialogue memorization, backward build-up (expansion) drills, repetition drills, chain drills, single-slop substitution drills, multiple-slot substitution drills, transformation drills, question-and-answer drills, use of minimal pairs, completing the dialogue and grammar games (Larsen-Freeman & Anderson, 2011).

Briefly, the Audiolingual Method is one of the teaching methods that most EFL teachers in Thailand, especially at the primary level, use in classroom. It requires a lot of practice and repetitions where the students need to listen to the repeated patterns and speak according to the lesson they have heard. They also learn to use substitution words in the grammatical structures. Drill practices can work well for young learners, but this method can make them feel bored because they are not allowed to use the language outside the lessons. They also have a limited chance to use the language for communication.

2.3.2 Grammar-Translation Method

The Grammar-Translation Method was started in Germany and was designed and developed to teach in secondary schools at the end of the eighteen century (Howatt & Widdowson, 2004). It was named the Classical Method when it was primarily used in classical languages teaching like Latin and Greek (Larsen-Freeman & Anderson, 2011). This method was prominent in Europe and foreign language teaching for about a century (the 1840s to the 1940s) and the adjusted version has become extensively used up to now in some regions of the world (J. C. Richards & Rodgers, 2014).

Prior to 1800, the group of individual scholars endeavored to gain knowledge by studying grammar and used their knowledge to interpret a text by using a dictionary. A majority of them were well-educated and experienced in classical grammar and realized the way to utilize the customary grammar of new languages. Nevertheless, this method was not appropriate for younger learners in schools. In addition, the self-learning method was not suitable to teach in groups in classroom. Grammar-Translation was an attempt to adjust the traditions to suit the environments and the schools' needs, and it also preserved the elemental patterns of grammar and translation because it was the familiar method to the teachers as well as the students from their classical study (Howatt & Widdowson, 2004). At the beginning of the 20th century, Grammar-Translation was employed to assist the students in reading and understanding foreign-language literature. It was also expected that studying the target language's grammar could help the students to be more accustomed to their own language's grammar (Larsen-Freeman & Anderson, 2011).

Grammar-Translation is an approach in language teaching that requires the learners to focus on grammatical rules and vocabulary memorization of the target language based on the deductive teaching style. The teaching emphasizes written language that the learners need to translate to the target sentences (Hall, 2018; Larsen-Freeman & Anderson, 2011). As remarked by Larsen-Freeman and Anderson (2011), the underlying objective of language learning is to be capable to read literature in the target language. It has commonly been assumed that studying another language can help the students improve their minds.

Teachers who use this method speak the native language where the class is conducted and the use of target language for communication is limited. It highlights grammatical parsing such as word structure and inflection, and difficult texts are provided for reading. The students do the exercises by translating the sentences from the target language into another native language and vice versa (Celce-Murcia, 2001). Not surprisingly, the teachers employ Grammar-Translation principles in classroom because of convenience, the students' expectations, and consistency with the training of teachers (Crookes, 2009).

More significantly, the Grammar-Translation Method affects student competence in using English for communicative purposes (Celce-Murcia, 2001; Hall, 2018) because Grammar-Translation emphasizes accuracy and writing in preference to spoken language (Hall, 2018). In addition, it can be said that this method focuses on vocabulary and grammar. The prime skills that the students must acquire are reading and writing whereas the speaking and listening skills receive less attention. Pronunciation is not the focus (Larsen-Freeman & Anderson, 2011). The language is broken up from the smallest unit in words and phrases whereas the longer paragraphs might rely on the students' capability. This method is still widespread in several areas in the world (Hall, 2018), including Thailand. Cook (2016, p. 264, as cited in Hall, 2018) summarized that Grammar-Translation is likely to be suitable in the areas which sustain the traditional roles of learners and teachers in classroom and believe that the transmission of knowledge is the responsibility of the teachers to the learners. As it might be seen, the students rarely have the chance to use or experiment with the target language. In terms of the teacher's role, the teacher functions in the traditional role that he/she is dominant in classroom (Larsen-Freeman & Anderson, 2011). The students follow what the teacher instructs in the lessons. Larsen-Freeman and Anderson (2011) summarized some techniques in teaching the Grammar-Translation Method: translation of a literary passage, reading comprehension questions, antonyms/synonyms, cognates, deductive application of rules, fill-in-the-blanks exercises, memorization, using words in sentences and composition.

In conclusion, the Grammar-Translation Method can be regarded as the traditional method in language teaching. It is focused on the grammar and vocabulary that the students need to translate from the text of the target language to their native

language. The teachers are the source of knowledge who transmit the body of knowledge, so the students have restricted opportunity to communicate in their second/ foreign language classrooms. The language mostly used in classroom is the native language.

2.3.3 Direct Method

The Direct Method is not a new approach because language teachers have used its principles for many years. Not long ago, this method was refreshed when the teaching objectives turned into "learning how to use another language to communicate" (Larsen-Freeman & Anderson, 2011, p. 25). Celce-Murcia (2001) emphasized that the Direct Method was a response to the Grammar-Translation Approach's failure to enhance students' ability to communicate in the target language. In line with Celce-Murcia (2001), Larsen-Freeman and Anderson (2011) stressed that on account of less efficiency in preparing the students to use the second/foreign language for communication of the Grammar-Translation Method, the Direct Method became popular.

Celce-Murcia (2001) summarized some characteristics of the Direct Method. For example, the medium language used in the class is also the target language and the class starts with dialogues and anecdotes in an up-to-date conversational way. The teacher acts and uses pictures to help convey the obvious meanings. The learning of grammar and the target culture are inductive. Native speaker teachers, or teachers who have native-like competence in the second/foreign language, are required. The students are encouraged to read literature for pleasure without necessarily considering the grammar of those texts. In the perspective of Larsen-Freeman and Anderson (2011), some attributes of this method are that when a new word/phrase of the target language is presented by the teacher, the definition is explained using realia, pictures, or pantomime. One basic rule of this method is that there is no translation of the meaning into the students' own language, and the students use the target language to communicate just like when they engage in authentic situations. Actually, the name of the Direct Method is based on the fact that the meaning is directly transmitted in the second/foreign language via the usage of presentation and the aid of visual equipment without the use of the students' own language.

When using this method, the teachers believe that students must learn ways to communicate in the target language. The students ought to learn to think in that language if they intend to achieve language learning successfully. In classroom, the students should not use their own native language and vocabulary is highlighted rather than grammar. Even though classroom tasks are directed by the teacher, the students' role is less passive if compared to the Grammar-Translation Method. The teacher and the students are more likely partners in the teaching-learning procedure. Some techniques in teaching Direct Method include reading aloud, question and answer exercises, getting students to self-correct, conversation practice, fill-in-the-blanks exercises, dictation, map drawing and paragraph writing (Larsen-Freeman & Anderson, 2011).

In short, the Direct Method is regarded as one which aims to show the students how to use the target language to communicate. The roles of the teacher and the students are equal as partners in classroom. The teacher teaches with the help of visual aids and the language used as the medium is the target language. Grammar teaching is inductive, and no translation is used in this instruction.

2.3.4 Situational Language Teaching

Situational Language Teaching is an older approach in language teaching in which a minor group of teachers at present feel accustomed to the Oral Approach term. This approach was originated by British applied linguists. The Oral Approach was developed in the 1920s and 1930s whereas Situational Language Teaching originated in the 1950s and 1960s. Although both terms are usually not employed nowadays, the Oral Approach has durable influence and is used extensively in textbooks of English as a Second/Foreign Language (ESL/EFL), particularly books produced in England (J. C. Richards & Rodgers, 2014).

Situational Language Teaching is a response to reading based approaches which place less importance on oral-aural skills. This approach derives from the Direct Approach and the Reform Movement, but more attributes of Firthian linguistics and the appearance of the professional language teaching field were added (Celce-Murcia, 2001). The characteristics of Situational Language Teaching stated by Celce-Murcia (2001) show that it first focuses on the spoken language. Reading and

writing skills are learned after knowing oral skills in lexical and grammatical structures and grammatical patterns rate from simple to more complicated. The language used in classroom is merely the target language. The students learn vocabulary and grammar and they practice in various situations, such as at the post office, bank and dinner table. Situational language teaching is not a new teaching approach and the target language is used in classroom. The students are provided with the situations for practicing in which they must study oral-based skill first, followed by reading and writing skills.

In conclusion, in the history of language teaching, various teaching approaches have been used by the teachers to equip the learners with learning and knowledge. English teachers employ different kinds of teaching approaches in order to make their teaching more attractive and meaningful. However, some traditional approaches such as the Audiolingualism Method and Grammar-Translation, which are very familiar for Thai EFL teachers, are not effective enough to greatly improve students' learning performance, especially their communicative competence. The reasons might be that these approaches focus more on the forms rather than functions, so they block the students' language use in communicating real-life situations. Therefore, the traditional approaches have been gradually shifted to the more communicative approaches. Communicative Language Teaching (CLT), which is the focal point of this study, is discussed in the next topic section.

2.4 Communicative Teaching Approach

2.4.1 Communicative Language Teaching (CLT)

In terms of teaching approaches, CLT is regarded as an effective method, and the main concept of CLT is communicative competence (Ansarey, 2012; Dörnyei, 2009; J. C. Richards & Rodgers, 2014; Savignon, 1991, 2006) where learners achieve communicative ability that enables them to function in real situations. In brief, according to J. C. Richards and Rodgers (2014), CLT is regarded as "an approach rather than a method" (p. 105) which consists of several sets of principles regarding communicative language purposes and language learning. CLT can be implemented to promote a wide range of classroom processes. The goal of CLT is to develop

learners' ability to use the target language in real-life situations (Celce-Murcia, 2001; R. Ellis, 2003; Nguyen, 2010). At the outset of the 1970s, CLT was presented by British and American scholars to boost the L2 teaching of communicative skills. Even though many scholars considered that CLT was opposed to the audiolingual method that prevailed in the 1960s, the important objective of CLT is identical to the primitive audiolingual goal (Dörnyei, 2009).

The CLT approach requires new design for a teaching method, teaching materials, the roles and performances of teachers and learners and communicative activities and techniques in classroom (J. C. Richards & Rodgers, 2014). The CLT approach allows the learners to perform actively in L2 and its objective is not totally distinct from the previous methods (audiolingual or oral-situational method) that also aimed to improve the learners' communicative skills. However, the CLT approach focuses on divergent language patterns. To elaborate, the former methods highlight a group of linguistic systems (phonological, lexical, and grammatical), meanwhile the CLT approach concentrates on language functional patterns (Halliday) and communicative competence theory (R. Ellis, 2003). The CLT approach is student-centered (Nguyen, 2010; J. C. Richards & Rodgers, 2014) and is an "experience-based view of L2 teaching" (J. C. Richards & Rodgers, 2014, p. 87) which differentiates from the traditional teaching methods. CLT, at this point, is perhaps regarded and agreed on as an approach in language teaching that includes diverse methods, language learning motivations, kinds of teachers and the requirements of each classroom and the students (Nguyen, 2010).

CLT refers to "an approach to language teaching that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world and meaningful purposes" (Brown, 2007, p. 378). In short, CLT can be defined as an approach in language teaching that aims to facilitate the learners to have communicative competence so the learners can use the language in authentic situations.

The learners have a chance to concentrate on meaning rather than form for the communicative events (Savignon, 2006). As Dörnyei (2009) maintained, the concept of learning through the communicative approach was that the communicative ability of the learners improves automatically when they actively participate in meaningful

communicative activities. Brown (2007) also proposed four underlying characteristics of CLT that the classroom's objectives are highlighted on communicative competence, the teaching provides the learners to engage in real language-use, fluency is dominant over accuracy and the learners are required to use the language productively. Under the CLT approach, the principles about communicative competence, teachers' roles, the importance of grammar, teaching materials, CLT and activities in the communicative classroom, CLT and environmental contexts, the importance of having communicative language ability and advantages and limitations of the CLT approach have been discussed as follows:

2.4.1.1 Communicative Competence

The CLT approach's goal is communicative competence that guides the learners to use the language in real-life circumstances. Communicative competence is the main focus in this approach and it was first introduced by Hymes (1972). The definitions of 'competence' are various depending on the scholars. According to Chomsky (1965), ***competence*** refers to "the speaker-hearer's knowledge of his language" (p. 4). Regarding language teaching, ***communicative*** means the process and learning objectives whereas ***competence*** refers to "the expression, interpretation, and negotiation of meaning and looks to second-language acquisition research to account for its development" (Savignon, 2006, p. 673). According to Hymes (1972), ***competence*** should be regarded as "the overall underlying knowledge and ability for language which the speaker-listener possesses" (p. 13). Moreover, Young (2008) defined competence as "something that an individual person possesses to a greater or lesser extent than another person, and a person's competence is a complex construct composed of several component parts" (p. 96).

In Widdowson's (2002) viewpoint, the concept of communicative competence is complicated and remains unsteady because it covers the topic within discourse analysis, pragmatics, and the theory of grammar. Indeed, in his view, communicative competence means the particular spoken language skills that serve various functions such as "promising, warning, recommending, agreeing, and predicting, and so on" (p. 39). Similarly, Shrum and Glisan (2005) defined this term as "the ability to function in a communicative setting by using not only grammatical

knowledge, but also gestures and intonation, strategies for making oneself understood, and risk-taking in attempting communication" (p. 13).

Communicative competence originated from Chomsky to differentiate the concept between competence and performance (Shrum & Glisan, 2005; Widdowson, 2002). In his viewpoint, competence is an innate knowledge of grammar and syntax rules and the way that language's linguistic system works whereas performance refers to the ability of a person to create language. He thought that the creation of language occurred from the use of linguistic rules that have been learned (Shrum & Glisan, 2005).

Unlike Chomsky, Hymes (1972) manifested that social life has influenced both performance and inner competence itself and explains ***communicative competence*** by saying that the speakers in one language need to have grammar knowledge and understand how to use language in various situations in their speech community or social context. His notion emphasizes language appropriateness in a variety of social situations in communication because, in social contexts, a person needs to have both the knowledge and ability to use language. Later, Canale and Swain (1980) presented a description of communicative competence which consists of four elements: grammatical competence, socio-linguistic competence, discourse competence and strategic competence.

In the first element, ***grammatical competence*** resembles Chomsky's linguistic competence which indicates both an individual's knowledge of grammar, phonological rules and lexical items. It means that "if a speaker uses words and grammar according to the accepted rules of the language and speaks with accepted pronunciation, then that person's speech actions indicate that they have some degree of grammatical competence" (Canale & Swain, 1980, p. 97).

Appropriateness, which is part of ***socio-linguistic competence,*** is similar to Hymes's concept which means that the participants in a discursive practice understand the relationship between a specific linguistic action and the context that has been taken. In other words, we realize the knowledge of culture because language derives from society. When we learn the language, we also learn about the culture (Young, 2008).

Discourse competence refers to "the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text" (J. C. Richards & Rodgers, 2014, p. 89).

The last element proposed by Canale and Swain (1980) is ***strategic competence*** which refers to the speakers' ability to use linguistic and pragmatic resources effectively (R. Ellis, 2003). Strategic competence deals with the performance rather than knowledge and consists of verbal and nonverbal communication strategies which can be used to compensate for the difficulties in communication because of performance variables or inadequate competence (Young, 2008). In Ellis's (2003) perspective, communication strategies are a vital element of strategic competence in which the objective of the task-based teaching method is to improve the strategic competence of the learners.

As described succinctly by Johnson (1996), communicative competence in classroom is illustrated by knowledge of the students and their proficiency in the rule of structure, function, society, and interaction control classroom communication. Lacking those competencies can lead to have less language experiences in classroom. He explained that classroom communicative competence is important because it leads the students to participate successfully and learn productively. It also increases occasions to acquire L2 and the improvement of L2 competence within and outside classroom.

In brief, communicative competence means the ability of a speaker to have knowledge about grammatical rules and know how to use a language for communication in the social community properly. Interestingly, communicative competence is very significant for language learners because the students not only require the grammatical or linguistic knowledge to operate in a communicative context, but they also need to be capable to create meaningful sentences by using grammatical structures. The knowledge they need is different sociocultural aspects that influence communication, how to use language to convey opinions and intention, and communicative strategies with people and making up for limitations that they identify (Shrum & Glisan, 2005). The students need to know how to use the language in society in order to negotiate the meaning with others successfully.

This section provides a summary of communicative competence, which is the main objective of CLT, based on different scholars' perspectives and the next section focuses on the teachers' roles in CLT classrooms.

2.4.1.2 Teachers' Roles

One characteristic of the CLT approach is the teachers' roles as the teachers play key roles in instruction and classroom management for students' learning in CLT foreign language classrooms. Various scholars (e.g., Breen & Candlin, 1980; Larsen-Freeman & Anderson, 2011; Littlewood, 1991; J. C. Richards & Rodgers, 2014) have clarified the teachers' roles as facilitator and monitor, organizer of resources or a resource himself, needs analyst, counselor, group process manager, language instructor and co-communicator to facilitate students' communication in language classrooms. In all roles, the teachers are likely to perform with the facilitator being the dominant role in CLT classrooms. Thus, the teachers who believe in developing students' communicative ability will design their classroom activities differently to help the students achieve learning goals. In a semi-formal interview by A.-Y. A. Kim (2014), one of her participants mentioned that *"…As a teacher, if I want to prepare a CLT class, I need to design activities in which my students use their English knowledge and vocabulary to talk and communicate what they need - Angela" (p. 342).* They might, for instance, create more interaction and offer more opportunities to use the language among students by dividing the class into pairs or groups for activities. This can facilitate the students' language learning, and how much progress the students achieve relies strongly on the teacher role ensuring that they help the students participate and gradually develop their language competence.

According to Lu and Ng (2013), CLT focuses on the ability to use the target language in communication in which the learning means the ability to process language that so it develops naturally rather than practicing in drilled activities. When the learners have their own active methods in understanding the language input and creating their own ways by obtaining the linguistic input, the teachers' roles are "to help them operate these natural mechanisms by providing them with 'triggers'" (p. 290). In the class, the teachers can promote students' learning by

assisting them in language practice to help them learn to use the language actively in authentic communicative purposes.

The teachers function in various roles in classroom practices. Brumfit, in his study in 1994, elaborated that students' learning relies partially on the capability of the teachers in ending instruction and acting as one of the communicators in classroom. In the case where the teachers do not avoid a didactic approach, the students' opportunity in language learning through the communicative systems will be blocked. And diverse kinds of classroom activity in the CLT approach has changed the roles of the teachers in classroom. Littlewood (1991) placed more emphasis on the roles of the teachers who can provide inducement and experience when the activities take place, without dominance over the students. Given the environment mentioned above, the students will pursue an order of learning by their own natural procedures based on teacher guidelines that positively influence students' learning development.

For the most part, the development of the CLT approach has modified the teachers' function. The teacher is not the drill leader anymore, but rather he/she has the responsibility to offer a variety of opportunities for communication; simply put, "using the language to interpret and express real-life messages" (Lee & VanPatten, 2003, p. 10). Savignon proved in her 1972's study, which was the beginning of a research-based experiment, that drill and practice methods were not an efficient way to support communicative language ability. Her research indicated the significance of language acquisition as practicing communication was the way that the learners learned to communicate. Savignon further affirmed that the students who had been offered a chance to exercise the linguistic knowledge in actual communication were more capable of communicating effectively (Lee & VanPatten, 2003).

This section briefly presents the teacher's role that has been changed to a facilitator's role in communicative classrooms. The learners' roles are presented as the following section.

2.4.1.3 Learners' Roles

In successful CLT-based classrooms, the students are communicators who are energetically participating in the negotiation of meaning (Larsen-Freeman &

Anderson, 2011). CLT emergence has had much influence on the learners' roles (Nunan, 1993) which allows them more space for language learning using their initiative. The most significant factor in the language learning procedure is the language learners themselves. The success or failure will rely on the learners' contribution to the language learning. Some students have claimed their lesser achievement was due to teachers, environments and teaching materials, but the most essential factor for lack of success is caused by themselves. Various learner attributes are related to foreign language learning and those attributes will be effective when they are in a particular combination (Rubin & Thompson, 1994). Consequently, the learners should concentrate more on their roles in learning a target language in classroom. In communicative classrooms, when the teachers encourage the students to participate in the classroom practice activities, the students must take their own responsibility to learn and practice with their classmates as much as possible.

Since the CLT approach has shifted emphasis to learner-centered language teaching, in Nunan's (1993) introduction to the learners' roles, he suggested that the way to lead the learners to focus on meaning and search for meaning in activities provided to center on the grammatical form is allowing them to design and choose the activities. They can also decide what to do and how to do the tasks, which indicates the vital switch of the learners' and teachers' roles.

In the CLT classroom management, J. C. Richards and Rodgers (2014) placed more emphasis on ensuring that the students perform roles differently from the traditional teaching practices. Importantly, learners need to involve in collaborative classroom activities instead of individual learning tasks. In group work or pair work activities, they are required to be relaxed when they listen to their peers, rather than focus on the structure. Furthermore, they should pay more attention to learning as their own duty. Within this perspective, Nunan (1993) argued convincingly that another focus originating from the CLT approach was the learner-centered approach's improvement toward language teaching where the information taken from the learners can be used to plan, implement and evaluate language curricula. The next section explains the importance of grammar in CLT classrooms.

2.4.1.4 The Importance of Grammar

The emergence of CLT has not only changed teacher roles in the language classrooms but also it has also caused the position of grammar in the curriculum to be less certain. According to the CLT pattern, the text does not exist and grammatical rules are not shown (J. C. Richards & Rodgers, 2014). Some scholars have argued that teaching grammar is not essential because they claimed that with the capability to use a language the L2 learners would progress automatically, providing that the learners concentrated more on meaning in the procedure of language used for communication (Nunan, 1993). Nunan (1993) further noted that not long ago this notion was seriously debated, but at present, it is generally agreed that focusing on form is significant for the learners in classroom activities. He agreed that grammar is a crucial asset to use language for communication. To put it another way, grammar knowledge is still important as it can be a foundation to equip the language learners to use the language to communicate correctly and effectively. It can prepare the learners to conceptualize how to make use of the sentences when they communicate with interlocutors. Littlewood (2007) argued that grammar teaching could not be ignored in CLT.

This section summarizes how grammar is important in the communicative classrooms and the next section discusses teaching materials.

2.4.1.5 Teaching Materials

Another CLT's characteristic is the use of authentic teaching materials (Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014). Teaching materials used in the CLT approach are very important in determining the success or failure of the teaching and learning in classroom. Based on the teachers' roles mentioned above, the teachers need to be motivated to prepare teaching materials according to students' requirements (Li, 1998). A variety of teaching materials are used to promote the CLT approach in language teaching. Many scholars consider that the materials are a key means to influence the quality of interaction and language use in classroom. Therefore, materials function in the primary role to promote communicative language use (J. C. Richards & Rodgers, 2014). The teaching materials used in classroom are crucial in cultivating students' language learning.

In terms of materials used for communicative settings, Brumfit (1994) recommended that they should not be provided in the mother tongue, but rather should be designed for situations appropriate to "the home culture" (p. 110). The students also have the opportunity to communicate in real-world situations by learning their own culture at the same time. Also, the content of subjects contains "semantic notions and social functions" (Celce-Murcia, 2001, p. 8) rather than linguistic patterns. Furthermore, Celce-Murcia (2001) recommended that the materials used in the classroom, and the activities, are frequently genuine to reflect real-life contexts and requirements. The teachers are encouraged to integrate technological equipment to support their teaching in communicative classrooms.

1) Fostering English Language Learning with Teaching Materials

Implementing technology in classroom when teaching the language can help improve students' learning ability and motivate their interests. According to J. C. Richards and Rodgers (2014), technology offers students' opportunities to access authentic language input, combine texts, image, audio, and video. Somdee and Suppasetseree (2012) recommended Thai teachers who teach English at every level to adopt "more interesting activities, technology, web-based projects, online self-tests, and electronic portfolios to supplement their teaching" (p. 167) because these could help the teachers to manage classroom by being more interesting. Kreiger (2005, as cited in Larenas et al., 2015) mentioned that the materials and resources should be adjusted to suit students' language requirements. In Thailand this requires a careful integration of local context with English language situations and available technology. Interestingly, in the study of Somdee and Suppasetseree (2012), the researchers employed technology to improve Thai undergraduate students' English-speaking skills. In this case, the technology tool - digital storytelling - was very powerful because it was combined with computer technologies and the art of telling stories in which texts, images and audios were integrated to create the storytelling. Digital storytelling is a multimedia tool that develops students' speaking ability effectively.

Additionally, Vitthal, Sharma, and Ramachandran (2015), advised the teachers in the 21st century to eliminate traditional classroom teaching

techniques and adopt up-to-date and innovative ones. Importantly, the teachers who teach English communicative skills “must be innovative, creative and resourceful with a thorough knowledge of the subject and adopt new techniques” (p. 135). To elaborate, the teachers should employ a wide variety of innovative techniques for teaching learners’ English communicative skills such as audio-video aids, games, group discussions, role-plays, brainstorming, and now social media, which can build the learners’ confidence in English language learning.

1) Games; Games are task-based activities that encourage the students to use the target language to play, convince and negotiate in class. It necessitates both productive and receptive skills synchronously. A game can allow the students to have fun and provide a relaxing learning environment. During games, there is less anxiety and speaking fluency is created, so the students can have communicative competence.

2) Teaching with a sense of humor; Teaching with humor is an efficient instrument for students and teachers because humor reinforces the relationship of both parties, decreases tension, and makes a class more interesting.

3) Role-play; Simulations are human interaction forms or social procedures that involve learners in various roles. Most consist of a short conversation in different scenes such as interviewing a celebrity or working as a medical consultant and patients. There can be four or five persons in each group in a class.

4)Brainstorming; In the brainstorming process, the students provide many possible answers to a question. This activity offers the students productive language practice and allows them to produce their speech at a suitable level.

5) Use of newspapers in classroom; In classroom, the teachers can use the newspapers to teach the students in a variety of topics, from such as the alphabet to grammar structures, vocabulary, communication strategies skimming and scanning skills and the four skills of listening, speaking, reading and writing.

6) Use of the Internet; The teachers can search for authentic materials from the Internet to enhance the students’ knowledge and skills in English.

The Internet has changed communication worldwide. The teachers can combine tasks like e-mail into the curriculum because it provides the learners' opportunities to send audio and visual files to improve written communication. Also, a web camera is one of the useful tools for simulating video conferences and interacting with native and non-English speakers. Nowadays, most students have mobile phones and access social media, which offers more opportunities for students to engage in real communication.

As shown above, different kinds of teaching materials can promote students to be more enthusiastic and attract their attention in language learning because these materials can support the natural use of the language in the classroom contexts. To create a communicative classroom, the teachers can design their classroom activities to allow the students to engage and interact with peers in pair and group work in various tasks. Their beliefs about CLT classrooms can affect the teachers' decision making in choosing a variety of activities to promote students' language learning, especially communicative ability.

2.4.1.6 Activities in CLT-based Classrooms

In CLT classrooms, it is necessary to provide the students more opportunities to have English practice in communicative skills and participate in authentic communicative situations to assist them in developing their learning strategies similar to the way the native speakers do. The teachers can design their activities based on their beliefs to promote the interaction and the students' learning outcome.

1) Kinds of Activities in Communicative Classrooms

One method to make teaching more effective is adopting various kinds of communicative activities to arouse the students' attention. In order to create classroom communication, the teachers should encourage the students to participate in different tasks to improve their communicative skills. Several scholars (e.g., R. Ellis, 2003; Luoma, 2004; Nunan, 1993) provided similar definitions of tasks. According to R. Ellis (2003), tasks refer to "activities that call for primarily meaning-focused language use" (p. 3). He defined the term exercises as "activities that call for primarily form-focused language use" (p. 3). Luoma (2004) referred to tasks as "activities that people do, and in language-learning contexts, the task is usually defined in terms of language use" (p. 30). Tasks, according to Nunan (1993), can be

examined by way of control and power. He elaborated that drills authorize the teachers whereas role-plays, problem-solving tasks and simulations of communicative activities provide much more control to the learners. In R. Ellis's (2003) perspective, the students are required to perform a task as language users in terms of manipulating the similar types of communicative procedures as they participate in real-world performances.

In a nutshell, tasks refer to activities that force the students to produce language in classroom much like in the authentic situations; the students have the opportunity to engage in interaction and negotiate the meaning with their peers, both in pair work or group work activities. Tasks can help the students practice the use of language and allow them opportunities to participate in real-life activities that support their learning. The tasks resemble the contexts that they can use in their daily lives.

Most activities rely on speaking, requiring students to actually use the language. Speaking is an essential skill that is absolutely required for language learners to develop and acquire. Speaking is essential because it is a part of "the shared social activity of talking" (Luoma, 2004, p. 20). Luoma (2004) stated that speaking ability is a considerable part of the language teaching curriculum and it serves as a significant aspect of the assessment. In using these activities, J. C. Richards and Rodgers (2014) explained that the teachers are motivated to create small-group work (such as information gap in which the students exchange the information that they do not have with their peers.)

The small-group activities are beneficial in communicative classroom purposes. As identified by Buck and Wightwick (2013), small groups (three to five) are ideal for student interaction, because most of the learners engage in the tasks. As small group activities are the ultimate context, when the teachers walk around the class, they can stimulate the relationship and observe the students' development. The environments for group work interaction resemble more authentic situations than full-sized classes. The group size imitates the normal conversation group (Brumfit, 1994). J. C. Richards and Rodgers (2014) concluded that the pair and group activities offer the learners a great chance to use the language and to improve fluency. There were some typical interactional practices in which Lee and VanPatten

(2003) compared communicative drills. Teacher-fronted activity and paired-student activity occurred with the teachers and the students. It was demonstrated that the teacher-fronted activities perhaps are not suitable to offer the students' enough chance to improve their communicative language ability. On the contrary, the paired and group work are likely to allow the students more opportunities in communication. Therefore, the teachers need to disregard such activities as communicative drills and teacher-fronted styles.

Littlewood (1991) summarized the significance of communicative activities to achieve success in the language classroom. He claimed that the communicative activities provide whole-task practice, improve motivation, allow natural learning, and create a context that supports learning. These activities are essential elements of the students' learning process. Al-Mahrooqi (2012, p. 129) suggested several tasks that motivate the students in speaking and using the language such as "different speech acts, sketches, drama, debates, creative storytelling, data collection from real life, interactive video or film viewing, creating conversations and role-plays, and using literature circles." More specifically, Celce-Murcia (2001) suggested activities that promote oral skills in ESL/EFL classrooms which focus on the main kinds of speaking tasks. The activities include discussions, speeches, role plays, conversations, audiotaped oral dialogue journals, and other accuracy-based activities. Furthermore, J. C. Richards and Rodgers (2014) concluded some kinds of common activities in the CLT approach such as "jig-saw, task-completion, information-gathering, opinion-sharing, information-transfer, reasoning gap and role plays" (p. 97) were very useful. These activities can promote students' opportunities to use language realistically in various tasks. For example, in task-completion activities, the students can practice communicative skill through puzzles, map-reading, games, and other kinds of classroom tasks that concentrate on the language resource to finish a task. Stern, Allen, and Harley (1992) proposed a broad category of communicative activities such as classroom management, other routines such as instructions, rubrics for exercises, inviting native guest speakers, discussing topics and activities relating students' personal life such as self, personal background, daily life events, schooling, family and other substantive topics.

Littlewood (2007) mentioned that communicative language practice utilizes activities with a scope of language that can be predicted, but the students use it to transfer information. For instance, these consist of activities where the students use the language that they have learned as a background to exchange information or to conduct a survey among their classmates. However, the tasks provided to the students in a communicative classroom might be difficult for the students. In this case, the teachers can discuss purpose with the learners, provide the reason that they would like them to engage in communicative activities, and agree to accept a mediated method (Nunan, 1993). He also noted that the teachers and the learners' roles are regarded as 'complementary' (p. 87). When helping the students develop English language ability and learn a language successfully and efficiently, the teachers should offer different kinds of activities to promote the students' communicative skills and encourage them to engage in real-language use because one of the language learners' objectives in English language learning is to communicate with the other speakers confidentially and effectively. Therefore, the activities recommended by many scholars are beneficial for learners to promote the students' communicative skills. Littlewood (2007) mentioned communicative language practice with activities that the students perform with a scope of language that is predictable. For instance, these might consist of the activities where the students use the language that they have learned as background to exchange information or to conduct a survey among their classmates.

In conclusion, the activities for CLT are designed to serve the learners' communicative competence which Brumfit (1994), Celce-Murcia (2001) and J. C. Richards and Rodgers (2014) suggested group work and pair work activities in promoting the classroom interaction.

2) Activities based on Fluency and Accuracy

In language learning, the terms fluency and accuracy remain important. J. C. Richards and Rodgers (2014) remarked that developing fluency, accuracy, and appropriacy in using a language is one of the objectives of L2 learning. As Brumfit (1994) stated, the evaluation is associated with the "accuracy, monitoring, reference rules, possibly explicit knowledge, problem-solving and evidence of skill getting" (p. 51). On the other hand, the use of language still needs

fluency, expression principles, a dependence on implicit knowledge and automatic behavior. In his view, accuracy means a concentration on the user's ability in listening, reading, speaking and writing. It can refer to any language activity that does not focus on what the learners do naturally or use of the mother-tongue language. Additionally, after reviewing many scholars' work, Brumfit (1994) defined fluency as the use of language naturally regardless if it is similar to the native speakers' language in terms of language understanding or production.

The use of activities regarding fluency and accuracy should be balanced by the teachers. The use of accuracy activities should be used to promote fluency activities and they can be conducted either before or after fluency activities. For instance, for the practice of fluency tasks, the students are assigned the accuracy work by dealing with grammatical or pronunciation problems that the teachers observed while the students were practicing the task or they can focus on the appropriate use of language (J. C. Richards & Rodgers, 2014).

According to Nunan (1993), there were recommendations from proponents of the top-down perspective of language development. For example, the teachers should motivate the students to engage in the conversation, and practice to use the conversation rather than teaching them to create well-patterned sentences to help them to understand the sentences. Nunan (1993) summarized that the successful oral communication includes developing the capability to pronounce phonological features of the language understandably, proficiency of stress, rhythm, intonation structures, an agreeable level of fluency, communication, and interpersonal abilities, skills in knowing short and long speaking turns, interaction management, negotiation of meaning, understanding about and negotiating objectives for conversation, conversational listening skills (successful discourses need both good listeners and good speakers) and employing suitable conversational patterns.

As noted by Johnson (1996), for the teachers who aim to facilitate their students to have communicative competence in classroom, they need to provide communication structures that maximize the linguistic and interactional proficiency of the students that can increase their opportunities to engage in and learn from classroom activities. For assisting the students to form classroom communicative competence, he also recommended setting clear norms in classroom.

This can be accomplished by expressing the linguistic, social, and interactional norms that manage the students participation in classroom activities, such as having a classroom meeting if a teacher needs to teach interactional ability in a small group.

2.1) Students' Error in Communicative Activities

In communicative activities, the teachers should not be strict with the students' errors but rather encourage them to speak more in the class. Lu and Ng (2013) noticed that errors produced by students in the CLT classrooms are acceptable and fluency frequently dominated accuracy. In principle, learning a language originally served oral communication by utilizing the language; for that reason, ignorance of errors allows the learners to try target language used for communication, and it is suitable for skill practice of the language learners. In addition, Larsen-Freeman (2000) stated that "errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills" (p. 132). In fact, errors that the students produced can be considered as part of the language development procedure (Corder, 1975).

In the CLT classrooms, the teachers can focus more on fluency rather than accuracy if they intend to improve the students' communicative competence. However, accuracy remains important. The teachers can provide feedback or correct errors made by the students as necessary after conversation practicing has been completed. In this way, the students can gradually learn how to use the language in authentic contexts.

2.4.1.7 CLT and Environmental Contexts

In many cases, the environmental settings contribute to the success of language learners regarding language learning. In language learning, Reason, Terenzini, and Domingo (2007) concluded that the support of an institutional environment can powerfully increase their social and personal competence according to the students' perceptions. In addition, their courses concentrated on promoting students' higher-order thinking skills and the institutions expected their students to frequently meet various people. Interestingly, the peer environment in the university, particularly the assistance from the faculty and the officers regarding the students' academic, personal and social requirements, can also increase social and personal competence. That is to say, the contexts where the learners are more exposed can

assist them to learn a language more effectively. Likewise, Suwanarak (2014) reported similar findings that the environment plays an important role in supporting the students' communicative ability. Similar to the conclusion of Al-Mahrooqi (2012), in order to develop students' communicative skills, curricula must enable the students to engage in real communicative activities.

2.4.1.8 Importance of Having Communicative Language Ability

In the current global living and working environment, English communication is the medium among people worldwide. People who have competent communicative skills will have better opportunities than those who are less competent. As a result, communicative language ability is a must, particularly in career environments. EFL speakers should have this ability because it can help them communicate successfully. In addition, the ability to communicate generally can prepare students to communicate effectively in the digital sphere. Lee and VanPatten (2003) defined communicative language ability as "the ability to express one's self and to understand others - develops as learners engage in communication and not as a result of habit formation with grammatical items" (p. 51). That is to say, effective speakers should understand and can negotiate the meaning with other speakers. Similarly, communicative language ability, according to Bachman (1990), refers to both knowledge or competence and the ability to use or perform the competence in suitable, contextualized communicative language use.

Pattanapichet and Chinokul (2011) found that four important competencies of English communication are necessary for Thai undergraduate public relations (PR) students, especially in the workplace. Their results revealed that Thai students who would like to work in PR should acquire competencies for job interviews, such as introducing oneself, describing abilities, hobbies, strengths and weaknesses, stating the brief information on expectations, and demonstrating the ability to use proper communicative strategies in some difficult/problematic questions. Also, from an interview with one of the PR managers, oral English communication is important because it is required to help promote PR practitioners' good image and the organization they work for. In other words, having communicative competence is not only beneficial for the workers but also contributes to the workplace. This ability can help employees prosper in their careers.

Rubin and Thompson (1994) recommended how to communicate efficiently. They stated that one should have knowledge beyond grammar, vocabulary, and how to make sentences, because knowing when not to talk is also important. One must be responsive to how intentions are conveyed, interpreted, and negotiated, to the interaction between referential and social meaning, to the language change in accordance with social and regional territories, and to nonverbal behavioral functions. Significantly, in the professional world, graduates' proficient communicative skills are required by the company more than excellent academic skills.

However, most Thai EFL students still apparently have problems with English communication. In addition, the integration with the AEC has made the professional environment more aggressive because of the free movement of the eight skilled professions - doctors, dentists, nurses, engineers, architects, accountants, surveyors, and tourism professionals - in ASEAN (Sanglaoid et al., 2014). This has surely affected Thai undergraduates. Job opportunities and career advancement involve more competition; as a result, the development of Thai EFL students' communicative competence should be highly considered and emphasized to students.

2.4.1.9 Advantages and Limitations of the CLT Approach

1) Advantages of the CLT Approach

As is evident from many literature reviews and studies, the CLT approach has become popular and has been used as a current teaching approach in classroom in different areas worldwide. It means that the CLT approach remains beneficial in English language teaching and learning, so it has received much interest. The advantages of employing the CLT approach in classroom consist of three aspects. First, it enhances the learners' communicative skills as the primary goal of CLT is 'communicative competence' in which the learners are required to know '*when and how to say what to whom*' (Hymes, 1972). This objective can be a great framework for the teachers to prepare their lesson plans, classroom activities, and teaching materials to help the learners develop their skills effectively.

Second, the CLT approach makes its approach different from the traditional one that focused on providing knowledge based upon drilling and memorization; it allows the learners to have more participation in meaningful

interaction in communicative contexts. The CLT approach pays less attention to structure and instead highlights creative language activities; as a result, communicative activities e.g., games, problem-solving tasks and unscripted situational role-plays are concentrated on rather than the scripted dialogue learning and the activities such as pattern drilling, which is substituted by "communicative drills" (Dörnyei, 2009, p. 34). In classroom, the teaching activities provided for the students in a small group can influence the teaching processes in different ways, such as the management of the syllabus, textbooks and design. Savignon (1991) stressed that the CLT approach has been recognized as a concept for methods and curricula that combine the objectives and classroom learning procedures. It is also known for an instructional practice that emphasizes the learners' competence regarding social interaction and focuses on the research in language acquisition for further improvement. The students learn how to use authentic communication between classmates through various activities such as pair/group work to enhance their communicative skills. They can have more participation in practicing how to use the language in classroom. The strong point is the view of tasks as ways to facilitate the students to learn a language by having experience in communication in which tasks are necessary, authentic, and sufficient to ensure effective language learning (R. Ellis, 2003).

Lastly, the teacher functions as a facilitator in classroom, which can promote communicative skill development. The students learn a language using their own initiative, with less support by the teachers, as error feedback is provided only when necessary and does not interrupt the language learning processes. In the CLT classrooms, the students have many opportunities to develop their fluency rather than accuracy.

2) Limitations of the CLT Approach

Even though the CLT approach has been employed as a group of principles and processes for the creation of language curriculum and teaching materials, some limitations prevent the students from improving communicative ability. The first weak point of the CLT approach is that the communicative tasks that engage the learners in language practice seem to be presented in a very traditional way. The tasks are essential, but are inadequate for a

language curriculum (R. Ellis, 2003). Additionally, Brumfit (1994) gave the clearest statement that the difficulties in improving the conversation settings or discussion tasks that are needed in the large classes were likely to be distinct from the real common conversations.

Second, J. C. Richards and Rodgers (2014) pointed out that the CLT approach has received criticism and its drawbacks, which include the promoting of fossilization, manifesting 'native-speakerism,' inappropriate approaches in different cultures of learning and reflecting a western-based top-down approach to innovation. In terms of this approach promoting fossilization, J. C. Richards and Rodgers (2014) elaborated that the remaining errors in language learning of the learners resulted from placing more emphasis on communication in language teaching and less in terms of accuracy. While communicative classroom activities can help develop the learners' communicative and linguistic skills, there is no assurance this will always occur. The use of authentic communication, especially at the beginning stages of learning, shows that students' fluency is improved by accuracy. Even though the students have good communicative skills, they might lack good command of grammar and the degree of fossilization may be high.

Considering difficulties using CLT in English teaching, many scholars mentioned that the teachers in ASEAN and Asian countries encountered a lot of difficulties in implementing the CLT in their English classrooms. The difficulties in CLT implementation reported by teachers mostly fall into four categories: teachers, students, education system and CLT itself. These appear as: i) the difficulties caused by the teachers - heavy workloads, lack of spoken English proficiency, lack of CLT training; ii) the difficulties caused by students - low English proficiency, poor communicative abilities, low motivation and lack of exposure to authentic language; iii) the difficulties caused by education system - large class sizes, grammar-based examinations, insufficient funding, limited teaching hours; and iv) CLT itself - inadequate account of EFL teaching, lack of effective and efficient assessment instruments (e.g., Ansarey, 2012; Chang & Goswami, 2011; G. Ellis, 1994; Li, 1998).

In a nutshell, CLT is an approach that focuses on the real language use of the learners and aims to promote the learners' communicative

competence. It is a learner-centered approach that engages them to participate in various communicative activities such as pair and group work. Ideally all activities resemble authentic situations in which both fluency and accuracy are focused on. The learners are encouraged to concentrate on meaning in place of structure. The teachers perform as facilitators and the use of the medium language of instruction is the target language in classroom whereas the native language is used only when necessary.

In order to perform teaching practices in the CLT classrooms, various activities in classroom to enhance communication, teaching materials that can foster the learning and communicative language ability, and advantages and limitations of CLT are identified. In the next section, a focus on the CLT approach including CLT classroom activities, fostering English language learning with teaching materials, the importance of having communicative language ability, advantages of CLT classrooms and limitations that prevent students' communicative achievement will shift to a theoretical framework and are related to previous studies on teachers' beliefs, teaching practices and CLT.

2.5 Theoretical Framework

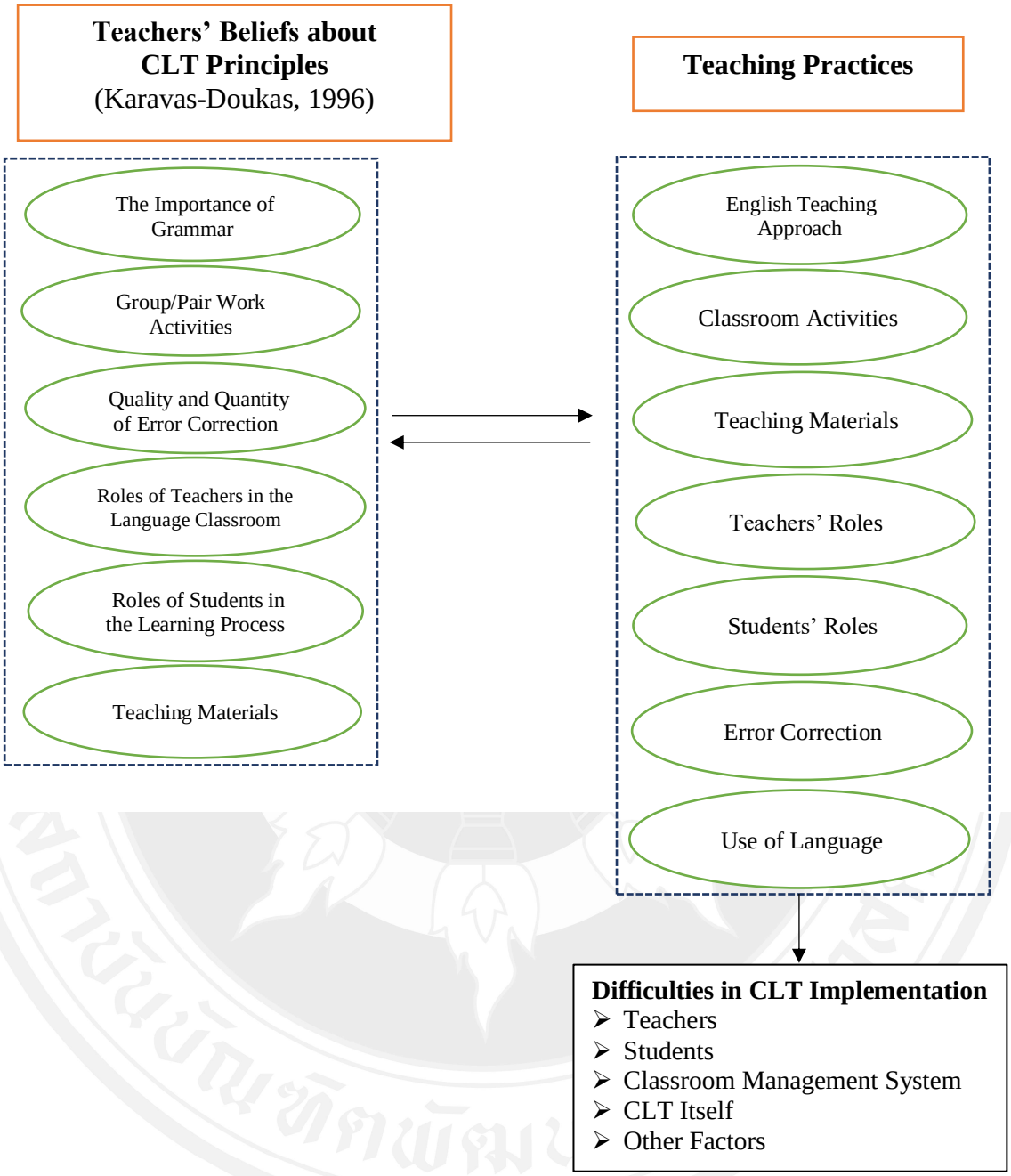

Figure 2.1 Theoretical Framework

Note: Adapted from Karavas-Doukas, 1996.

The main theoretical framework of beliefs employed in this study is based on the concepts of Nunan (1993); Larsen-Freeman and Anderson (2011); J. C. Richards and Rodgers (2014); Savignon (2006), as well as the goals of the CLT approach as

communicative competence presented by Canale and Swain (1980). Additionally, as a basis of this study, five main principles of the CLT approach categorized by Karavas-Doukas (1996) are illustrated in Figure 2.1, divided into sub-topics: the importance of grammar, group/pair work activities, quality and quantity of error correction, roles of teachers in the language classrooms, roles of students in the learning process. Note that an additional principle of teaching materials was added by the researcher.

These principles of the CLT approach were developed as the criteria to discover teachers' beliefs and teaching practices about the integration of the CLT approach in GE classrooms; they underlie the present study and were used as the core concepts to guide the semi-structured interviews and classroom observation form. The items relating to difficulties of integrating the CLT approach in classroom were adapted from the concepts of Li (1998) and Chang (2009).

According to the theoretical framework employed in this study, if the teachers believe that the CLT approach can help develop the students' communicative competence, they will implement the CLT approach, provide the students more opportunities to engage in real-life situations, create various activities to support their learning, and motivate them to learn the target language effectively. In other words, teachers' beliefs will guide their teaching practices in implementing the CLT approach in GE classrooms.

2.6 Previous Studies on Teachers' Beliefs, Teaching Practices, and CLT

Several studies have been conducted on teachers' beliefs about ELT, but relatively little research has focused on teachers' instructional practices regarding the development of communicative skills of the students (e.g., Farrell & Yang, 2017; Gandeel, 2016). Studies which have related teachers' beliefs, teaching practices, and CLT are presented in the four sections as follows.

2.6.1 Research on Teachers' Beliefs about English Language Learning and Teaching in Thai Contexts

Many studies regarding teachers' beliefs present evidence that this topic has been receiving much interest from Thai researchers, scholars, and other practitioners

in Thailand. The studies are presented according to the chronological order that they have been conducted in Thai EFL classrooms.

Vibulphol (2004) investigated pre-service EFL teachers' beliefs about language learning in Thailand throughout their practice teaching and found that pre-service EFL teachers hold quite similar beliefs before and after the practice teaching in five areas of beliefs: foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies and motivations and expectations. A decade later, Pookcharoen (2016) investigated twenty-four teachers' beliefs and practices regarding vocabulary learning strategies by employing a questionnaire and a follow-up semi-structured interview with five teachers. The results showed that even though the teachers reported that they were attentive to and used a variety of vocabulary learning strategies, the teachers' perceptions toward strategy usefulness and the frequency of strategy use in their classroom practices were inconsistent. Pookcharoen (2016) concluded that the incongruity derived from different contextual factors and the relationship between teachers' beliefs and instructional practices were arguable and complicated.

The study of Na Chiangmai (2016) investigated the relationship between teachers' beliefs and practices regarding autonomy in Thai universities. The findings revealed that autonomous learning was the objective of teaching with a student-centered approach. The teachers also believed in students' learning motivation, their teaching goals and their prior learning experiences. Autonomy also affected their actual instructional practices in classroom. More importantly, the teachers believed that the curriculum was the major limitation in implementing effective teaching practices.

2.6.2 Research on Teachers' Beliefs about English Language Learning and Teaching in Overseas Contexts

Farrell and Yang (2017) conducted a case study research to discover the beliefs and practices of a female teacher of English for Academic Purposes (EAP) in Canada regarding the teaching of L2 speaking. The beliefs in three themes were examined; the teacher' roles, teaching L2 speaking, and students' roles. This study revealed that, for the most part, the teacher's beliefs and her actual instructional

practices were convergent. In terms of the teacher's roles, as a facilitator and a leader, the teacher should be flexible when activities take place and correct errors of students if it is an informal class. In teaching L2 speaking, the purpose of teaching speaking is that the teachers should provide more opportunities for the students to use a language and speak in the class. They should find relevant topics for them. They can use the native language as necessary and are certain that their students understand the instructions clearly. The class should be started with warm-up activities and have pair and group work practice. The students should initiate their language learning with fun activities.

A study on beliefs and classroom practices as a case study between an experienced teacher and a novice teacher in English in Canada has been conducted. The data collection was non-participatory observations and interviews. The results revealed that beliefs about language teaching of both teachers were divergent from their actual teaching practices. The factors that influenced their practices were likely the context of teaching (Farrell & Bennis, 2013).

Kissau et al. (2013) employed a mixed-method approach to investigate 222 teachers in the K-12 level in the southeastern United States about their beliefs regarding effective L2 teaching in various groups and found that different beliefs existed among the teachers. The experienced teachers who had taught ten or more years had strong beliefs in grammar teaching in daily instruction. In contrast, although acknowledging the significance of grammar, the less experienced teachers were more likely to focus on enhancing the communicative competence or oral proficiency of the students.

Likewise, an earlier study by J. C. Richards et al. (2001) investigated 112 teachers about beliefs that were the most important regarding language teaching and the learning that guided them in their daily teaching. The results revealed that the common beliefs were the role of grammar in language teaching, followed by beliefs about learners and language skills respectively. In addition, the informal interviews showed that the grammar role is an important component for teachers who live in Asia. In Thomas's (2013) study, he discovered that there is no significant difference in the beliefs of both groups of professionally qualified and unqualified teachers regarding the teacher's pedagogical content knowledge and teaching approaches.

Some other previous studies reported inconsistency between teachers' beliefs and their teaching practices. Farrell and Lim (2005) explored teachers' beliefs and their classroom practices about grammar teaching targeting two experienced primary English teachers in Singapore. The major findings reported that the teachers hold a complex set of belief systems that are divergent to their actual teaching practices and their beliefs are related to their teaching contexts. A recent study by Gandeel (2016) examined beliefs and practices of five Saudi English language teachers regarding their teaching of speaking. Based on semi-structured interviews and classroom observation, the findings indicated that teaching speaking was based on course books, teacher-centered and focused on language accuracy. Fluency was less focused on, but the teachers paid more attention to improve students' accuracy in English speaking (grammar and vocabulary). Gandeel (2016) concluded that "teachers' beliefs and practices did not reflect contemporary views on teaching speaking, and they lacked theoretical bases" (p. iii). The factors that affected the relationship between beliefs and practices were the nature of beliefs, textbooks and the English performance level of the students.

2.6.3 Research on Teachers' Beliefs about CLT and Teaching Practices

Based on a review of related academic literature, relatively few studies have been conducted in the areas of teachers' beliefs about CLT and teaching practices both in Thailand and overseas contexts. Some previous studies are elaborated below.

Saengboon (2002) primarily conducted research of Thai EFL teachers' beliefs regarding CLT from 16 universities in Thailand, employing survey questionnaires, semi-structured interviews and classroom observations as methods to collect data from 208 teachers, 30 teachers and four teachers respectively. Four notable themes that manifested in the teachers' beliefs in CLT have been unveiled, namely: i) beliefs about the viability of the general CLT concept; ii) beliefs about grammar instruction; iii) beliefs about the institutional environment that impacts the implementation of CLT; and iv) beliefs about the feasibility of planned use of eclectic teaching methods. The work of Tayjasanant and Barnard (2010) examined language teachers' beliefs and practices in a foreign language secondary setting. The data from classroom observation and in-depth interviews with eight EFL teachers in public and private

schools in Thailand were obtained based on the objective to explore whether the teachers' beliefs about communicative English language teaching reflected their teaching practices. The study revealed that there were a lot of contextual factors to consider in their teaching practices.

In a study by Kaweian (2018) investigating pre-service teachers' beliefs and practices of CLT in school-based teaching practicum in southern Thailand. Data collection was a sequential mixed-approach of quantitative and qualitative research methods in two stages. The questionnaires were used to explore 166 Thai EFL pre-service teachers' self-reported beliefs from three universities, whereas the classroom observations were conducted in three pre-service teachers in three classes from three schools. The findings indicated that the teachers had positive beliefs about CLT principles, and significantly, they had teaching practices different from their reported beliefs. Teachers' decision making in teaching was central to beliefs about 'accuracy is as perfect learning.' Student learning motivation and supervisor/mentor's guidance were the factors affecting the CLT implementation.

In attempts to investigate teachers' beliefs about CLT in a foreign context, A.-Y. A. Kim (2014) conducted a qualitative study to explore how EFL teachers' teaching beliefs about CLT influence their instruction as well as assessment practices. Nine EFL teachers in a university in Colombia participated in this study, with three involved in a semi-formal interview. The findings reported that, in general, the teachers understood CLT well even though their interpretation was not always correct; however, they still used CLT in their teaching practices. They believed that CLT focused on the use of authentic materials and integrated all four skills in their classes. The teachers attempted to apply their beliefs into their teaching practices by allowing the students to engage in different communicative tasks in small groups to have more participation and use the language among peers. On the contrary, limitations were reported: employing CLT in the classroom with large class sizes, inadequate class hours, and lack of motivation of students. A.-Y. A. Kim (2014) further recommended how to increase students' motivation, stating that the content materials should be developed to be related to Colombian university students.

Another study worth noting is an investigation of Japanese high school teachers' beliefs and their practices about CLT. Nishino (2009) formed four research

questions regarding beliefs that the teachers held about CLT, how they used CLT in classroom, how their beliefs and practices differed between academic and vocational high schools, and how their beliefs, their classroom practices, their learning experience, pre- and in-service training, perceived teaching efficacy, and contextual factors linked to and affected each other concerning the use of CLT. Significantly, the results revealed that despite holding positive beliefs, the teachers did not often use communicative activities. Moreover, types of schools did not significantly influence teachers' beliefs and practices in regard to CLT.

A similar result has also been found in the Philippines where Maestre and Gindidis (2016) examined Filipino teachers at the primary level about their beliefs toward CLT, their classroom practices in adopting CLT, and the challenges they experienced in using this approach. The teachers reported that CLT has not always been used in teaching. Although they mentioned that they employed CLT in their classroom practices, their beliefs were inconsistent with CLT theory which implied their understanding of the CLT concept was incomplete. The Filipino teachers reported the main constraints in a communicative classroom were the demands in preparation of the material, the incompetence of students in participating with an active role in language learning by themselves and unmanageable measurement of the native language use in communicative tasks.

More recently, Rahman et al. (2018) examined teachers' beliefs about CLT using classroom observation of two ESL teachers in Bangladesh as a case study. The study's findings revealed that both teachers had the same complex beliefs that mainly controverted the CLT theory. The teaching practices were inconsistent with their stated beliefs or CLT principles. The teachers held a set of beliefs that were divergent in their teaching practices in classroom for various reasons; some concerned with factors of the teaching contexts. In addition, reflecting teachers' beliefs made them more aware of the influence of beliefs on classroom practices.

In a study conducted in the Indonesian context by Setyaningrum (2018), the match between teachers' beliefs and classroom practices about CLT was examined through the use of survey and guided interviews. Among various CLT characteristics such as overall goals, the relationship of form and function, focus on real-world

contexts, autonomy and strategic involvement, teacher roles and student roles, the highest discrepancy was with the fluency-accuracy focus.

2.6.4 Research on CLT

Since current teaching methods have emphasized teaching the learners of the target language for communicative purposes, the increasing numbers of teachers adopting a CLT approach in many countries have widely expanded. In many Asian nations, education ministries have implemented CLT in their school curricula (Tayjasanant & Barnard, 2010) to improve English communication. The CLT approach is preferred by many scholars and practitioners because it is "the most effective, and authoritative for their classrooms" (Okazaki, 2005, p. 176).

Research has shown a wealth of evidence from many Asian countries about the CLT approach, e.g., Taiwan, South Korea, Vietnam, Bangladesh, Iran and Malaysia. However, many studies have identified that most EFL teachers face a lot of constraints in implementing the CLT approach in their various contexts as shown below.

In Vietnam, "class sizes, grammar-based examinations, and lack of exposure to authentic language" were identified as limitations by the teachers when adopting the communicative approach in the classes (G. Ellis, 1994, p. 1). Also, as CLT is a western teaching approach, cultural conflicts existed when presented to Vietnamese teachers. In Bangladesh, according to Ansarey's (2012) study, EFL teachers in primary and secondary levels reported many constraints in implementing the CLT approach in their English teaching classrooms. Most of them mentioned that "large classes, teachers' heavy workload, heavily-loaded programs, a mismatch between the curriculum and assessment, students' poor communicative abilities, and students' low motivation" (p. 76) were the main difficulties. The suggestion for effective integration of the CLT approach was that the teachers should receive training and the in-service teachers should have the opportunity to be retrained in the CLT approach. The four difficulties of using the CLT approach originated from the teacher, students, education system and CLT itself - a finding similar to the study of Kalanzadeh, Mirchenari, and Bakhtiarvand (2013), which examined the problems of utilizing CLT for Iranian EFL teachers in their classrooms.

South Korean teachers, according to Li (1998), realized that their perception regarding the use of CLT in South Korea faced several constraints in CLT applications. The problems in using CLT reported by Korean teachers were as follows:

1) Difficulties caused by *teachers*; i) lack of spoken English proficiency, ii) lack of English strategic and sociolinguistic competence, iii) lack of CLT training, iv) limited opportunities for retraining in CLT, v) misconceptions about CLT, and vi) lack of time and proficiency for developing communicative teaching materials

2) Difficulties caused by *students*; i) low English proficiency, ii) little motivation for communicative competence, and iii) resistance to class participation

3) Difficulties caused by *the education system*; i) large class size, ii) grammar-based examinations, iii) insufficient funding, and iv) lack of support

4) Difficulties caused by *CLT itself*; i) CLT's inadequate account of EFL teaching, and ii) lack of effective and efficient assessment instruments (Li, 1998, p. 687).

Chang and Goswami (2011) conducted a study in Taiwan and reported that the implementation of the CLT approach in Taiwanese college English classes had various restraints related to teachers, students, the education system, and appropriateness of the CLT approach in the local settings. To elaborate, the main problems caused by Taiwanese teachers resulted from insufficient training and knowledge and skills deficiency, whereas the factors that hindered the use of the CLT approach related to the students were the opposition to classroom participation and low English proficiency. For the education system, three main constraints were "test-oriented teaching, large classes, and limited teaching hours" (p. 9). The teachers reported the last factor that obstructed the application of CLT was associated with the CLT itself. In the Taiwanese context, English is used as the L2 outside classroom, so the teachers strived to employ the CLT approach in EFL circumstances where they seldom used English in classroom. Moreover, the way to evaluate students' communicative competence concerned the teachers. Consequently, the problems they faced were lack of English language situations as well as effective instruments of evaluation.

According to Lu and Ng (2013), education reform has resulted in the implementation of the CLT approach in Hong Kong which targeted change to "the traditional Chinese learning approach" (p. 294) and was intended to develop the teachers' and learners' English communicative competence. However, the CLT approach was not suitable in the Hong Kong context because it caused the students' language proficiency to decrease. Regarding the evidence from previous studies in East Asian classrooms, Littlewood (2007) explicated some concerns in adopting the CLT approach. Five main topics have been identified: i) the problems of practical implementation of the CLT approach in large class sizes; ii) a number of students and the teachers avoid using English as the medium tool in classroom communication; iii) the communication tasks provide minimal demands in the use of target language; iv) the incompatibility of the CLT approach with public assessment requirements e.g., entrance examinations or tests; and v) the conflict with educational values and traditions in local contexts. Furthermore, Chang and Goswami (2011) contended that the ESL and EFL local contexts were not the barriers in implementing the CLT approach effectively. In their opinion, adequate teaching resources such as "appropriate curricula, textbooks, authentic materials, professional training, and teaching equipment" (p. 11) should be supported to make the CLT approach suitable in the local context where the students had limited exposure and practice in English. For this reason, the traditional grammar-based examinations should be adjusted, and the institutions should add the components that can better assess the communicative competence of the students.

Even though the CLT approach has received much criticism in various contexts, it is likely to work well in a local Malaysian context. This approach is possible in the improvement of English communicative skills for community college students in Malaysia where the CLT approach has long been adopted in English language teaching. As Mustapha and Yahaya (2013) reported, the success of CLT implementation relied heavily on the teachers' comprehension and beliefs toward CLT that reflected their actual instructional practices. The teachers' methods and techniques adopted in classroom, how they designed learners' classroom activities and the teaching materials employed in those tasks represented the successful and practical use of the CLT approach. The CLT approach was widely used in Asian

settings and it was likely to suggest the important alternatives for the teachers for their daily teaching practices, according to Kalanzadeh et al. (2013).

Investigation of an application of the CLT approach in a Thai context concerning Thai students' and teachers' perceptions of learning and teaching English was done by Promtara in 2016. The results revealed that the students believed that the CLT approach could improve the ability in communication, and gave them a chance to engage in communicative activities such as role-plays and debates. From the teachers' viewpoint, they realized the CLT objective and they could implement the teaching techniques regarding the CLT approach to enhance the communicative ability of the students. It was believed that employing the CLT approach in classroom could improve students' communicative skills in real-life situations. However, the understanding of the use of the CLT concept was not quite correct. Both groups - students and teachers - were not successful in developing communicative ability even though they had positive opinions about learning English through the CLT approach. The main reason related to the national examination demands; the teachers could not include sufficient CLT activities in the classroom program.

Another study conducted by Khunbankong (2015) revealed that most teachers had a positive perspective toward the CLT approach and they considered that the CLT approach could be adapted in Thai classrooms. Similar to the teachers, the students felt optimistic about learning by the CLT approach because they had experience of communicative practices with their classmates. The study found that CLT approach is likely to be the most suitable approach in a Thai classroom context because a lot of activities allow the students to practice how to use the real language situations, but some limitations prevented the efficient use of the CLT approach; mostly aspects of local contexts such as large class sizes and low language proficiency of students.

In short, the teachers in the majority of Asian countries have reported various constraints in implementing the CLT approach in their classrooms, even though most teachers would like to adapt this approach to their local context to benefit from the use of the CLT approach. Given these points, the findings of previous studies offer useful information regarding the application of the CLT approach in teaching foreign language classrooms. It also provides insight into how the communicative approach can be practical in various classroom practices in local contexts. Indeed, the teachers

in each country can adapt some possible principles of the CLT approach that would be most useful and appropriate for their classrooms. The difficulties of CLT implementation also suggest that teachers must adapt the CLT approach to be suitable and effective in the particular local classroom context. To put it more simply, the use of CLT is appropriate based on the teachers' beliefs that the CLT approach can help improve students' communicative competence from communicative practice activities.

In the section covering former studies reported above, previous studies about teachers' beliefs and their pedagogical practices in classroom regarding the CLT approach conducted in Thai and oversea ESL/EFL contexts, both with successful and unsuccessful implementation, have been elaborated. The studies confirm the importance of the CLT approach and the need to consider teachers' understanding of the approach and their application of CLT in the classroom.

2.7 Chapter Summary

To summarize, this study's theoretical framework of the education system and ELT in Thailand, which consists of consideration of the education system in Thailand, English as a foreign language teaching in Thailand, English as a foreign language teaching in the context of the study, English language learning and teaching in the tertiary level and problems in ELT in Thailand, was presented. The next topic, which covered this study's main content, looked at language teacher beliefs, and included definitions of teachers' beliefs, types of teachers' beliefs, beliefs about ELT and its importance, beliefs about English language learning and its importance, teachers' beliefs about CLT, teachers' beliefs and teaching practices, and relationships among teachers' beliefs, learning practices, and learning achievement. Then, the traditional teaching approach, which consists of the audiolingual method, grammar-translation method, direct method, and situational language teaching, and the communicative teaching approach, were discussed. Theoretical framework, previous studies on teachers' beliefs, teaching practices and CLT were also presented. In the next chapter, the methodology of this study will be illustrated.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter outlines how the research was conducted and the methods used in this study to answer the research questions. The research methodology includes seven main sections: research paradigm and research design, population and sample selection, research instruments, validity and reliability tests of data collection, data collection, data analysis and statistics used in this study, and ethical issues in conducting the research respectively.

The purposes of this study are to investigate Thai EFL teachers' beliefs about CLT and the use of the CLT approach in a Thai university context; to identify difficulties that Thai EFL teachers encounter in implementing the CLT approach; and to examine the application of CLT implementation to students' communicative skill development in a Thai university context to explore Thai EFL teachers' beliefs in relation to their CLT teaching practices. Investigating teachers' beliefs about CLT could help understand their decision making in teaching approaches. In addition, the findings were to reveal the hindrances in CLT implementation and how the teachers applied the CLT approach in GE classrooms. Accordingly, the present study sought answers to the following research questions namely:

1) What are Thai EFL teachers' beliefs about communicative language teaching and the use of the CLT approach in a Thai university context?

2) What difficulties do Thai EFL teachers encounter in their teaching practices when applying the CLT approach in a Thai university context? and

3) How do Thai EFL teachers apply the CLT approach to students' communicative skill development in a Thai university context?

3.1 Research Paradigm

The research paradigm in this section is elaborated to explain the researcher's stance on how she carried out the research method. Research paradigm refers to the "worldview of beliefs, values, and methods for collecting and interpreting data" (Grbich, 2013, p. 5). The paradigm is used as a guideline to develop and to test questions about the phenomena of studying and they relate to the researcher's beliefs, perspectives or opinions that shape the way that he/she perceives the world and interprets the world (Kivunja & Kuyini, 2017) and it also determines the research data. In sum, the paradigm is very important because it represents the researcher's philosophical direction or the standpoint which can guide his/her position in the research procedure. It can influence the extent of the decision making such as choosing the method and analyzing the data of the researcher. As Mills and Birks (2014) noted, research paradigms such as positivism, post-positivism, critical theory and constructivism have been extensively used as the framework in qualitative research. In order to serve this study's purposes, the researcher has employed a constructivist approach as the main paradigm.

Constructivism (or interpretivism) has the characteristic that it "recognizes that reality is constructed by those who experience it and thus research is a process of reconstruction of that reality" (Mills & Birks, 2014, p. 20). Constructivism seeks to extract the real experience from the subjects being studied. It seeks to understand an individual's experience of the subjective world (Guba & Lincoln, 1989). The focus is to apprehend the participants' thoughts and perspectives and their interpretation of the world surrounding them. Apart from this, constructivism attempts to comprehend and interpret the participants' opinions or the meaning of the context that an individual is creating. It tries to understand the subjects' perspective instead of the observer's perspective (Kivunja & Kuyini, 2017). Bogdan and Biklen (1998, as cited in Kivunja & Kuyini, 2017, p. 33) mentioned that the major feature of this paradigm is that "the reality is socially constructed."

In particular, Adom, Yeboah, and Ankrah (2016) strongly confirmed that the constructivism philosophical paradigm offers a strong basis for research, specifically in the fields of humanities, education and other behavioral researches. It can also

enhance the students' academic results when the teachers use it in teaching and learning tasks. This orientation was adopted because the underlying assumptions are suitable to the goals of this study that aims at investigating Thai EFL teachers' beliefs toward CLT, based on their teaching and learning experience.

3.1.1 Research Design

To collect data, the researcher employed a mixed-method approach to discover teachers' beliefs about CLT, the difficulties in CLT implementation, and teaching practices. The mixed-method approach can be defined as "research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry" (Tashakkori & Creswell, 2007, p. 4). Creswell (2015) articulated an essential assumption of this approach, "when an investigator combines statistical trends (quantitative data) with stories and personal experiences (qualitative data), this collective strength provides a better understanding of the research problem than either form of data alone" (p. 2). The mixed-method approach, when compared to the quantitative approach and qualitative approach, is less well-known because it has appeared as an isolated approach merely in the last two decades (Teddlie & Tashakkori, 2009) and it is beneficial in this study because it can help discover EFL teachers' beliefs about the implementation of the CLT approach in GE classrooms to develop ELT in Thailand by employing the use of a questionnaire. Also, the semi-structured interviews were used when the data could not be examined by the questionnaire and to explain the quantitative findings. The classroom observations were conducted to examine the teachers' teaching practices.

Ritchie, Lewis, Mcnaughton Nicholls, and Ormston (2014, p. 40) pointed out a more efficient way of merging both quantitative and qualitative methods so as to

> see them as equal but separate, suited to answering different questions about the same or related topics. This perspective is frequently embodied in applied social research, where projects often require measurement of some kind about also greater understanding of the nature or origins of an issue. Each of the two research approaches is seen as providing a distinctive kind of evidence and,

used together, they can offer a powerful resource to inform and illuminate policy or practice (Ritchie et al., 2014, p. 40).

This study employed an explanatory mixed-method approach which could be divided into two phases. In the first phase, the quantitative data collection and analysis were used, followed by the qualitative data collection and analysis in the second phase. Following the questionnaires, semi-structured interviews were conducted to explain the results from the quantitative phase. Classroom observation was employed to discover the relationships between teachers' beliefs and teaching practices in GE classrooms. A diagram explaining the process of how to conduct the explanatory sequential design (Two-phase Design) by Creswell and Creswell (2018) is shown below.

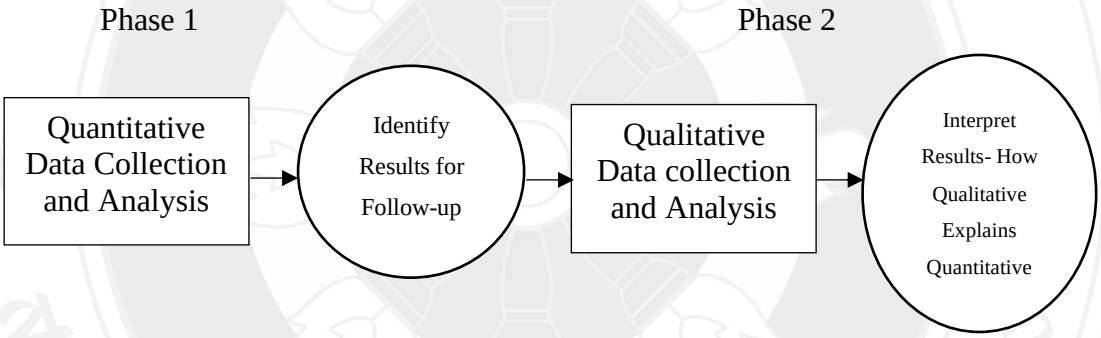

Figure 3.1 Explanatory Sequential Design (Two-phase Design)
Source: Creswell, & Creswell, 2018, p. 218.

After the data-collecting process in the questionnaires was completed, the researcher analyzed the quantitative data and the interview questions were constructed based on the questionnaires' results. The semi-structured interviews were conducted to describe and confirm the questionnaires' findings. To elaborate, the questionnaires could help the researcher understand the teachers' thoughts toward the CLT principles and the interviews enabled the researcher to gain insight into teachers' beliefs about CLT and these could support the findings from the questionnaires regarding the implementation of CLT in GE classrooms. Additionally, the semi-structured interviews were conducted to further discover current teaching practices, teachers' beliefs about the possibility to integrate the CLT approach for students'

communicative skill development, teachers' backgrounds about the CLT approach in general and the difficulties in using the CLT approach. Subsequent to the interviews, classroom observations were conducted to investigate how the teachers applied the CLT approach in their GE classrooms to develop the students' communicative ability.

After the completion of data collection, the data from the three research instruments were analyzed based on the theoretical framework to address all three research questions. The quantitative data were collected using belief questionnaires, and these results were triangulated with the qualitative data, including the responses from the semi-structured interviews and the classroom observations. The use of both quantitative and qualitative approach could integrate more obvious findings, validate and ensure reliable data in this research.

3.2 Population and Sample Selection

The participants in this study were full-time Thai EFL teachers who taught English in the universities in Thailand. The samples of the population were 60 Thai EFL teachers selected from four public Rajabhat universities in the lower northeastern area of Thailand. The criteria to select the research sites were previously mentioned in Section 2.1.3 in Chapter Two. To put it another way, the researcher aimed to investigate teachers' beliefs about the CLT principles in GE subjects that were compulsory courses for all students in the local areas. The universities' settings are out of Bangkok and far from the target language community, so it is assumed that some constraints might be encountered by the teachers in their teaching practices when they make use of CLT-based classrooms. Moreover, the number of samples in ***"A"*** Rajabhat university could not provide sufficient data when conducting the survey questionnaires, so the researcher decided to increase the number of samples by including other universities which shared a similar context.

For the quantitative approach, the selection of the participants was conducted by using a purposive sampling technique which can be defined as "selecting a relatively small number of units because they can provide particularly valuable information related to the research questions under examination" (Teddlie & Tashakkori, 2009, p. 25). Simply put, the researcher selected a group of participants

who had graduated with a master's degree and had experience of at least three years of English language teaching and at least two years in a foundation course (GE) prior to taking the questionnaires. The participants were to be a representative sample of Thai EFL teachers who could provide rich information about teachers' beliefs about CLT that was the objective for this study. The participants had different ages and lengths of experience in English and GE teaching. Consequently, it was believed that the participants who had experienced English teaching for many years could provide insightful data regarding their beliefs about CLT at the tertiary level in different areas of the northeastern part of Thailand and the results would be beneficial to the current contexts. In addition, to conduct the qualitative study, the criterion to choose the sample was normally purposefully chosen based upon the teachers' responses to beliefs' questionnaires. Those who were available to participate in the further sessions were selected. In the present study, the sampling strategy used was the purposive sampling technique. Of all the teachers completing the questionnaires, seventeen teachers participated in the following semi-structured interviews and nine teachers were observed their teaching practices in classroom.

As explained above, Thai EFL teachers from four Rajabhat universities in the lower northeastern part of Thailand were the main participants because they had teaching experience in English as well as GE courses. The researcher aimed to observe the teachers' teaching practices in GE classrooms because GE subjects, the compulsory subjects for all undergraduates in each university, are the foundation courses which provide basic English for students to be able to communicate in their future career. She assumed that there would be the adoption of the CLT approach in these kinds of classrooms. Furthermore, the research was grounded on the assumption that different beliefs are held by each teacher and each teacher performs different teaching practices to promote students' learning motivation and help them comprehend the necessary English communicative skills to complete these courses. According to the data collection procedures and the objectives of this study, the number of participants in this study could sufficiently represent the population being studied, produce meaningful findings, and completely answer the research questions. This data is expected to greatly assist the development of teachers' teaching approaches and professional careers in English language teaching and learning.

3.2.1 Teachers' Demographic Background in Semi-Structured Interview Sessions and Classroom Observation Sessions

Of all 60 teacher participants, through the purposive sampling technique, the teachers who indicated their interest in participating in the interview session and would teach GE classrooms in a given semester were selected. The researcher aimed to select at least two teachers from each university as the representatives of Thai EFL teachers for the interview session. Because the researcher works in ***"A"*** Rajabhat University and she has known the teachers there for a long time, so it was very convenient to contact and get permission from these teachers. Therefore, the number of participants in her university was more than other universities. Of all 17 teacher interviewees, 15 were females and two were males. They ranged in age from 35-62 with an average age of 40.41. For their education background, 15 teacher interviewees had received a master's degree, and two had graduated with a doctoral degree; one of these was an assistant professor. In relation to their experience in teaching English, the range of experience was 3-42 years and the years of GE teaching were with a range of 2-12. They had CLT teaching experience with a range of 3-42 years. The teacher interviewees' workplaces were kept anonymous, and real names were not provided in this study, based on the ethical issue. The names of T1, T2, … were used to identify the teacher interviewees. All teacher interviewees reported their experience in CLT training courses prior to data collection.

When the classroom observations were conducted in the first semester of academic year 2019, basically the researcher aimed to observe two teachers in each university, so the observations were selected based upon the teachers' convenience and available time to monitor their teaching practices in GE classrooms. The total participants who participated in this session consisted of nine teachers who ranged in age from 35 to 62. Of all nine teachers, seven were females and two were males. Eight teachers held a master's degree and one was an assistant professor who held a doctoral degree. The teachers' names were substituted for T1, T2, ... in this session. The teachers' teaching practices and how they developed students' communicative competence were observed in GE classrooms individually. The findings in this session elaborated on what they did in their teaching classroom practices.

3.3 Research Instruments

The instruments used for data-collection techniques in this study are based on two types of quantitative and qualitative data including three main tools; teacher belief questionnaires, semi-structured interview questions and classroom observation protocols.

3.3.1 Teacher Belief Questionnaire

The questionnaire (see Appendix A) was one of the main methods to collect the data in this research which helped the researcher form the questions and receive the responses without having an opportunity to talk with the participants (Walliman, 2018). It was a set of written questions based on the topic that was aimed to discover the participants' thoughts. A questionnaire is used very often in the survey research, "the systematic gathering of information about people's beliefs, attitudes, values, and behavior" (Sommer & Sommer, 2002, p. 136). Therefore, the questionnaire could provide required information about Thai EFL teachers' beliefs about CLT. Obviously, this method of collecting the data is simple and comfortable for the participants. Furthermore, it is cheap and easy to manage, even with a large number of respondents over large geographical territories (Walliman, 2018).

In this study, the main theoretical framework was related to beliefs about CLT. First, after the relevant pedagogical theory and research literature were reviewed, the questionnaire was adapted from Karavas-Doukas's (1996) main framework, employing a 5-point Likert-scale. In addition, some items in the questionnaire regarding CLT characteristics were added and developed based on various scholars in the fields; e.g., Larsen-Freeman and Anderson (2011); Nunan (1993); J. C. Richards and Rodgers (2014); Savignon (2006). In other words, the quantitative findings were employed as a guideline to develop the interview questions to explore insight into teachers' beliefs about CLT.

The questionnaire was used for collecting data about Thai EFL teachers' beliefs about CLT based on three reasons. Firstly, a questionnaire is an effective method because, based on the researcher's experience, the questionnaire is one of the familiar instruments that the teachers are used to do. Second, the survey instrument

consists of the main principles of the CLT approach that can be used as a guide to constructing the semi-structured interview questions. Third, it is very economical, and the collecting process takes a short time. Because the participants were Thai, the questionnaire was translated into Thai to avoid the participants' misunderstanding and any confusion with the meaning of the questionnaire items during the study. This helped avoid problems occurring when they filled in the questionnaire. The questionnaire of beliefs consisted of four main sections.

The first section was designed for multiple choices to extract the participants' demographic information, which included gender, age, department, faculty, university, the education level, years of English teaching, years of GE teaching and experience in taking English teaching training courses. The demographic information was expected to demonstrate the participants' background and teaching experiences.

The second section of the questionnaire was designed into two parts; multiple choices and rating scales. In the first part, the multiple-choice questions were used to ask the teachers about previous teaching experience relating to the CLT approach to see how much experience they had before the study was conducted. This part was aimed to discover the teachers' experience in CLT approach which helped the researcher gain a better understanding of their CLT teaching experience and it could be linked to the following questions regarding beliefs about CLT. In the second part, a 5-point Likert-scale questionnaire, consisting of 37 questions was aimed to investigate teachers' beliefs about CLT. The framework, which was adapted from Karavas-Doukas (1996), contained five main CLT principles: i) the importance of grammar; ii) group/pair work; iii) quality and quantity of error correction; iv) the roles of the teachers in the language classroom; and v) the roles of students in the learning process. This was employed to explore teachers' beliefs toward CLT. The sixth principle was added by the researcher because, based on the review of many studies, the teaching materials are regarded as a significant tool to effectively enhance the CLT approach. Some negatively worded items in the questionnaires were not excluded because all items were validated by the IOC process with experts who were experienced in English teaching and education research and evaluation. This checked construct validity. All items were accepted as valid so that they could be used reliably to explore teachers' beliefs about CLT in GE classrooms.

In the third section, the current teaching practices, six items in multiple choices were used to ask the teachers what they were teaching in their classrooms. The characteristics of the CLT approach were based on review of Larsen-Freeman and Anderson (2011); Nunan (1993); J. C. Richards and Rodgers (2014); Savignon (2006) as well as communicative competence from Canale and Swain (1980).

The fourth section is multiple choices relating to teachers' beliefs about the possibility of implementing the CLT approach to develop students' communicative ability. Their beliefs on how the CLT approach could be possible and appropriately implemented to enhance the students' communicative skills were investigated.

To conclude, the questionnaire largely covers four sections to answer the first research question (see Appendix A). Additionally, the researcher translated into Thai both questionnaires and the semi-structured interview questions. For the translations' accuracy and appropriateness, an expert who is proficient and has experience in Thai-English translation was invited to correct and modify the question items' meanings. Some changes in the use of language were made according to his suggestions.

3.3.2 Semi-Structured Interview Questions

In the following steps of this study, the semi-structured interview questions were employed to obtain additional insights, mainly about teachers' beliefs about CLT. They also revealed the constraints that the teachers encountered in integrating the CLT approach in a Thai university context. The qualitative interview refers to a 'conversation with intention' and focused on the understanding of the meaning and the meaning-making's rules (Baxter & Babbie, 2003). Also, an interview is an outstanding method to discover complicated beliefs, thoughts, feelings, and attitudes. In this study, the interview questions were a semi-structured protocol, which normally includes a question set that requires the participants' answers (Baxter & Babbie, 2003). Notably, an interview can be considered as the most regular and appropriate method to discover an individual's life experience. The interview can provide insights without expectations and it occasionally reveals the information that people never provide to a stranger (L. Richards, 2015).

The semi-structured interview questions (see Appendix B) were regarded as an effective method in the current study because they were used to further explore the

phenomena in which the questionnaire and observation could not be used straightforwardly (Baxter & Babbie, 2003; Sommer & Sommer, 2002); when the researcher required to discover the participants' thoughts and feeling of some particular CLT phenomenon. Moreover, this method was very beneficial when the researcher was interested in discovering the teachers' opinion. The semi-structured interview questions were also adopted as a tool to triangulate the findings (Baxter & Babbie, 2003). Grounded on the researcher's experience, the semi-structured interview questions were the appropriate way to receive in-depth information from the participants who provided extensive opinions; therefore, the interview was one of the most appropriate tools in collecting the data. The semi-structured interview questions were mainly used to ask the participants' beliefs about CLT to support the questionnaire's findings and to discover the hindrances in CLT implementation.

The interview session was developed into six sections: 1) demographic information of the participants; 2) teachers' beliefs about the CLT principles; 3) teachers' current CLT practices; 4) teachers' beliefs about the possibility to integrate the CLT approach for students' communicative skill development; 5) teachers' beliefs about CLT in general; and 6) the difficulties in CLT implementation.

The interview questions were designed based on the questionnaire's findings from the CLT principles of Karavas-Doukas (1996) and the CLT framework of Larsen-Freeman and Anderson (2011); Nunan (1993); J. C. Richards and Rodgers (2014); Savignon (2006). For the first section, it was designed to discover the participants' demographic information. The findings from the second section, teachers' beliefs about the CLT principles, were used to support the findings from the questionnaires and to answer the first research question. Also, the findings from the third section about teachers' current CLT practices and the fourth section, teachers' beliefs about the possibility to integrate the CLT approach for students' communicative skill development were used to gain insights for the core purpose of the study and explain the findings from the questionnaires. The fifth section relating to teachers' beliefs about CLT in general was used to explore teachers' understanding and teaching experience about the CLT approach. In the sixth section, the participants' responses regarding the difficulties in CLT implementation were classified into themes from the framework of Chang (2009) and Li (1998). When

designing the interview questions, the questions were divided into four main constraints caused by teachers, students, classroom management system, and CLT itself when they had CLT-based teaching in their GE classrooms. This section specifically was aimed to discover teachers' difficulties in implementing the CLT approach in the Thai EFL context to answer the second research question.

Sommer and Sommer (2002) noted that face-to-face interviews offer an excellent means to discover complicated feelings and attitudes. Therefore, in the second phase of the qualitative study, face-to-face, semi-structured interview sessions were conducted. The teachers who were selected to participate in the interview sessions were interviewed one by one and further discussed detailed insights of their beliefs about the CLT principles, difficulties in CLT implementation, the overview of the CLT approach and their experiences in teaching practices. In this study, those who indicated their interests in participating in the semi-structured interviews for follow-up were selected. The total number of participants in this session was seventeen teachers, who were purposefully chosen as representatives from each university. The interview was made according to the participants' available time, and it was conducted at their offices or quiet places where the audio-recording could be done efficiently. Each interview approximately lasted 45-60 minutes. Each teacher was asked about their beliefs about teaching English by using the CLT approach. The teachers could express their beliefs from a different perspective on the CLT approach based on their teaching experiences. During the time the semi-structured interview session was being conducted, the researcher wrote the interview data on her fieldnotes. The interviews were conducted in Thai because it was the native language for all teacher interviewees. Before conducting the actual interviews, the researcher had many practice interviews. All the interview sessions were audio-recorded after the researcher received permission from the teacher participants. After the interview sessions had been completed, each interview was transcribed in Thai and the researcher listened to the whole script twice to make sure that the transcribed scripts had been done accurately. Then, the scripts were translated verbatim into English by the researcher and the information from fieldnotes were used for data analysis. The translated scripts and the interview data analysis were approved by the researcher's

advisor, by native speakers, and then verified by member checking randomly. The interview script data were analyzed based on the research questions.

3.3.3 Classroom Observation Protocols

Another vital data collection tool in this study was the classroom observation protocols (see Appendix C). Observation is an extremely significant method in the qualitative approach because it is adopted to "discover complex interactions in natural social settings" (Marshall & Rossman, 2016, p. 143). The observation data impact can be considerable because the researcher can observe the participants' body language, tone of voice, paralinguistic messages and movement (Marshall & Rossman, 2016). According to Nunan and Bailey (2009, p. 258), classroom observation was defined as, "a family of related procedures for gathering data during actual language lessons or tutorial sessions, primarily by watching, listening, and recording (rather than by asking.)" The main objective of observation is "to investigate what happens inside the classroom when learners and teachers come together" (Allwright, 1988, p. 191). In the process of observation, the observer becomes part of the event being conducted. Observation is cheap; however, it takes a lot of time. When it is necessary for the researcher to know what people do, it is better to observe them (Sommer & Sommer, 2002).

Further to the previous statement, this study's purposes were originally to discover teachers' beliefs about CLT in relation to their teaching practices, so classroom observation was regarded as a key appropriate method to gather information. Particularly, the actual behaviors or teaching practices of the teachers were observed with the aim to clearly identify the relationship between their beliefs and the teaching practices that occurred in their classrooms. Participant observation is a qualitative method in which the researcher participates as an actor in the events under study and the people you observe and interact with provide detailed, accurate and authentic data (Baxter & Babbie, 2003).

In designing classroom observation protocols, some of the observation framework was adapted from Rahman et al. (2018) and the review of the CLT principles was based on Larsen-Freeman and Anderson (2011); Nunan (1993); Rahman et al. (2018); J. C. Richards and Rodgers (2014); Savignon (2006). The

observed themes consisted of language teaching approach, classroom activities with oral and written communicative practices, teaching materials, teachers' roles, students' roles, error correction and the use of language. The observation sessions aimed to discover the CLT practices by observing how the teachers taught the students in GE classrooms. The observation tasks could help the teachers have a better understanding of their teaching practices as the researcher focused on the teaching behavior that actually occurred in classroom.

The researcher asked the teachers in the interview sessions if they would allow the researcher to observe their teaching classrooms. Basically, two teachers from each university were selected because the researcher wanted to ensure that all teachers represented each university equally. The total of nine teacher interviewees participated in classroom observation. The researcher built a good rapport with those teachers and assured them they could be confident that the recording was used only for the research purposes. The teachers were observed for the whole class; each class lasted approximately 1-2.5 hours. The observed data were gathered through non-participant observation. The teachers' teaching practices were observed by using video-recording and the camera was set at the back of all the targeted classrooms. During the video-recoding, the researcher observed the class at the beginning and then she left the class because she wanted the teachers to feel comfortable. She sometimes visited the classes to make sure that the recording was in process. Some teachers invited the researcher to attend during their teaching and introduced her to the students and informed this study's purposes to them. Through the observation, the researcher observed the teachers' teaching practices and the nonverbal behaviors of the participants in GE subjects, especially how they applied the CLT approach in their classrooms. During the observation, the researcher wrote fieldnotes, took photos and recorded the videos to record the participants' behaviors and activities in GE classrooms. Ethics were considered and all observed classrooms were consented by the teachers. Classroom observation would illuminate the data in the real-life situations, and it is generally a good method for studying natural behavior. The advantages of observation were that no conversation was necessary, and it was a cheap and direct way to collect data.

3.3.4 Conclusion of Research Instruments

Specifically, a mixed-method approach was appropriate to answer the research questions in which the selection of the data collection method was based on: 1) the assumption or research problems, and 2) the research design. The questionnaire was employed to investigate teachers' beliefs about the CLT that they used in classroom. Also, the interview sessions were used to gain an understanding of the teachers' life experiences and perspectives about the CLT approach and problems in integrating the CLT approach in GE classrooms. This study documented the participants' beliefs toward the CLT approach when they taught in classroom and sought to understand the subjective experiences and views of those being researched. The classroom observations were employed to observe the participants' teaching practices in classroom. These methods were expected to be adequate to provide the results in answering all three research questions.

In summary, this study employed three kinds of tools in collecting the data. First, the questionnaires were used to collect the quantitative data relating to Thai EFL teachers' beliefs about CLT. However, to certify that the research questions of this study attained comprehensive answers, the qualitative findings from semi-structured interviews were used to explain the questionnaires' findings. The interview questions were constructed according to the quantitative data from the questionnaires. The classroom observations were used to triangulate the data from both the questionnaires and semi-structured interviews. The topic was suitable to be investigated by using questionnaires, semi-structured interviews and classroom observations. According to Sommer and Sommer (2002), observation is a good way to study "natural behavior" (p. 61), whereas the questionnaires and interviews are suitable for "opinions and beliefs" (p. 61). Therefore, using these three methods could achieve this study's purposes, effectively exploring teachers' beliefs about CLT, difficulties in CLT integration, and the application of CLT-based teaching to develop students' communicative ability, to reveal the level of consistency between teachers' beliefs and teaching practices in GE classrooms.

3.4 Validity and Reliability Tests of Data Collection Instruments

To guarantee the validity and reliability of data collection tools, some procedures were conducted in this study.

3.4.1 Validity Test

Validity refers to "the degree to which a procedure produces genuine and credible information" (Sommer & Sommer, 2002, p. 4). In this study, the items of the questionnaire and the semi-structured interview questions were also verified using the Index of Item-Objective Congruence (IOC) by experts who were proficient in developing surveys in the social science area and ELT. The five experts included:

1) An Assistant Professor who graduated with a doctoral degree and has experience in English and Business English language teaching for more than thirty years in a public Rajabhat university;

2) An Assistant Professor who graduated with a doctoral degree in Educational Research and Evaluation and has experience in Educational Research and Evaluation for many years in a public Rajabhat university;

3) An Assistant Professor who graduated with a doctoral degree and has experience in English and Business English language teaching for many years in a public Rajabhat university;

4) An instructor who graduated with a doctoral degree in English Language Studies and has English language teaching experience for many years in a public Rajabhat university;

5) An instructor who graduated with a doctoral degree in English and has English language teaching experience for many years in a public Rajabhat university.

All experts evaluated each item for measuring Thai EFL teachers' beliefs about CLT. After the evaluation of the items was completed, the ratings were calculated to measure the IOC score in each item. For validity, each item score could be accepted at 0.5 or above as recommended by Rovinelli and Hambleton (1977), as cited in Turner and Carlson (2003). The questionnaires and semi-structured interview

questions were edited according to the experts' suggestions and the modified versions were administered to the pilot group.

In addition to the aforementioned method, to ensure the validity of the data collection of the interview sessions, the translated and analyzed data transcription was verified by member checking which is "the most crucial technique for establishing credibility" (Lincoln & Guba, 1985 p. 314). The transcriptions were given to the participants randomly to help improve the validity of the interview data. The participants were to comment and check the analyzed data transcription's correctness. They could confirm whether the information reflected their views and thoughts.

3.4.2 Reliability Test

Reliability means "the repeatability or replicability of findings" (Sommer & Sommer, 2002, p. 4). In order to ensure the reliability of data collection tools, the questionnaires and semi-structured interview questions, employing two methods of: i) a pilot study; and ii) providing a clear explanation during the data collection procedure, were used.

For the reliability of the questionnaires, first, the pilot study was employed to verify internal consistency. Reliability was conducted using PASW statistics 18. Internal consistency was measured using Cronbach's alpha. The Cronbach's alpha for the questionnaires was 0.867, which indicated sufficient instrument reliability for collecting the data (George & Mallery, 2003) as shown in Table 3.1. As specified by George and Mallery (2003), the following measurement of the alpha reliability coefficient are: i) > 0.9-Excellent; ii) > 0.8-Good; iii) > 0.7-Acceptable; iv) > 0.6-Questionnable; v) > 0.5-Poor; and vi) < 0.5-Unacceptable. In this case, all rating scale items of the questionnaires were reliable, and the questionnaires could be used as a dependable tool to examine teachers' beliefs about CLT.

Table 3.1 Reliability Statistics

Cronbach's alpha	Number of Items
.867	85

To elaborate, the reliability was also evaluated by a pilot study prior to the main study to certify the comprehensibility of the wordings that were used in the questionnaires and semi-structured interview questions. The pilot study's findings are presented below.

3.4.2.1 Pilot Study

To improve the suitability of this study's questionnaires, the questionnaire items were tried out with a group of teachers in order to check the reliability of the questionnaires. Pilot study means "mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as questionnaire or interview schedule" (van Teijlingen & Hundley, 2002, p. 33). A pilot study is considered a critical component of a good research design. Even though it does not certify the success of the future study, it can improve the outcome. Moreover, Simon (2011) added that even though a pilot study does not assure the main study's achievement, it greatly increases the likelihood. A pilot study may address several logistical issues. After editing the teacher belief questionnaires, the modified version was then used in this study. Following the pilot-tested session of the questionnaires, a set of questions in semi-structured interviews was constructed.

The pilot project was conducted in the second semester in December 2018 at the public universities where the contexts were similar to the current study and the participants had similar characteristics with the participants in the main study. The pilot survey was administered to Thai EFL teachers from seven universities including the Rajamangala University of Technology Thanyaburi, Rajamangala University of Technology Isan Surin Campus, Rajamangala University of Technology Isan Nakhon Ratchasima Campus, Rajabhat Rajanagarindra University, Chandrakasem Rajabhat University, Mahachulalongkornrajavidyalaya University Surin Campus and Mahachulalongkornrajavidyalaya University Buriram Campus. All teachers had experience in ELT and GE teaching to Thai EFL students at the tertiary level for many years. Out of 30 teachers in the pilot study, 9 (31%) were male, 20 (69%) were female and one teacher did not indicate gender. The majority (44.8%, 13 teachers) were 35-40 years of age, five teachers (17.2%) were aged over 55 years, four teachers (13.8%) were between 41-45 years and 30-35 years. Fourteen teachers

(51.9%) were in the English Department, six (22%) were in the Business English Department and five (14.8%) were English for Communication teachers. Most of them (48.1%) worked in the Faculty of Humanities and Social Sciences and 22.2% worked for the Faculty of Education. Twenty-one teachers (72.4%) had graduated with a master's degree, eight (27.6%) had received a doctoral degree and one did not mention qualification. Two groups of teachers (nine of each) had had English teaching experience for 6-10 years and over 16 years (31%), six teachers (20.7%) had had English teaching experience for 11-15 years, five (17.2%) had 1-5 years of English teaching experience and one did not identify length of service. For GE teaching experience, ten (34.5%) reported 6-10 years, seven teachers in each group (24.1%) had taught for 11-15 years and over 16 years, five (17.2%) had 1-5 year and one did not report. Twenty-six teachers (89.6%) had taken English teaching training courses, three (10.3%) had never taken such courses and one did not respond to the question.

Based on the pilot study, most piloted teachers were concerned about the methods used in English teaching and the CLT approach was the most favoured in their current teaching practices in classroom. Also, they focused on learner-centered lessons. Most of them knew the CLT approach and had participated in CLT training programs prior to the pilot study. They had positive beliefs toward English teaching and the CLT approach and in their opinions, it was possible to implement the CLT approach in the Thai context to help develop students' communicative proficiency. Some pilot teachers commented that the language used in some questionnaire items was not clear, but they had no difficulty in comprehension and completion. They also mentioned the length of the questionnaires.

For the reliability of the semi-structured interview questions, mock interviews were done. The researcher piloted the questions with two Thai EFL teachers whose selection was based on those who completed the survey questionnaires. This process was conducted to estimate the length of time needed for interview sessions. The interviews were conducted by telephone, which was a convenient method for the pilot teachers. The duration of each interview lasted about 30-45 minutes. Based on the pilot interviews, the researcher had a great opportunity to practice interviewing and revising the wordings in certain interview guided questions

that were possibly unclear and/or ambiguous to the participants. After this, the instruments which were evaluated for the validity and reliability of the several procedures mentioned above were used for the data collection process with the teacher participants in the main study.

Another process to attain reliability was that the researcher presented a clear description of procedures to the participants before the data collection procedure. The researcher explained the objectives and usefulness of this study, how to complete the questionnaire form and how many sections the questionnaires consisted of. Furthermore, to validate the research findings, the researcher used the triangulation method, the use of multiple sources of data, which is usual for qualitative research design. It is a significant technique to help the researcher validate the data. The researcher can compare the data to other kinds of sources, and he/she can enhance the analysis with supporting and/or opposite data that finally provide the researcher and the user of the research with more insight than depending on the data alone. Triangulation is an extensively used term in qualitative research, and also the most commonly used method for combinations between qualitative and quantitative data (L. Richards, 2015; Roller & Lavrakas, 2015).

3.5 Data Collection

The data of this study were collected from Thai EFL teachers who had at least three years of English teaching experience and background knowledge and two years of experience in teaching GE subjects. The questionnaires consisting of four sections were distributed to all participants to discover teachers' beliefs about CLT. The survey was conducted by Thai EFL teachers teaching GE classrooms during the first semester of academic year 2019 and were followed by semi-structured interviews and classroom observations.

3.5.1 Data Collection Procedure

Generally, the processes of data collection can be classified into two phases; quantitative data collection via the survey questionnaires and the qualitative data

collection through the use of semi-structured interviews and classroom observations. The data collection procedures were conducted in eight stages as follows:

First, before conducting the main study, the researcher had informal meetings with teachers at the department she worked for in her university and explained the research objectives briefly. In addition, she had the opportunity to talk with the chairman or teachers of English and Business English Departments in the sample universities when she visited the research sites. She informed them about the research' objectives and asked for permission to collect the data from the teachers within their departments. In some cases, the researcher contacted the faculty officers to conduct the study. Then, after the survey questionnaire questions and the semi-structured interview questions were developed, the researcher asked permission from the Dean of the Faculty of Humanities and Social Sciences and Faculty of Education in each university prior to collecting the data.

Second, the researcher distributed the informed consent forms indicating the purposes of the study to Thai EFL teachers at the selected universities. The questionnaires of teachers' beliefs were administered to the participants in each university and the participants were informed about the objectives, reasons for conducting the research, and potential usefulness of the study, and made it clear to the participants that their responses would be utilized for research purposes only. Some participants submitted the questionnaires right away; however, some of them were asked to return the questionnaires within a week because the researcher understood they had heavy teaching workloads and other administrative tasks during the time the study was being conducted. The questionnaires took approximately 15 minutes to be completed.

Third, the statistics of the quantitative data from the questionnaires were analyzed - such as frequency, percentage, mean, and standard deviation. Subsequent to the survey, the researcher considered the findings and selected seventeen participants to participate in semi-structured interviews. Generally, the participants from each university were purposively selected to participate based on their interests and their available time, in the following steps.

Fourth,the interviewed questions were developed grounded on the questionnaires' findings. The interview-guided questions which were already tried out

with the pilot teachers before being conducted with the sample participants were used in this study.

Fifth, the face to face, semi-structured interview sessions were followed. Seventeen teachers participated in this session and each interview took roughly 45 - 60 minutes. They were asked their beliefs about CLT, their current teaching practices, the feasibility to employ the CLT approach in a Thai university context, teachers' beliefs about CLT in general, and the constraints in implementing the CLT approach in GE classrooms. Sommer and Sommer (2002) stated that in the case where the participants provide unclear or incomplete responses, it is essential to probe for additional data. The interview sessions were audio-recorded, and fieldnotes were taken. The researcher informed the participants that if any additional information were required, she would ask the participants for more details on the phone. After the interview sessions were completed, the researcher scanned the materials, typed up fieldnotes, transcribed the interviewed data in Thai, translated, analyzed and interpreted the data to English. The transcription's accuracy was checked by the advisor and the native speakers. In addition, the analyzed data transcription was randomly verified by member checking.

Sixth, the classroom observation protocol was designed based on the literature review and previous studies. Data on the teachers' teaching practices were collected by using videotaped recording in GE classrooms and the researcher wrote the observed data on her fieldnotes.

Seventh, the researcher transcribed and analyzed the classroom observation data from the video files and fieldnotes. The descriptive data and the analysis from the observation were verified by the researcher's advisor. The researcher categorized the main themes and identified patterns regarding the theoretical framework. The researcher then compared the analysis of the findings from the questionnaires, the interview sessions, the classroom observations and the fieldnotes to answer the research questions.

Eighth, the pre-determined themes and emerging themes based on the questionnaires, the semi-structured interviews, the classroom observations, and fieldnotes were analysed to answer all three research questions. The conclusions, implications, limitations and recommendations were revealed and explained.

3.6 Data Analysis

Both quantitative and qualitative data were analyzed according to the following methods. The description below shows how the collected data were analyzed to answer all three research questions.

Firstly, the quantitative data analysis was elicited from the teachers' responses in the questionnaires and analyzed statistically via PASW statistics 18. The descriptive statistics of frequency and percentage were computed to explore the participants' demographic information. The main descriptive statistics of mean and standard deviation (SD) were also computed in the rating scores of the participants' beliefs about CLT. To answer the first research question, the quantitative findings were used to reveal teachers' beliefs about CLT and the use of the CLT approach. The computed scores were interpreted based on the rating scale described below (Srisa-ard, 2010).

1) $\bar{x}$ = 1.00-1.50 = strongly disagree
2) $\bar{x}$ = 1.51-2.50 = disagree
3) $\bar{x}$ = 2.51-3.50 = moderately agree
4) $\bar{x}$ = 3.51-4.50 = agree
5) $\bar{x}$ = 4.51-5.00 = strongly agree

More importantly, since the questionnaire items consisted of negatively worded items - "the items which address the opposite of the target concept," all items were reversed in the scoring before the analysis and then the scores could be summed up or averaged (Dörnyei & Taguchi, 2010, p. 27). In other words, there were the items that contained unfavorable information or were not consistent with the CLT approach, so the reverse scoring was used before analyzing the data.

Secondly, following the quantitative session, the semi-structured interviews were conducted to investigate teachers' beliefs about CLT to explain the quantitative findings in the first research question. In addition, some interesting findings from the interview sessions regarding current teaching practices, teachers' beliefs about the possibility to integrate the CLT approach for students' communicative skill development and teachers' beliefs about CLT in general were gathered and presented

to gain insights and explain the questionnaire findings in the first research question. The interviews also discovered the difficulties when the teachers employed CLT-based classrooms to answer the second research question. A verbatim transcription was employed to transcribe the audio recording. The data analysis used in this study was coding categories, interrelating themes and interpreting the meaning of themes based on the pre-determined themes and emerging themes (Creswell, 2014). Data transcripts were carefully read for emerging themes. Salient themes were noted, then interpreting the meaning of themes/description was done, and these emerging themes were later established according to the prominent elements of each category.

Lastly, classroom observations were conducted to explore teachers' beliefs in relation to their teaching practices in GE classrooms, in particular, regarding how they applied the CLT-based teaching to develop students' communicative ability in their Thai university context to address the third research question. The data from the video recordings were then transcribed and analyzed based on the pre-determined themes and emerging themes, similar to the semi-structured interview analysis process. The data analysis process adopted in the qualitative part is reported in Figure 3.2.

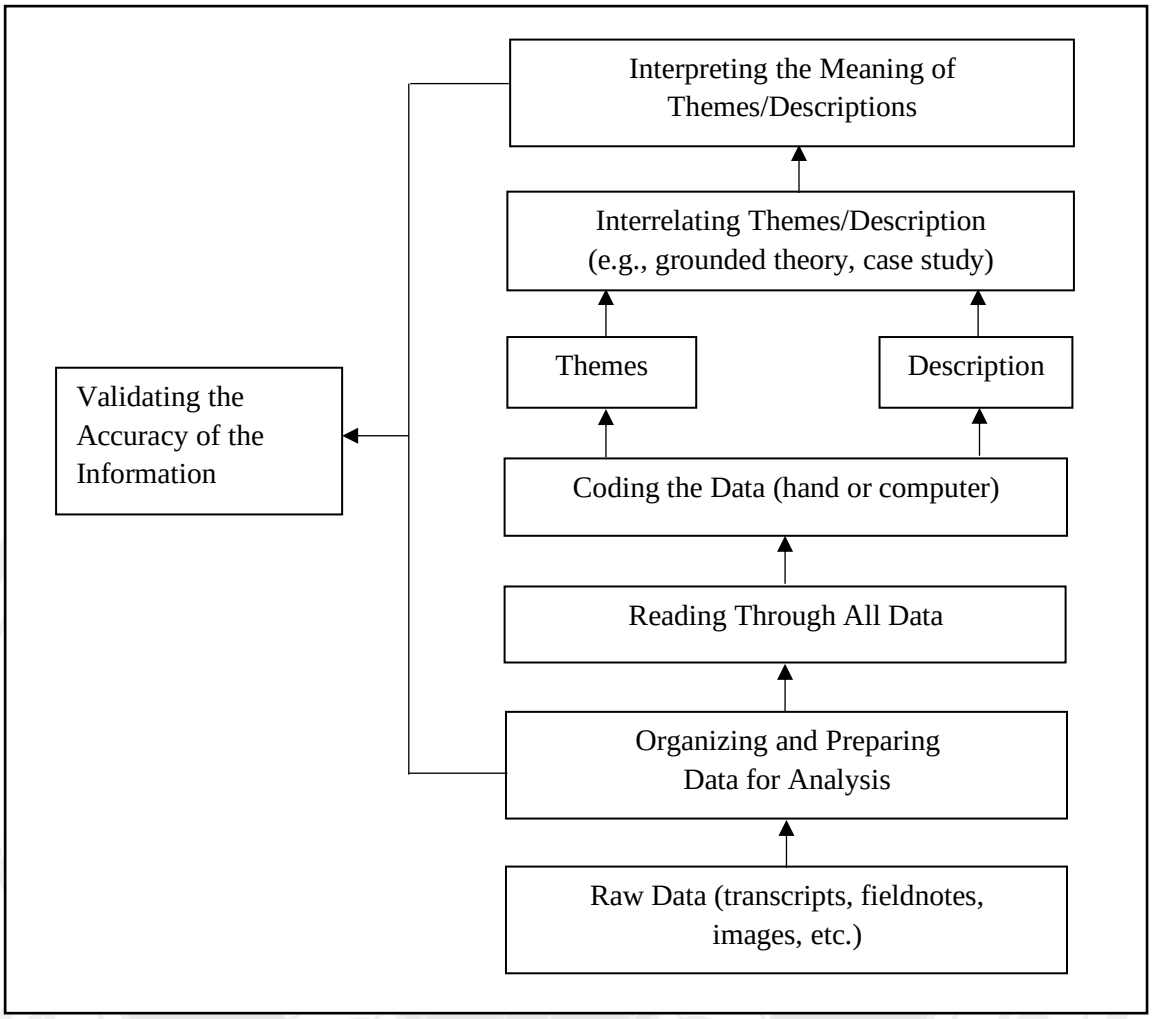

Figure 3.2 Data Analysis in Qualitative Research

Source: Creswell, 2014, p. 197.

The researcher compared the emerged themes from the data analysis with the themes in the literature review. The teachers' utterances were presented in themes and significant wordings were quoted. The qualitative data findings were compared with the quantitative data findings to study the similarity or the differences of the findings.

To summarize, the quantitative data analysis was elicited from the teachers' responses in the survey questionnaires and analyzed statistically via PASW statistics 18 as of frequency, percentage, mean, and standard deviation. For the qualitative data analyses which were employed to analyze the responses from semi-structured interviews and classroom observations, the thematic strategies and coding categories according to the pre-determined themes and emerging themes from the data were

used. Salient themes were mentioned. These emerging themes were later subsumed according to the most prominent categories.

Since this study utilized a mixed-method approach, the data analysis consisted of the combination of “statistical and thematic data analytic techniques” (Onwuegbuzie & Teddlie, 2003, as cited in Teddlie & Tashakkori, 2009, p. 8). In this case, the researcher analyzed the data using both statistical and thematic analysis. However, the main data analysis was based more on qualitative data. The instruments and data analysis techniques in this study were summarized and are shown in Table 3.2.

Table 3.2 Summary of Methods and Data Analysis Techniques

	Instruments and Data Analysis Techniques		
Research Questions	1) What are Thai EFL teachers' beliefs about communicative language teaching and the use of the CLT approach in a Thai university context?	2) What difficulties do Thai EFL teachers encounter in their teaching practices when applying the CLT approach in a Thai university context?	3) How do they apply the CLT approach to students' communicative skill development in a Thai university context?
Conceptual Framework	**CLT:** Canale and Swain (1980); Karavas-Doukas (1996); Larsen-Freeman and Anderson (2011); Nunan (1993); J. C. Richards and Rodgers (2014); Savignon (2006) **Difficulties in CLT implementation:** Li (1998); Chang (2009) **Application of the CLT approach:** Rahman et al. (2018)		
Research Methods	1) Questionnaires 2) Semi-structured Interviews	1) Semi-structured Interviews	1) Classroom Observations
Data Analysis	1) Descriptive Statistics (Frequency, mean and standard deviation (SD)) 2) Interpretive Approach (Thematic strategies)	1) Interpretive Approach (Thematic strategies)	1) Interpretive Approach (Thematic strategies)
Analytical Method	Quantitative + Qualitative Approach	Qualitative Approach	Qualitative Approach

3.7 Ethical Issues in Conducting Research

In the research study, the protection of the participants' rights must be considered, and the participants must be completely informed about the processes of conducting the study.

Prior to data collection, a consent form from the Ethics Committee in Human Research, National Institute of Development Administration - ECNIDA was approved for use in conducting the research. Following the ethical issue process, the researcher provided a permission letter to the participants' supervisors in each university prior to collecting the data. She also provided an informed consent form to the participants before conducting the research. The participants who participated in this study were required to sign their names prior to filling in the questionnaires and they were provided with a full explanation regarding the objectives and processes of this study and assured of their rights during the research. Moreover, the participants' names and contact numbers were identified to be contacted for follow-up interviews, but all information was guaranteed not be used in any publications in this study. The ethical issues of the participants were also considered. To protect the participants' privacy, their real names and universities were kept anonymous and confidential. The researcher asked permission from each participant to be audio-recorded, video-recorded and photographed in the semi-structured interviews and classroom observations. The original files of survey questionnaires, interview recordings and transcriptions and classroom observations were kept secret and were used only in this study in which all data was shared only with the dissertation committee.

In this chapter, research paradigm and research design, population and sample selection, research instruments, validity and reliability tests of data collection instruments, data collection, data analysis and ethical issues in conducting research were discussed. In Chapter 4, the findings will be provided to address all three research questions.

CHAPTER 4

FINDINGS

This chapter illustrates the analyzed data focusing on Thai EFL teachers' beliefs about Communicative Language Teaching (CLT) in a Thai university context. Three research questions were raised to achieve the main objectives. The first research question attempts to investigate teachers' beliefs about CLT and the use of the CLT approach. The difficulties that Thai EFL teachers encounter when integrating the CLT approach in their GE classrooms were explored in the second research question. In the third one, how the teachers apply the CLT approach to develop student communicative skills in their teaching practices in a Thai university context was revealed. This study employed an explanatory sequential design (two-phase design) utilizing a quantitative approach and qualitative approach. Data were drawn from 60 questionnaires, 17 semi-structured interviews, and nine classroom observations. For the survey sessions, the teachers were called "teacher participants" and in the interview sessions, they were called "teacher interviewees."

This chapter consists of three sections according to the research questions. In the first section, the research findings based on quantitative data from the questionnaires were presented to answer the first research question. The interpretation was based on the rating scale of: 1) $\bar{x}$ = 1.00-1.50 = strongly disagree; 2) $\bar{x}$ = 1.51-2.50 = disagree; 3) $\bar{x}$ = 2.51-3.50 = moderately agree; 4) $\bar{x}$ = 3.51-4.50 = agree; and 5) $\bar{x}$ = 4.51-5.00 = strongly agree. The interview findings of teachers' beliefs about CLT were presented to explain and confirm the questionnaire findings. Data collection focused on GE subjects to investigate how much the CLT principles were used by the teachers in GE classrooms. For the second and third section, the qualitative data results based on the responses from semi-structured interviews and classroom observations were reported to respond to the second and third research question respectively. The qualitative data was used to obtain more insight into how

the teachers implemented the CLT approach in their classrooms and to help clarify the findings from the questionnaires.

4.1 What are Thai EFL teachers' beliefs about Communicative Language Teaching and the use of the CLT approach in a Thai university context?

The questionnaire (see Appendix A) given to Thai EFL teachers was employed to examine teachers' beliefs about CLT. Ninety-two questionnaires were distributed to teacher participants in four universities in the northeastern area of Thailand. A total of sixty questionnaires was then returned, yielding a 65.22% response rate. To analyze the collected data, descriptive statistics were used. The findings presented in responses to the first research question were from 1) the questionnaires and 2) the semi-structured interviews. For the survey questionnaires, the findings consisted of four parts: teacher participants' demographic data, teachers' beliefs toward principles of CLT, current practices of English language teaching, and teachers' beliefs toward the possibility of implementing the CLT approach. Moreover, the interview findings reported teachers' beliefs about CLT and the experience of the CLT approach in general. The conclusions to answer the research questions were consequently presented.

4.1.1 Findings from the Questionnaires

4.1.1.1 Teacher Participants' Demographic Information

In the first section of the questionnaires, the total number of teacher participants was sixty (n = 60); they consisted of 42 females and 18 males. Almost three times more females were represented than males. In terms of age, the majority of teacher participants indicated their age was between 31-35 years old and 36-40 years old, and the remaining teacher participants indicated the other age range shown in Table 4.1. Regarding the departments, 39 teacher participants indicated that they worked in an English Department (65%) and 21 teachers reported that they worked in a Business English Department (35%). Most teacher participants (97%) were from a

Faculty of Humanities and Social Sciences and the rest were from a Faculty of Education.

Of the 60 teacher participants from four Rajabhat universities in the lower northeastern area of Thailand, slightly over half of the teacher participants (52%) worked in ***"A"*** Rajabhat University while one-fourth of the teacher participants worked in ***"D"*** Rajabhat University and the rest were from ***"C"*** Rajabhat University (15%) and ***"B"*** Rajabhat University (8%). Concerning the highest level of education completed, most of the teacher participants had a master's degree (90%) and only 10% had a doctoral degree. As for English teaching experience, 26 teacher participants (43%) reported that they had been teaching for 6-10 years and 22 teacher participants (37%) had been teaching for 11-15 years. In terms of teaching experience of General English (GE), 28 teacher participants (47%) had been teaching for 6-10 years, 15 of the teacher participants (25%) had been teaching for 11-15 years and 14 teacher participants (14%) had been teaching for 1-5 years. Less than five percent of teacher participants had experience in GE teaching for 16-20 years and 26-30 years. For experience in taking English teaching training courses, at the time of the study, most of them (97%) reported that they had taken some courses. The teacher participants' demographic information was presented in Table 4.1 below.

Table 4.1 Teacher Participants' Demographic Information (n=60)

Demographics	Details	Frequency	Percentage
Gender	Male	18	30
	Female	42	70
Age	25-30 years old	2	3
	31-35 years old	19	32
	36-40 years old	19	32
	41-45 years old	8	13
	46-50 years old	8	13
	Over 51 years old	4	7
Department	English	39	65
	Business English	21	35
Faculty	Humanities and Social Sciences	58	97
	Education	2	3
Rajabhat University	A	31	52
	B	5	8

Demographics	Details	Frequency	Percentage
	C	9	15
	D	15	25
The Highest Education	Master's Degree	54	90
	Doctoral Degree	6	10
Years of English	1-5 years	6	10
Teaching	6-10 years	26	43
	11-15 years	22	37
	16-20 years	3	5
	21-25 years	0	0
	26-30 years	3	5
	More than 31 years	0	0
Years of General	1-5 years	14	23
English (GE) Teaching	6-10 years	28	47
	11-15 years	15	25
	16-20 years	1	2
	21-25 years	0	0
	26-30 years	2	3
	More than 31 years	0	0
Have you ever taken	Yes	58	97
English teaching	No	2	3
training courses?			

In the second section of the questionnaires, data consists of the findings from two topics; 1) the teacher participants' experience using CLT in classroom and the teachers' beliefs about the principles of CLT. First, the teacher participants were asked about teaching approaches they used in English teaching. All teacher participants (100%) replied that they paid considerable attention to English teaching approaches. The majority of them reported that they used the CLT approach quite often (63%) whereas one fourth (25%) always used the CLT approach. Most teacher participants (85%) had accessed CLT training programs before they participated in this study, whereas nine teacher participants mentioned that they did not have any CLT training course experience. For those who experienced CLT training, they participated in it more than five times, three times and two times, representing 32%, 14%, and 11% respectively. Of the 60 teacher participants, 59 reported that they currently believed that the CLT approach had a lot of advantages for ELT. The results can be seen in Table 4.2.

Table 4.2 Teachers' Experience with the CLT Approach to English Language Teaching

Items	Responses	Frequency	Percentage
● **Are you concerned about the methods you use for teaching English?**	Yes	60	100
	No	0	0
● **How often do you use the CLT approach in your classroom?**	Always	15	25
	Often	38	63
	Sometimes	7	12
	Rarely	0	0
	Never	0	0
● **Have you ever participated in any CLT training programs before?**	Yes	51	85
	No	9	15
● **If yes, how many times have you participated in a CLT training program?**	1	6	10
	2	11	18
	3	14	23
	4	1	2
	More than 5 times	19	32
● **Do you believe that CLT has a lot of advantages for English language teaching nowadays?**	Yes	59	98
	No	1	2

4.1.1.2 Teachers' Beliefs toward Principles of CLT

Regarding the second section, the adapted core framework of CLT, namely, the importance of grammar, group/pair work, quality and quantity of error correction, roles of teachers in the language classrooms, roles of students in the English learning process, and teaching materials from Karavas-Doukas (1996), was employed to understand teachers' beliefs regarding six principles. This data can be regarded as significant data for this research question. The teacher participants were asked to explore their beliefs about the CLT principles, and they were assumed to implement the principles in GE classrooms.

1) Beliefs toward Six CLT Principles

The results of the analysis of teachers' beliefs toward six CLT principles from the questionnaires are presented in Table 4.3 and the findings for each principle are shown in Table 4.4 - 4.9 accordingly. It is worth noting that the response scores of the teacher participants cannot provide in-depth information of the

teacher participants' beliefs, but they can reveal a general understanding of Thai EFL teachers' beliefs regarding CLT principles in a Thai context in the tertiary level.

First, the teacher participants' responses regarding six CLT principles are shown in Table 4.3.

Table 4.3 Beliefs toward Six CLT Principles

No.	CLT Principles	$\bar{x}$	SD	Meaning
1	Roles of teachers in the language classrooms	4.02	0.70	Agree
2	Group/pair work activities	3.78	0.83	Agree
3	Teaching materials	3.68	0.66	Agree
4	Quality and quantity of error correction	3.49	0.97	Moderately Agree
5	Roles of students in the English learning process	3.48	0.91	Moderately Agree
6	The importance of grammar	3.09	0.90	Moderately Agree

These scores represent teacher participants' beliefs toward CLT principles. In the six principles of CLT, most teacher participants believed in these CLT fundamentals. The principles that they reported the strongest beliefs about were roles of teachers in the language classrooms ($\bar{x}$ = 4.02, SD = 0.70), followed by group/pair work activities ($\bar{x}$ = 3.78, SD = 0.83) and teaching materials ($\bar{x}$ = 3.68, SD = 0.66). They reported the least support in the principle concerning the importance of grammar ($\bar{x}$ = 3.09, SD = 0.90).

From the survey findings, it was obvious that most teacher participants believed in the teachers' roles in GE classrooms and it indicated that the teacher role was very significant. Teachers' roles could help support students' language learning. In terms of group/pair work activities, the teacher participants still paid attention and focused more on the activities that engaged the students to negotiate the meanings. In congruence with the results, the teacher participants held positive beliefs about CLT. To clarify what aspect the teacher participants believed in each CLT principle, the following findings (no. 1.1 - no. 1.6) were reported.

1.1) Beliefs toward CLT Principles Concerning the Importance of Grammar in GE Classrooms

As presented in Table 4.4, the average mean score of the teacher participants' beliefs about the importance of grammar was 3.09, which shows that they moderately agreed with this principle. When considering each item, they viewed that grammar should be taught to achieve the objectives in communication ($\bar{x}$ = 4.47, SD = 0.79, Item 2) and it should not be used based on an instrumental reason. They still believed that knowing language rules was not sufficient to use a language ($\bar{x}$ = 4.23, SD = 0.77, Item 3). They disagreed that the correctness of grammar was the most important criterion to evaluate students' language performance ($\bar{x}$ = 2.03, SD = 0.92, Item 1). However, according to teacher participants' beliefs, they disagreed that direct grammar teaching was necessary if the students learned English to communicate effectively ($\bar{x}$ = 2.07, SD = 0.99, Item 5).

Table 4.4 Beliefs toward CLT Principles Concerning the Importance of Grammar

No.	Items	$\bar{x}$	SD	Meaning
1	Grammatical correctness is the most important criterion by which language performance should be judged.	2.03	0.9199	Disagree
2	Grammar should be taught inductively and as a means to an end and not as an end in itself.	4.47	0.7911	Agree
3	Knowledge of the rules of a language does not guarantee the ability to use the language.	4.23	0.7672	Agree
4	By mastering the rules of grammar, students become fully capable of communicating with a native speaker.	2.63	1.0409	Moderately Agree
5	Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.	2.07	0.9892	Disagree
	Total	**3.09**	**0.90**	**Moderately Agree**

Overall, the results suggested that the teacher participants moderately agreed that grammar was important. However, they believed that teachers should teach grammar as a means to attain communicative goals. Since the survey data did not show how much the teacher participants perceived the significance of grammar in GE classrooms, the follow-up interviews were then conducted to further explore their perspectives. Noticeably, according to the findings, the teachers considered that grammar teaching should be taught inductively. However, no matter the teaching method of grammar that the teachers used, the teachers still believed that grammar knowledge could be the background for the students to develop their communicative skills.

1.2) Beliefs toward CLT Principles Concerning Group/Pair Work Activities in GE Classrooms

As illustrated in Table 4.5, the overall degree of teachers' beliefs about the category of the CLT principle concerning group/pair work activities showed an average mean score of 3.78. They believed that group work activities were important to enhance students' language learning ability. These activities were helpful because they provided a good chance for students to have more interaction in authentic situations ($\bar{x}$ = 4.55, SD = 0.62, Item 6). The teacher participants strongly believed in pair and group work activities ($\bar{x}$ = 4.53, SD = 0.72, Item 9) because these activities were beneficial in terms of motivating student interest to participate in classroom communication among peers. Interestingly, the teachers moderately agreed that group work activities had little use because the teachers encountered problems in monitoring the students' native language use (Thai) ($\bar{x}$ = 2.93, SD = 1.19, Item 10). In addition, they disagreed that group work activities required too much time in organizing and wasted a lot of valuable teaching time ($\bar{x}$ = 1.87, SD = 0.98, Item 8).

Table 4.5 Beliefs toward CLT Principles Concerning Group/Pair Work Activities in GE Classrooms

No.	Items	$\bar{x}$	SD	Meaning
6	Group work activities are essential in providing opportunities to promote English language use in real-life situations.	4.55	0.6223	Strongly Agree

No.	Items	$\bar{x}$	SD	Meaning
7	Group work activities allow students to explore problems for themselves and thus have some measure of control over their own learning.	4.40	0.7410	Agree
8	Group work activities take too much time to organize and waste a lot of valuable teaching time.	1.87	0.9823	Disagree
9	Pairs or small-group work activities can motivate classroom interactions between students and their peers.	4.53	0.7240	Strongly Agree
10	Group work activities have little use since it is very difficult for teachers to monitor students' language performance and prevent them from using their mother tongue.	2.93	1.1913	Moderately Agree
11	Students can develop their communicative skills through group/pair work activities.	4.42	0.7199	Agree
	Total	**3.78**	**0.83**	**Agree**

It can be inferred that the teacher participants still believed that group work activities remained beneficial in students' English learning. To gain further understanding of how group/pair work activities helped support students' language learning processes, semi-structured interviews were conducted to reveal more about the teacher participants' beliefs.

1.3) Beliefs toward CLT Principles Concerning Quality and Quantity of Error Correction in GE Classrooms

In this section, the teacher participants reported their beliefs about how they corrected students' errors. Table 4.6 exhibits teacher participants' beliefs about CLT principles in quality and quantity of error correction which was clearly presented by the average mean score of 3.49. In this principle, they considered that teachers should correct students' errors when they completed their communication processes ($\bar{x}$ = 4.35, SD = 0.78, Item 16). This item led the teacher participants to agree that during the communicative flow, speaking should not be

interrupted for grammatical correction ($\bar{x}$ = 4.33, SD = 0.77, Item 13). The result implied that the teachers should correct errors when the students finished their conversation to make them concentrate on their conversation practices. If the teachers did not correct their errors, the students would remember the wrong sentences/grammatical structures. Surprisingly, the teacher participants indicated their beliefs toward the roles of fluency with low mean scores ($\bar{x}$ = 2.63, SD = 1.06, Item 17). To put it simply, the teacher participants moderately agreed to evaluate students' learning performance in fluency. In the meantime, they were still concerned about students' language accuracy when employing CLT-based teaching in GE classrooms. Even though language errors were regarded as a normal and natural part of language learning procedures, the teacher participants moderately agreed that too much correction was time-wasting ($\bar{x}$ = 2.57, SD = 1.14, Item 14). Therefore, it can be inferred that correcting students' errors was believed helpful to improve students' language learning, but error corrections should not be focused on much.

Table 4.6 Beliefs toward CLT Principles Concerning Quality and Quantity of Error Correction in GE Classrooms

No.	Items	$\bar{x}$	SD	Meaning
12	Teachers should not focus more on the appropriate language structure and linguistic forms. Rather, effective communicative competence of students should be emphasized.	3.78	0.9222	Agree
13	Grammatical errors should be corrected after the communicative flow of the classroom has been completed. If errors are ignored, this will result in imperfect English language learning.	4.33	0.7738	Agree
14	Since errors are a natural part of the English language learning process, too much correction is time-wasting.	2.57	1.1404	Moderately Agree
15	The communicative approach to language teaching produces fluent but inaccurate students.	3.25	1.1442	Moderately Agree
16	Teachers should correct language errors upon	4.35	0.7773	Agree

No.	Items	$\bar{x}$	SD	Meaning
	the completion of the tasks.			
17	Teachers should put more emphasis on fluency rather than accuracy.	2.63	1.0571	Moderately Agree
	Total	**3.49**	**0.97**	**Moderately Agree**

The process of error correction remained important for students' language learning. However, teachers' beliefs concerning the correction feedback would be further analyzed in the interview sessions.

1.4) Beliefs toward CLT Principles Concerning the Roles of Teachers in GE Classrooms

With regards to the roles of teachers in GE classrooms (See Table 4.7), the overall mean score of teachers' beliefs represented a high level of beliefs ($\bar{x}$ = 4.02). The teacher participants indicated their beliefs toward this principle at a high level in four items (Items 21, 22, 23, 24). In GE classrooms, they strongly believed that English teachers should employ different kinds of activities to offer students' opportunities in communicative interaction. The teachers should increase students' motivation in English learning and create supportive environments to encourage students' communicative ability ($\bar{x}$ = 4.88, SD = 0.32, Item 24). They strongly believed that teachers should regularly use more English in the class ($\bar{x}$ = 4.85, SD = 0.36, Item 23) and the teachers should provide other teaching materials to support students' different needs ($\bar{x}$ = 4.83, SD = 0.42, Item 21). In addition, they strongly agreed that the teachers should be facilitators in classroom ($\bar{x}$ = 4.63, SD = 0.61, Item 22). Nevertheless, they strongly disagreed that the teachers were those who only imparted the knowledge to students by explanation, writing and examples ($\bar{x}$ = 1.48, SD = 0.77, Item 20).

Table 4.7 Beliefs toward CLT Principles Concerning the Roles of Teachers in GE Classrooms

No.	Items	$\bar{x}$	SD	Meaning
18	A teacher cannot function as "authority" and "instructor" in the language classroom.	3.22	1.1657	Moderately Agree
19	"Teachers as transmitters of knowledge" is only one of many different roles they must perform during a lesson.	3.88	1.0430	Agree
20	The role of teachers in the language classroom is to impart knowledge through activities such as explanation, writing, and examples.	1.48	0.7700	Strongly Disagree
21	A textbook alone is not able to cater to all the needs and interests of students. A teacher must supplement the textbook with other materials and tasks to satisfy the widely differing needs of their students.	4.83	0.4185	Strongly Agree
22	Teachers should function as facilitators in the classroom.	4.63	0.6097	Strongly Agree
23	Teachers should use the target language more frequently.	4.85	0.3600	Strongly Agree
24	Teachers should create various communicative activities to provide whole-task practices, improve motivation and create a context that supports students' language learning.	4.88	0.3237	Strongly Agree
25	Teachers should perform fewer teacher-fronted activities.	4.38	0.9222	Agree
	Total	**4.02**	**0.70**	**Agree**

From the teacher participants' responses, it can be concluded that the teachers were important in CLT-oriented teaching in GE classrooms which supported students' English learning development. The interview sessions helped the researcher understand more about teachers' beliefs regarding their roles when they employed the CLT approach.

1.5) Beliefs toward CLT Principles Concerning the Roles of Students in the English Learning Process in GE Classrooms

Table 4.8 exhibits teachers' beliefs about students' roles in promoting English learning. The average mean score of teachers' beliefs toward students' roles was 3.48, which indicated that the teacher participants moderately agreed in this principle. In Item 28, the learner-centered approach was said to be important in classroom that focused on CLT because it could promote students' responsibility and self-autonomy in English learning. This could help them to improve their ability to master the English language ($\bar{x}$ = 4.40, SD = 0.74, Item 28). In addition, it was not surprising when they believed that students should have more chances to take part in choosing classroom activities as well as reading materials ($\bar{x}$ = 4.38, SD = 0.80, Item 33). It explicitly revealed that students' roles were important in the CLT-based classrooms where it could encourage the students to participate more in classroom activities and interactions. On the other hand, they moderately agreed that preparing the students to be responsible for their own initiative in learning was useless or difficult to be achieved because they were not familiar with learning by the CLT approach ($\bar{x}$ = 2.67, SD = 1.13, Item 27). The teacher participants moderately agreed that the students had insufficient knowledge to suggest the content of the lesson as well as the beneficial activities for them ($\bar{x}$ = 2.58, SD = 1.21, Item 26). Interestingly, the teacher participants disagreed that, in large class size, it was impossible to arrange their teaching to satisfy the students' needs ($\bar{x}$ = 1.67, SD = 0.90, Item 29).

Table 4.8 Beliefs toward CLT Principles Concerning the Roles of Students in the English Learning Process

No.	Items	$\bar{x}$	SD	Meaning
26	Students have inadequate knowledge to recommend what the content of the lesson should be or what activities are useful for them.	2.58	1.2114	moderately agree
27	Training students to take responsibility for their own learning is futile since they are not	2.67	1.1299	moderately agree

No.	Items	$\bar{x}$	SD	Meaning
	used to the CLT approach.			
28	The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her learning ability.	4.40	0.7410	agree
29	For teachers, it is impossible in a large class of students to organize their teaching so as to suit the needs of all.	1.67	0.8956	disagree
30	For students, English is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.	3.72	0.8847	agree
31	Tasks and activities should be negotiated and adapted to suit students' needs rather than imposed on them.	4.27	0.7333	agree
32	Students should be on their own initiative in English language learning.	4.15	0.9173	agree
33	Students should be involved in decision making about classroom activities and allowed to choose reading materials.	4.38	0.8044	agree
	Total	**3.48**	**0.91**	**Moderately Agree**

It can be concluded that according to the CLT principles, students' roles could contribute to their learning process and the teacher participants believed that learner-centered classrooms could develop students' learning autonomy. The further interviews could provide insight about teachers' beliefs toward students' roles in CLT-based teaching in GE classrooms.

1.6) Beliefs toward CLT Principles Concerning Teaching Materials

Table 4.9 presents the results of teachers' beliefs toward CLT principles concerning teaching materials, with the average mean score of 3.68. To illustrate, the teacher participants strongly agreed in the importance of using a

variety of technologies ($\bar{x}$ = 4.78, SD = 0.45, Item 37) and authentic materials ($\bar{x}$ = 4.75, SD = 0.44, Item 34) by CLT-based teaching in English classrooms. These teaching aids could attract student attention and promote their participation. Also, they agreed that learning the target language's culture was also necessary, but it should not focus only on western culture ($\bar{x}$ = 3.58, SD =0.94, Item 35). They disagreed that Thai culture should be blended into teaching content ($\bar{x}$ = 1.60, SD = 0.81, Item 36).

Table 4.9 Beliefs toward CLT Principles Concerning Teaching Materials in GE Classrooms

No.	Items	$\bar{x}$	SD	Meaning
34	Teachers should use authentic materials to teach English.	4.75	0.4366	strongly agree
35	Teachers should allow students to learn Western cultures based on the textbooks used in the classroom.	3.58	0.9440	agree
36	Teachers should blend some interesting Thai cultures in the English teaching content to educate their students about the local culture.	1.60	0.8067	disagree
37	Teachers should employ various kinds of technology in the English classroom.	4.78	0.4544	strongly agree
	Total	**3.68**	**0.66**	**Agree**

According to the questionnaire findings, it may be concluded that most teacher participants in these contexts believed in the CLT principles as many agreed with the theorists' statements proposed in the literature review. Besides, the follow-up interviews could confirm the teacher participants' responses and helped them to reconsider and understand the information they answered in the questionnaires to make the findings more reliable and validate.

The next section reports the questionnaires' findings regarding teachers' current practices of English language teaching.

4.1.1.3 Teachers' Current Practices of English Language Teaching

This section revealed the questionnaire findings that the teacher participants mentioned about what they were currently teaching in GE classrooms. It aimed to discover the teachers' current teaching experiences which could help the researcher understand to what extent they integrated and emphasized the CLT approach in GE classrooms before the study was being conducted. Some findings were very interesting for further interviews to gain more insights about current practices of ELT. The findings from the third section consisting of six topics; teaching approaches, teaching objectives, teachers' roles, classroom activities, teaching materials and medium language of classroom instruction were presented accordingly. To illustrate:

1) Current Practices: Teaching Approaches in GE Classrooms

The teacher participants revealed their current use of teaching approaches when they taught GE subjects. Table 4.10 shows the teaching approaches that they employed. In this topic, they could rate more than one item.

Table 4.10 Current Practices: Teaching Approaches in GE Classrooms

Teaching Approaches	Yes	%	No	%
What is your current teaching approach that you use in your classroom?				
Audiolingual Method	34	56.67	26	43.33
Grammar-Translation Method	27	45.00	33	55.00
Direct Method	12	20.00	48	80.00
Situational Language Teaching Method	36	60.00	24	40.00
Communicative Language Teaching (CLT)	50	83.33	10	16.67
Task-based Language Teaching	27	45.00	33	55.00
Teacher-centered	9	15.00	51	85.00
Learner-centered	42	70.00	18	30.00
Others	3	5.00	57	95.00

Of all the teaching approaches listed in Table 4.10, the most frequent teaching strategy, that more than 50% of the teacher participants used, consisted of four approaches: CLT, learner-centered, situational language teaching method, and audiolingual method. The results showed that the CLT approach was the most preferable (83.33%), followed by learner-centered (70.00%), situational

language teaching method (60.00%) and audiolingual method (56.67%) respectively. Remarkably, only nine teacher participants indicated using a teacher-centered approach. Interestingly, three of them provided additional teaching approaches they used, such as Content and Language Integrated Learning (CLIL), active learning, content-based instruction, mixed-method, and integrated-skill instruction.

2) Current Practices: Goals of English Language Teaching in GE Classrooms

When the teacher participants were asked about their objectives in English teaching, as shown in Table 4.11, they aimed to develop students' all four English skills (86.67%) the most. They intended to engage students to enable language use in real-life situations (78.33%) and to develop students' English communicative skills (76.67%). From all the listed items, they believed that they should promote student English competency to prepare them for a career path at the lowest level (56.67%).

Table 4.11 Current Practices: Goals of English Language Teaching

Teaching Goals	Yes	%	No	%
What are your goals of English language teaching in English for communication?				
☑ To develop students' English communicative skills	46	76.67	14	23.33
☑ To develop students' four English language skills (listening, speaking, reading and writing)	52	86.67	8	13.33
☑ To prepare students' English proficiency in their future careers	34	56.67	26	43.33
☑ To engage students to use the language in real-life situations	47	78.33	13	21.67
☑ To motivate students to be confident in using English with native speakers	44	73.33	16	26.67
☑ Others	5	8.33	55	91.67

Noticeably, the teacher participants expected to enhance students in all four skills in English teaching in GE classrooms.

3) Current Practices: Teachers' Roles in GE Classrooms

As Table 4.12 indicated, at the time of the study, 57 of the teacher participants (95.00%) performed their roles as facilitators in assisting the

students to master the English language. Fifty-one (85.00%) of them mentioned that they were mentors, followed by language instructors (76.67%). On the contrary, they reported the needs analysts (16.67%) and leaders (15.00%) as the least important roles. Some of them also took up another function - as a motivator - when they taught the students in the CLT-based classrooms.

Table 4.12 Current Practices: Teachers' Roles in GE Classrooms

Teachers' Roles	Yes	%	No	%
What is your role when teaching English for communication?				
Entertainer	27	45.00	33	55.00
Facilitator	57	95.00	3	5.00
Mentor	51	85.00	9	15.00
Language Instructor	46	76.67	14	23.33
Leader	9	15.00	51	85.00
Needs analyst	10	16.67	50	83.33
Others	1	1.67	59	98.33

The teacher participants reflected their teaching experiences in a variety of roles in their GE classrooms to facilitate and support students' English learning competency.

4) Current Practices: Classroom Activities in GE Classrooms

The teacher participants were then asked to rate the activity most frequently used in their GE classrooms, as shown in Table 4.13. Most of them reported that they used pair work and group work (93.33%) the most. They also employed various kinds of activities such as role-plays, presentation and opinion-sharing, which represents (83.33%), (78.33%) and (65.00%) respectively. In contrast, they used jig-saw activities the least (3.33%). Moreover, they also indicated using additional activities such as work-integrated learning (WIL) and mind-mapping to motivate students' learning interaction.

Table 4.13 Current Practices: Classroom Activities in GE Classrooms

Classroom Activities	Yes	%	No	%
What classroom activities do you employ in the classroom?				
Pair work	56	93.33	4	6.67
Jig-saw	2	3.33	58	96.67
Group work	56	93.33	4	6.67
Information-gathering	19	31.67	41	68.33
Role plays	50	83.33	10	16.67
Opinion-sharing	39	65.00	21	35.00
Presentation	47	78.33	13	21.67
Task-completion	13	21.67	47	78.33
Group discussion	34	56.67	26	43.33
Information gap completion	15	25.00	45	75.00
Others	0	0.00	60	100

The results reported that the teacher participants provided a variety of activities to engage students in language use among their peers and the teacher.

5) Current Practices: Teaching Materials Used in GE Classrooms

Concerning teaching materials that the teacher participants used in GE classrooms (see Table 4.14), all of them used commercial textbooks and most of them (95.00%) used authentic teaching materials, followed by PowerPoint (83.33%) and supplementary worksheets (70.00%).

Table 4.14 Current Practices: Teaching Materials Used in GE Classrooms

Medium Languages	Yes	%	No	%
What teaching materials do you use in the classroom?				
Commercial textbooks	60	100.00	0	0.00
Authentic materials (e.g. newspapers, magazines, English TV programs, YouTube channels, news from radio programs, movies, English songs, websites, video clips, advertisements)	57	95.00	3	5.00
Supplementary worksheets	42	70.00	18	30.00
PowerPoint slides	50	83.33	10	16.67
Mobile applications	30	50.00	30	50.00
Others	2	3.33	58	96.67

The teacher participants reported that they also used other teaching materials such as Kahoot, Quizlet, flashcards, and games. Field trip observations were also used.

6) Current Practices: Medium of Instruction

The teacher participants were required to specify the languages they used in classroom, and they could select only one language. Table 4.15 reported the language medium for instruction in GE classrooms.

Table 4.15 Current Practices: Medium of Instruction in GE Classrooms

Items	Yes	%	No	%	n	%
What is/are the medium language(s) that you use in GE classrooms?						
Thai only	2	3.33	58	96.66	60	100
English only	1	1.67	59	98.33	60	100
Isan Dialect only	0	0.00	0	0.00	60	100
Both Thai and English	38	63.33	22	36.66	60	100
Thai, English and Isan Dialect	16	26.67	44	73.33	60	100
Others	3	5.00	57	95.00	60	100

According to the findings, the majority of teacher participants used both Thai and English (63.33%). One fourth preferred to use Thai, English and Isan dialect (26.67%). Fewer teacher participants mentioned that they used only one language such as Thai (3.33%) or English (1.67%). They provided additional languages (dialects) that they spoke in classroom, such as Khmer or Thai-Nangrong. In addition, some teacher participants believed that since their students were non-English majors, using both Thai and English were needed to help them have a better understanding. Some of them reported using many languages to make the students perceive the differences in various subjects such as English linguistics, English syntax, phonetics, phonology and introduction to linguistics. Some explained that if they used only English in GE classrooms and the students were from different majors, only a few students could understand the lessons. The researcher was curious about knowing why the teacher participants used such languages and their current teaching practices, so semi-structured interviews were later conducted to explore more details.

4.1.1.4 Teachers' Beliefs toward the Possibility of Implementing the CLT Approach in Thai EFL Contexts

The questionnaires' fourth section aimed to explore teachers' beliefs about the possible implementation of the CLT approach in a Thai EFL context at the university level. Table 4.16 showed the percentage of teachers' beliefs toward each question.

Table 4.16 Teachers' Beliefs about the Application of CLT to a Thai EFL Context

Questions	Responses	n (60)	% (100)
1) Do you believe that the CLT approach can possibly be implemented in Thai EFL contexts?	Yes	59	98
	No	1	2
2) Do you believe that the CLT approach is appropriate in Thai EFL contexts?	Yes	55	92
	No	5	8
3) Do you believe that the CLT approach can be applied to the students' development of communicative skills?	Yes	59	98
	No	1	2

As shown in Table 4.16, when asked about the possibility in applying the CLT approach to teaching English for communication at the tertiary level, the majority of them (98%) reported that they believed that it was possible to implement the CLT approach to GE subjects. Of 60 teacher participants, 55 teacher participants (92%) believed that the CLT approach was appropriate to be adopted in the Thai tertiary education context in GE classrooms. Most of them (98%) believed that the CLT approach could be applied to develop students' communicative ability. The teacher participants were then asked about participating in further interviews to elaborate on the findings from the questionnaires regarding the application of the CLT approach in a Thai EFL context.

The next section of the study, reviewing the results of semi-structured interviews, revealed teachers' beliefs toward principles of CLT to support the questionnaires' findings in 4.1.1.2. Moreover, teachers' current CLT practices were elaborated regarding how the teachers performed CLT-based teaching. The teachers' beliefs toward the possibility of implementing the CLT approach were

further explained to reveal how much the opportunity to use CLT approach was effectively integrated into a Thai EFL context. The teachers' beliefs toward the CLT approach in general were discovered to investigate to what extent the teachers had experience and understood the CLT approach in different topics such as CLT definitions, the relationship between teachers' beliefs and teaching practices, the incorporating the CLT approach in four skills of English, the effective English teaching practices, and supportive teaching approaches to successful English language teaching.

4.1.2 Findings from the Interviews

4.1.2.1 Teachers' Beliefs toward the CLT Principles

1) Beliefs toward the Importance of Grammar

Following the survey questionnaires, the teacher interviewees were then required to express their perspectives concerning the importance of grammar. They were asked whether they believed that teaching English grammar in GE classrooms was important and how they taught it. Most of them clarified that grammar should not be ignored and it should be learned to provide linguistic competence, build students' confidence and assure their beliefs in language learning.

Based on their responses, all the teacher interviewees (n=17) reported that grammar was explicitly important, but it was not the most important part if they employed CLT-based teaching in GE classrooms. More than half of the teacher interviewees (T2, T4, T5, T6, T7, T10, T11, T12, T14, T16, T17) pointed out that even though they focused more on students' communicative competence, they believed that grammatical rules could make their students understand more on sentence structures; as a result, the students could use grammar correctly. Knowing linguistic rules could help the students know how to make sentences. T2 remarked that she aimed to teach her students to communicate in English and she still emphasized that the students should have grammar knowledge. However, teaching English for communication should not start by learning from grammar first. Rather, the students should start from learning to speak and then learn grammatical rules. Similar to T2, T12 believed that it must be difficult to learn

English if the students learned only vocabulary, but they did not know how to arrange sentences or how to use grammar. Thus, grammar competency was necessary to help them form sentences to have the better communicative ability. Accordingly, T7 noted that the students who studied at the university level should speak with correct English grammar and linguistic rules.

Referring to Table 4.4 in the questionnaire sessions about beliefs toward CLT principles concerning the importance of grammar, the teachers believed that grammar should be inductive teaching, in other words, the students should learn grammar from the real language use to linguistic rules and grammar should be learned as a tool to achieve communicative goals (Item 2). On the other hand, the teachers disagreed that direct grammar teaching is very crucial if the students needed to learn to communicate efficiently (Item 5). As can be seen, the teachers considered that grammar remained important, but grammar should not be direct grammar teaching.

Next, five out of 17 teacher interviewees (T3, T8, T9, T13, T15) considered that the students should learn grammar to have grammatical competency regarding how to use 'tense.' Most of them stated that they did not teach how to use tense directly; rather they attempted to teach from the conversation patterns. As indicated by T8, if the students did not have grammatical knowledge, they did not know kinds of tense to use in each situation. She clarified:

> If we do not teach the students grammar or provide no grammar rules for them, when they speak, they cannot imagine when to use past tense or present simple tense. Consequently, grammatical instruction should be given together with content knowledge.

Similarly, T9 pointed out that she did not teach grammar intensively, but she would allow the students to see and listen to the sentence structures more often. Practicing listening skill as well as imitating the patterns were better than teaching them through grammatical rules explicitly. She elaborated how she taught the students to learn tense:

> I will divide the topic. For example, today the students must know how to use the present simple tense that is necessary for communication. Then, I will

> assign the students to speak about routine activities and ask them what activities/routines they do in everyday lives. I will gradually teach them some parts of present simple, but I emphasize listening and speaking skills.

Interestingly, one interviewee (T1) clarified that teaching grammatical rules could build students' confidence in language use and it could assure their beliefs in themselves in language learning. Since grammar is widely learned in English classrooms in Thailand, according to T1, "grammar is important in terms of the students' beliefs. Often, the students said that they were afraid of speaking because they were not good at grammar. For this reason, we need to teach grammar because it can serve their beliefs. I also said to them that now you know grammar, so you can speak English." T1 believed that if she taught grammar, the students would feel more confident and more comfortable to use English because they knew how to arrange and use sentence structures.

In classroom that emphasized English for communication, the teacher interviewees recommended how to teach grammar. In their classes, it could be assumed that most grammar teachings were taught deductively. As mentioned by T8, the students would learn grammar from the conversations, so grammatical rules could be learned together in real situations. T14 stated similarly that she would teach grammar along with the conversations to allow them to learn how to use English practically. She elaborated:

> If we focus only on sentence structures, the students are unable to communicate. However, we can integrate both pieces of knowledge of forms and functions. If we emphasize communication, grammar instruction can be done immediately after the conversation part is finished.

She thought that if the students had opportunities to practice communicative conversations, they could learn how to use grammatical structures correctly.

The teacher interviewees were then asked if teaching grammar was not emphasized enough in CLT-based teaching in GE classrooms and whether they believed this led to difficulties. Seven teacher interviewees (T1, T2, T3, T8, T13, T14, T15) agreed that if grammatical rules were not emphasized in the

students' learning process, it could lead to teaching problems in GE classrooms. T3 explained that if he did not provide linguistic knowledge to the students, they would communicate what they understood, which was often wrong. Whenever the students spoke to foreigners, they did not understand clearly what the foreigners said, even if the foreigners spoke in the simple sentences. Therefore, the students needed to learn basic grammatical rules to help them form accurate sentences for communication. To clarify this idea, T1 explained that the students who spoke incorrect grammar could not communicate well, so they should know how to use grammar to communicate in real conversations. Teaching grammatical rules was required for students to have better communicative competence.

According to the findings, the teacher interviewees believed that grammatical rules remained important in CLT-based teaching in GE classrooms and they insisted that teaching of grammatical structures was an important part. When they assigned communicative tasks through speaking, doing activities or playing games, grammar teaching should be provided. Therefore, learning linguistic patterns could be an instrument to learn the language easily and understandably. Knowing grammar was beneficial; nevertheless, they noted that too much emphasis on grammar could frighten students and make them have less confidence to use the language for communication. For example, T5 clarified that grammar learning should specifically serve the basic knowledge of linguistic forms. She explained:

> Grammar is important but it is not the most important. It serves as the foundation for communication. I think if we focus more on grammar, it can make the students afraid of communication. This is the reason that Thai students have problems in terms of using grammar in speaking and communicating. Therefore, when they speak, they are afraid of making grammar mistakes.

In summary, most of the teacher interviewees believed that the students should have a good command of grammar. They placed a great emphasis on teaching grammatical rules because grammar competence could help students learn sentence structures from the dialogues. Grammatical instruction should be taught because the students could learn sentence structures and tenses to equip them to

communicate effectively. They could learn how to use grammar by practicing communicative patterns in real situations. Grammatical rules were the foundation for communication. By the same token, linguistic knowledge could build students' confidence in language use in real situation contexts. From the researcher's perspective, the teacher interviewees' answers could reflect their beliefs about to what extent grammar should be emphasized. As can be seen, teachers' beliefs were not consistent with the CLT principles because the teachers focused much on students' grammar knowledge. However, the findings of the questionnaire and the interview can be considered as mostly similar. The teacher participants believed that grammar was important, but it should be learned to serve the communicative purposes.

2) Beliefs toward Group/Pair Work Activities in GE Classrooms

Seventeen teacher interviewees were required to express their beliefs about how group/pair work activities played an important role in GE classrooms. The teacher interviewees' responses could be categorized into three main points: 1) learning how to practice English skills and having more confidence; 2) creating self-learning autonomy; and 3) learning how to be responsible in language learning.

First, classroom activities allowed the students to have more opportunities to practice the language used in classroom similar to real-world situations. T5 designed pair work activities for her students because she considered it to be helpful for them to practice the dialogues and exchange meaningful conversations with their classmates. Practicing speaking skill with a partner made them feel more confident when they spoke English in classroom. T2's responses clearly stated why she aimed for the students to spend a lot of time in practicing conversation in her class. She explained that she would like them to have as much interaction as possible because they were not exposed to English even in classroom or outside the universities. In addition, T13 commented that she contemplated what the content was for each week and she then created the activities that were suitable for teaching content. She expressed:

> For example, if today I teach in the topic "fruit" and the grammar requires a noun, countable noun, and uncountable noun, I lecture the content prior to

> teaching grammatical rules. Then, I provide the dialogue as an example and I inform the students to test what I teach in the following week.

T13 further clarified that the students had an opportunity to practice English speaking once a week and the more she had time left in the class, the more she would allow the students to practice using English to interact with classmates. She noted that the students were from different faculties and majors, so they rarely practiced English conversation outside classroom together. Practicing the dialogues in classroom reflected how well the students understood the content. When doing this, she knew which students had speaking problems or were competent in English. In some weeks, she assigned the students to bring real food because she would teach them how to order food and how to describe different menus. For T11, she did not assign individual work when the students studied GE subjects in her class at the beginning because she would like to make her students feel familiar with each other and boost their confidence first. The teacher interviewees believed that the practical way to encourage students to use more English could happen in classroom. The students could learn how to exchange information through English conversation practices, and they could learn how to adapt the conversations suitably to their personal lives.

Second, the teacher interviewees believed that the activities they provided could encourage students' self-learning autonomy. When the students were assigned to do some tasks, they needed to find more related content to share with their classmates or to present in classroom. Therefore, they learned to practice English by themselves. For example, T12 explained that she preferred role-plays because it encouraged the students to be autonomous learners. In addition, it could help students start thinking about how to use English for communication. She explained:

> Role-plays help students' learning autonomy when they are outside classroom. I assign them to practice English out of class because they have only 2-3 hours in classroom. However, when they realize that they have an assignment, they know how to prepare their roles. Extra time should be spent on practicing and practicing English out of class changes them to have self-learning autonomy and to create a positive learning environment with classmates.

In addition, T12 further clarified that the most important part of activities was building an English learning environment because the teachers could not supervise all students thoroughly. The students needed to create learning circumstances with their partners or classmates in a group. If they practiced the tasks, T12 noted that they seemed to create the learning environment by themselves because the tasks prepared them to be ready to practice in role-plays.

Next, during the semi-structured interviews, two teacher interviewees (T13, T14) agreed that when assigning the students pair/group work activities, the students could learn how to share their responsibilities with classmates in each task and discuss things with each other. The teachers could promote students' communicative skills through classroom participation or activities. According to T14's interview responses, "These activities provide a lot of benefits, such as building harmony and emphasizing coordination among peers. The students also learn to handle responsibility and endure."

Some teachers shared their beliefs about why they used pair work in their GE classrooms. For example, T8 concluded that if she did not use role-plays for pair work, the students who had low English proficiency would not speak or express their opinion and they would always keep silent. Although the students produced wrong grammatical sentences, they must speak English because she gave scores for speaking tests. T10 shared the same beliefs that pair work motivated those who had low English proficiency to try harder when speaking with their peers. Pair work forced the students to have more English-speaking practices.

T9 also provided interesting recommendations to make the students learn English through activities in classroom. The students also received feedback from the teachers based on the tasks they participated in. She clarified:

> The teachers should organize the activities that the students have a chance to participate in without emphasizing grammar. The students can use English in activities such as English competitive games or singing contests in which the non-English major students can sing English songs. These activities allow them to be assertive in using English skills. It can lessen their anxiety and fear when they study English in the class.

T9 further suggested the teachers create activities to have a good environment that benefited language learning. It might be an activity such as food and/or desserts cooking, or the use of English for entertainment. At the least, it could change students' attitudes toward English.

In conclusion, the teacher interviewees mainly believed that pair/group work activities were helpful for students in GE classrooms. The students were allowed to practice the use of language in different dialogues with a variety of activities similar to real English use. Also, these tasks stimulated them to have self-learning autonomy because they were assigned to do some tasks outside classroom. The students also learned to have more responsibility, share their opinions and duty among group members. According to the above findings, it can be concluded that the responses to the questionnaires and the interviews were consistent. With regard to similarity, it was shown that both pair/group work activities were useful in CLT classroom because the students could practice using the target language through interaction among peers. With a variety of dialogues, the students learned how to exchange their personal information and life experiences. The students had a chance to negotiate the meaning when assigned to practice English through dialogues and/or role plays. These activities allowed students to have more chances to promote students' English learning skills and communicative ability.

3) Beliefs toward Quality and Quantity of Error Corrections

To understand more about teacher interviewees' beliefs toward students' error correction, they were asked whether they believed in error correction, how much they emphasized this issue and how they gave feedback to students. They were asked if error correction should be done during the students' communicative practices and what the reasons were. According to the teachers' responses to the semi-structured interviews, all teacher interviewees believed that error correction should be done by the teachers. Students' errors were natural parts of language learning and errors should be corrected after the communicative process had been finished because the teachers did not want to interrupt the students' communicative flow. This was consistent with the CLT principles proposed in the literature review. The following responses were their beliefs regarding the way to give feedback to students. These beliefs can be classified into two main points: 1) giving

feedback as a whole-class interaction; and 2) rephrasing the same sentences with accurate grammar.

First, fourteen teacher interviewees (T1, T2, T3, T4, T5, T6, T7, T9, T10, T11, T12, T13, T14, T15) believed that they should correct students' errors as a whole-class interaction after the students completed their activities. They also wrote down all comments and explained to students how to use correct sentences after they finished practicing the conversation with their classmates. In terms of reasons why the teacher interviewees did not give feedback to students during the communicative flow, seven teacher interviewees (T2, T4, T5, T6, T9, T14, T15) mentioned that they did not want to interrupt and lower students' confidence in English use. For example, T4 and T9 demonstrated in similar responses that if the teachers interrupted when the students were in the practicing processes, the students would lack concentration. When the students completed their dialogues, she would compliment them first and then correct their errors. She did not want to disturb students' ideas. As she further elaborated:

> I will not interrupt while the students are speaking. I will allow them to speak and when they finish speaking, I will admire them. Then, I will correct them. I do not want them to feel that when they make errors, they stop speaking. When teachers interrupt them, they are not confident to speak.

Giving feedback one by one was not that good because the students would lose self-esteem, which could affect the students' performance, so T5 needed to correct student errors in the whole class. As elaborated by T5:

> If I give feedback to students about their errors individually, the students will lose their self-esteem and they will feel upset. However, if I do not identify their names, he/she might know I am referring to him/her. Therefore, the way I correct errors makes them more conscious.

In agreement with the above statement, fourteen teacher interviewees (T1, T2, T3, T4, T5, T6, T7, T9, T10, T11, T12, T13, T14, T15) believed in giving comments by not identifying the students' names. However, T12 sometimes gave comments to her students individually because some students had

oral obstructions such as braces, and they pronounced words incorrectly. Thus, she decided to give feedback personally.

However, when the students practiced the conversations with their classmates, three teacher interviewees (T3, T8, T15) reported that they could not wait to correct errors until the students completed their tasks. Their responses were quite similar regarding how they sometimes interrupted the conversation practices when noticing that their students could not pronounce words correctly. T8 clarified that her students could not even pronounce vocabulary, so they decided to stop speaking. Then, she taught them how to pronounce the words correctly. When students made errors and continued conversations, she waited until they completed the tasks and informed them later. Likewise, T3 admitted that he would like to correct students' errors when they were communicating. He purposefully corrected the pronunciation after the students had completed the sentences. However, when the students said, 'Today is Monday,' (They pronounced Mon-Dar), he explained that if he did not correct the students immediately, they would not realize and remember what they said and pronounced was wrong. When T15 shared the same beliefs, she felt that the best way to correct students' errors was waiting until they completed their practices and then corrected them subsequently. On the contrary, she did it before they finished because she was afraid that she would forget the point. In the meantime, the students might forget what they said as well, so she gave feedback immediately. Explicitly, teachers' beliefs did not match what they intended to do in practice.

Second, rephrasing the same sentences with accurate grammar was another way to correct students' errors. Two teacher interviewees (T16, T17) still paid attention to the quality and quantity of error correction. They shared their techniques on how to correct students' errors. When the students produced wrong grammar, the teachers repeated the same sentences as the students did with accurate grammar. They did this many times to make the students realize what the correct sentences were. T16 said that she corrected them like they were children. When the students made errors, she did not say it was wrong, but she spoke the same words with grammatical correction. She held a belief that the students would learn by themselves what the correct sentences should be. Sometimes, she made a list of errors

and explained the topics where they made mistakes. She expected that they would then be aware when using these words. Similarly, T17 said that when the students pronounced the sentences, he repeated the sentences because he expected his students could notice errors they made. He did not point out what they did was not correct, but he would like them to learn the language naturally. As clarified by T17:

> I will allow the students to read and then I will read it again. I will ask them if there are any errors in their reading. I do not identify what errors the students made, but I will repeat the passage correctly.

According to CLT principles, both fluency and accuracy should complementary be concerned. Nine teacher interviewees (T1, T2, T3, T4, T7, T12, T14, T16, T17) stated that in classroom that employed the CLT approach, they evaluated students' English learning ability by focusing on language fluency rather than accuracy. They considered the way to evaluate students' learning performance from the subjects which were GE subjects and their English proficiency level. They would encourage them to participate in the communicative activities in the class as much as possible to practice the speaking skill. For example, T14 provided students with opportunities to practice the conversations, but several of them did not pronounce words correctly. Therefore, she highlighted fluency. In her viewpoint, the teachers who focused on CLT-based teaching in GE classrooms should emphasize fluency, so that the students could communicate first. This concept also corresponded to T17 who stated that if the teachers focused on linguistic forms, GE students were unable to listen or communicate. Likewise, T4 evaluated students' speaking performance on fluency because she assigned her students to practice English and record video clips. The communicative functions were the main part of the assessment of students' performance. As expressed by T4:

> I will place great importance on fluency. When I teach, I always assign the students to make video clips. When I check their clips, I do not focus much on grammar. I prefer them to practice reading and speaking fluently. I will emphasize students' fluency. When students practice communication, grammar is somewhat important for speaking skill. At least the students should be able to communicate in English.

On the other hand, there were two teacher interviewees (T5, T13) who reported a unique idea in assessing the accuracy of student performance. For example, T13 highly emphasized the evaluation of accuracy when students had communicative practices. She clarified that the use of correct grammar was very important because when the students worked in the organizations, they should use grammar accurately. She explained:

> If grammar is not important, why does it have grammar? I have just taught in the class that the past simple is used for the action that happened in the past. The structure consists of past tense regular/irregular verbs which are mostly followed by a specific time. If they use the base form instead of a past tense verb, is it wrong? Yes, it is. Can they communicate? Yes, they can, but it is incorrect. I would like them to understand correctly with correct grammar.

Similar to T13, T5 focused more on students' accuracy when they learned English in CLT-based classrooms. She elaborated:

> It is very difficult for students to have a similar accent like native speakers. I prefer them to have accurate pronunciation even though the students' accents are not similar. At least they should pronounce correctly. I'm concerned about misspelling and punctuation such as using small letters and capital letters. At the beginning of sentences, the capital letter should be used and there should be a period at the end of a sentence. For the interrogative sentence, there should be a question mark.

Even though the teachers employed the CLT approach in GE classrooms, some teachers still focused more on students' language accuracy. It can be assumed that they emphasized much the use of accurate grammar.

In short, the teacher interviewees agreed to correct students' errors in two methods: giving feedback as a whole-class interaction and rephrasing the same sentences with accurate grammar. They accepted that language errors that the students made during the interaction were usual for those who learned a language. They intended not to interrupt the students during the communicative flow because it would lead to a lack of confidence for some students. They did not give feedback to students one by one; rather they wrote down all comments and reported feedback for

whole-class interaction. It can be concluded that the results from the questionnaires and the interviews were similar - that error correction should be made upon the completion of the communicative process. As reported by the participants in the questionnaires, they believed that error correction should be done by the teachers; otherwise, it would lead to being an obstacle in students' language learning. In classroom that employed the CLT approach, most of them agreed that fluency should be emphasized more than accuracy.

4) Beliefs toward Roles of Teachers in GE Classrooms

The teacher interviewees believed that the teachers functioned as the facilitators to help the students learn a language in GE classrooms, and they reported teachers' roles as follows:

As facilitators, thirteen teacher interviewees (T1, T2, T3, T4, T5, T7, T8, T9, T10, T14, T15, T16, T17) believed that the teachers provided guidance and assistance in language learning. For example, T9 emphasized the teacher's role as a person who supervised the students when they participated in classroom activities. She stressed that if the teachers employed a teacher-centered approach where the teachers transmitted the knowledge and controlled everything, the teachers would be extremely exhausted. She further clarified that the teachers should assist the students to learn the English language. She explained, "If the teachers prepare the lessons or they function as facilitators who support what procedures in the activities then the students will learn the content from teaching aids. This will help a lot."

When the teachers functioned as facilitators, three teacher interviewees (T2, T6, T7) believed that the teachers should create various activities to enhance students' English learning skills. They should emphasize the student-centered approach. The students could have a chance to practice using English through activities. T6 recommended the teachers provide students with opportunities to practice listening and speaking skills. The teachers should promote students' interaction in speaking skill as much as possible in the class and they should create fun classroom activities. As she elaborated:

> The teachers must create activities from the textbooks. They should not open the book and teach their students, but they should create tasks that allow the

> students to participate in the class…They rather create activities that need more interaction such as pair work, whisper games or whatever and reveal the answers later. Um... English learning must be fun.

Additionally, T7 believed that the teachers functioned as facilitators based on the CLT theory. She shared her experience in assigning her students to practice conversation with sentence structures and allowed them to create their dialogues. When they created their personal information, they must search for more details on other topics from learning sources. In case they had some queries, they could ask the teachers. She noted that the teachers should assist the students when they practiced activities. T7 confirmed that in GE classrooms where teachers used CLT-based teaching, they must rely on student-centeredness.

Functioning as good facilitators could also help support a better English learning environment for students. Three out of 17 teacher interviewees, (T2, T13, T15) whose responses were quite similar, agreed that the teachers could create a supportive and friendly environment that benefited the development of students' English learning. Great and pleasant circumstances encouraged the students to be interested and participate more. The teachers' characteristic was one of the factors that encouraged the students to learn English. T13 shared her opinion that teachers' personality was very important to attract students' attention to study in the class. The teachers must be friendly, and they must understand and give students some advice when they had some learning problems. She expressed that sometimes the students were away from home and they felt lonely. If they could share ideas with someone, it would help them a lot. T16, who admitted that the teachers played a significant role, agreed that the teachers who were generous and friendly could motivate students in their learning process. She believed that:

> The teachers must be very friendly. They should have a positive attitude toward students because the students had a lot of negative attitudes in English learning. The reason is that they hate English and sometimes they meet unfriendly teachers that demotivated their learning attention. Occasionally, we must put a lot of effort to motivate them, which is very difficult for us.

T16 believed that the teachers were one of the motivators to motivate the students because they did not have much inspiration in English learning. Nevertheless, if the teachers provided some guidance, somehow, the students would change to have a positive attitude toward English and this could help support their learning in the long term. For T2, it appeared that she always shared her experience in using English that was related to learning content with her students. She preferred amusing classes, so she acted like a playful teacher, not a fierce one. She described her funny experiences as an example of using English in daily lives. She would like to show the students that even the teachers could make mistakes in English speaking, so the students should not be worried about speaking and making mistakes.

Of all teacher interviewees in the current study, T14 reported a unique and interesting belief about the teachers' roles. She insisted that "The teachers must have affection and faith in their teaching profession. They must be mild and have stable emotions. They should love and be kind to their students. They should understand English competence of the students and when their students had some questions, they should give them some advice." She believed that this type of teacher was beneficial to motivate the students in classroom participation and enhance students' English skills.

It can be concluded that the teachers played important roles in GE classrooms. Most of the teacher interviewees perceived that teachers were the facilitators to assist the students when assigning some activities for the students, especially for communicative purposes. They agreed that the teachers should guide or facilitate students about how to learn a language, create activities that promoted learning skills, and create a friendly environment that supported and encouraged the use of the target language. The teachers must nurture the students when they encountered problems in practicing the conversations in classroom. Based on the above findings of the questionnaires and interviews, it was obvious that the teachers' roles in CLT classrooms were noticeably consistent. For the questionnaire responses, the teacher participants believed that the English language teachers should design a variety of tasks to provide the students' opportunity to practice the communicative situations which can motivate their language learning.

5) Beliefs toward Students' Roles in English Learning Process

To obtain more insights about students' roles in the English learning process, some teacher respondents were interviewed to share their beliefs. All teacher interviewees (17 teachers) believed that students' roles were very important in determining the success of their learning and they should function in these roles as follows:

Eleven teacher interviewees (T1, T3, T6, T7, T8, T9, T10, T11, T13, T15, T17) believed that the students in the CLT-based classrooms must be active. They should be always ready to search for information related to English content when they were outside of the regular classroom. Active learners could learn English by themselves, which could lead them to master a language quickly. Those who were passive learners did not feel interested in practicing in English, so it was difficult for them to achieve communicative proficiency.

Seven teacher interviewees (T5, T7, T8, T10, T14, T15, T16) identified that the students should be self-autonomous learners who could take the initiative in English learning. They should practice English from several learning websites online such as YouTube or multiple applications on mobile phones. For example, they could practice English from songs, movies, games or news, because a variety of learning sources were available online. Besides, various applications were ready to be downloaded on mobile phones, so they could learn English anywhere and anytime. At the same time, good language learners must have learning motivation and practice regularly when they learn a language. Four teacher interviewees (T5, T12, T14, T16) considered that the success of language learning was due largely to the motivation of an individual to achieve his/her learning goals. T16 believed that the students who learned well must have learning motivation and be active in English learning. They must be ready to learn before they came to the class.

According to the previous section which confirmed that the teacher interviewees believed that they were facilitators in the CLT-based classrooms, the teachers should provide the students' guidelines on how English was important for their future careers. As can be seen, the teachers' roles were related to students' roles because the teachers could provide students with guidance on how to learn English

more effectively. The teachers simply introduced the sources for the students to search for. The idea that the teachers should encourage the students to realize the importance of English in their careers was reflected in T10's responses. She clarified that at first, the students might not believe what the teachers said. If they believed what the teachers said, they would change their learning behavior, including using learning activities to make them enjoy studying English. Finally, they would change their learning behavior to become active learners. In accordance with T10, T11 would educate the students about the usefulness of what they were studying to make them enthusiastic to learn. If the students perceived the importance of English, they would understand their roles in how to be good and successful language learners. Amongst all the teacher interviewees' responses about beliefs, T2 shared her unique perspective. T2's overall views about students' roles in GE classrooms that contributed to their language proficiency development was that at first the students needed to have affection for English learning. She believed that affection in English could result in many positive behaviors. She clarified:

> In my teaching style, I try to instill interest in English in the students and for them to perceive its importance in their daily lives. When they realize the importance of English and know why they need to learn it, they will like the language. Then, they become interested and attempt to learn English.

She mentioned that motivating the students to enjoy learning English and perceive the importance of having English proficiency consequently made them realize how much English was important to their lives. They would become more interested in English and they would learn English autonomously.

To sum up, the teachers believed that the students who were active and self-autonomous were likely to be effective learners in the English learning process. Those who were responsible for English practices for themselves could enhance English learning skill development. According to the above findings, it is worth noting that the findings from questionnaires and interviews matched each other. As for the questionnaire findings, most of the teacher participants believed that the learner-centered approach would encourage the students to have their own

responsibility and self-control which could support each of them to improve his/her learning capability.

6) Beliefs toward Teaching Materials

In the language classrooms, teaching materials were considered important in advocating the communicative approach to language teaching and learning. Therefore, part of the semi-structured interviews was conducted to explore insights into how important the teacher interviewees considered teaching materials when they taught in GE classrooms. All teacher interviewees believed that authentic teaching materials, both commercial textbooks and instructional media, could help promote students' learning performance. They were beneficial in language teaching and enhanced students' interests as well as motivations, and the students could experience authentic situations through those materials.

Three teacher interviewees (T5, T11, T12) agreed that various learning websites were available online and authentic materials could attract students' attention to participate in language learning. Both visual and audio aids in English learning were useful to motivate the students. In her classes, T12 believed that the appropriate materials could support students' learning because they would feel interested and enjoy English studying. More importantly, when she showed the videos on YouTube, the students could see the real pictures and then they would realize that speaking English required the use of natural body language such as manners and negotiations of meaning. For T5 and T11, if they used only textbooks, the students could easily feel bored. Therefore, using authentic teaching materials, video clips, songs, etc. would enhance students' positive attitudes. These could attract students' interests and they would enjoy English learning. T11 explained:

> I prefer them to experience the communication of actual interactive behavior through visual aids because these are more interesting than textbooks. The visual aids engage students' imagination and increases their enthusiasm. They are eager to study and know what's going on.

Four teacher interviewees (T10, T13, T15, T17) believed that using a wide range of teaching materials engaged students to experience activities that were similar to authentic situations. A lot of interactive websites or applications

offered the students new experience through real language use. For example, T17 shared his experience where he assigned the students to use their mobile phones to connect to the Internet, which was very beneficial when he taught GE students. Likewise, T15 remarked that she allowed her students to watch some interesting websites to help them experience real language use. She clarified:

> I agree that using authentic teaching materials can cultivate students' learning ability. Sometimes, I prefer to open YouTube for the students to show them how to interview people about places or characteristics. I have them watch YouTube to learn how to interview.

To make the students learn English from real situations, three teacher interviewees (T8, T10, T13) assigned the students to bring pictures or real materials related to the lesson contents to the class. During the class, they could practice dialogues, negotiate the meanings and share some ideas to learn how to communicate, duplicating the real language use. This concept was corroborated by T13 when she taught the topic 'Food.' The students considered their favorite food and brought the pictures or real food to the class. She explained that not many students experienced international food, and most of them had experienced only local Thai food. This practical approach could help support learning English through CLT-focused teaching in GE classrooms. Like T13, T10 required her students to bring objects when she taught 'go shopping' so that they would learn the names of objects such as a purse, coat, and bag. When they saw the real ones, they would know the vocabulary and they knew the vocabulary in English. T8 explained why she used instructional media as the teaching materials in her class.

> I think it is good because at least the students can learn and have real experience. For example, if they want to learn about the airport and they watch this topic on the video on YouTube, they will see the native speakers teaching about the facilities in the airport where they can see the real places.

In conclusion, teaching by using instructional media through technological aids could help promote students' awareness of the importance of English because they could learn English from real situations. The teachers reflected on their beliefs about the importance of authentic teaching materials used in

their classrooms in two aspects: enhancing the students' interests and motivations and providing the students to engage in authentic situations. The teacher interviewees employed a variety of interactive online websites, expecting their students to see real interactions which were similar to real language use. This could help their classrooms more interesting. It was noticeable that the findings from questionnaires and interviews reinforced each other. That is, most of the teacher participants perceived that the teachers should provide a wide range of instructional materials regarding the use of technology in the communicative classrooms.

To help clarify and support the questionnaires' findings, the next sections present the findings from the interview sessions which consisted of teachers' current CLT practices and teachers' beliefs toward the possibility of implementing the CLT approach in a Thai EFL context.

4.1.2.2 Teachers' Current CLT Practices

In this section, the findings from the teacher interviewees' responses about teaching practices they currently did in classroom are revealed. These interview findings could help support the findings from the questionnaires in section 4.1.1.3 concerning teachers' current practices. The teacher interviewees' current CLT practices could be categorized into six topics: the use of the CLT approach in GE classrooms, goals of English language teaching, teachers' roles, classroom activities, teaching materials in GE classrooms, and medium language of instruction. These findings can also help explain what and how they practiced in CLT-based teaching in GE classrooms.

1) The Use of the CLT Approach in GE Classrooms

To reinforce the data from the questionnaires, the teacher interviewees were asked about the current approaches they used in their teaching practices. All teacher interviewees (17 teachers) reported that they employed the CLT approach in their classes. From their beliefs, this approach helped promote the students' communicative skills because it stressed practicing the use of language. However, four teacher interviewees (T5, T8, T9, T14) remarked that they did not use the full function of the CLT approach because they needed to adapt this approach appropriate to their teaching contexts. They believed that the use of the CLT approach depended on various factors. For example, T5 said that teaching GE courses heavily

relied on the curriculum's framework, educational measurement, and quality assurance. If she used CLT-based teaching the whole period of class, she would not finish her teaching content. The students would complain to the teachers if they failed the examination. Therefore, she needed to use another teaching approach, such as the Grammar-Translation approach, to help complete her courses.

T8 stated that the use of the CLT approach depended considerably on students' levels of English proficiency and majors. For example, the students from the Faculty of Education were attentive to their study, so when she used the CLT approach, it was successful. However, if the agriculture students, who had low learning motivation, attended classroom, it was very difficult to manage classroom. T14 also reported similar beliefs when she attempted to use this approach, but she accepted that it was not perfect. T9 stated that she has heard of the CLT approach before, but she did not understand all of its principles. She accepted that she was currently using the CLT approach, but it was not 100% effective. She revealed that she simply knew that this approach emphasized communication and provided students with more opportunities to communicate with less emphasis on grammatical rules. T9 explained:

> When I use the CLT approach, the students should know a little bit of knowledge of grammar, but I do not know which activities are consistent with this approach and how activities in the CLT approach are taught. I know only its principles, which do not focus on grammar but communication. I do not know whether the CLT approach has specified activities such as games. I still do not know.

Based on the teacher interviewees' responses, the researcher was curious to explore more about their beliefs regarding CLT practices, so they were asked their beliefs about the practices of the CLT approach. The findings revealed that the teacher interviewees had positive beliefs toward the use of the CLT approach in GE classrooms.

The teacher interviewees' responses to CLT teaching practices were classified into three main points. Nine out of seventeen teacher interviewees, (T3, T4, T5, T7, T8, T10, T11, T12, T14), believed that the CLT

approach was useful, important and necessary for the students because they had the opportunity for communicative practices. They could communicate in their everyday lives and careers. When learning by this approach, they could use it in real-life situations. T4 made an interesting observation that the CLT approach was a good approach for EFL students. She explained, “It is very useful for students, but how useful it is for students depends on teaching methods and the teachers. It is very necessary for ELT.” T4 concluded that the students must study with this approach because Thai students learn English as a foreign language and the students did not use English in their daily lives. Learning by the CLT approach could promote them to use more English. In short, most teacher interviewees considered that the CLT approach was beneficial for English teaching and learning in Thailand.

The second reason was given by six teacher interviewees (T1, T6, T13, T15, T16, T17). They stated that the CLT approach should be incorporated into English classes in a Thai classroom context, especially in GE subjects. Thai students should initially learn English for communication. They believed that the English curriculum did not focus on communication; rather it emphasized teaching for testing, which concerned grammatical knowledge. Therefore, the CLT approach should be used in English classrooms. Two other teacher interviewees (T2, T9) in the third group shared their beliefs that the CLT approach was more effective than a theoretical-based teaching approach in terms of communicative practices. To illustrate, T9 stated that, with the use of the CLT approach, students could learn how to imitate the dialogues and they would improve grammar knowledge from their practices.

2) Goals of English Language Teaching

When asked about their teaching goals, most of the teacher interviewees (T1, T2, T5, T7, T10, T14, T17) responded that they would like to see their students being able to use English in their everyday lives. The semi-structured interview data (as summarized in Appendix F) indicated that when teaching GE subjects, seven teacher interviewees (T1, T2, T5, T7, T10, T14, T17) set their goals and expected the students to have the communicative ability to use English in their daily lives in various real-life situations. The students could discuss personal data or communicate in basic conversations. Many teacher interviewees shared similar beliefs

on this topic. For example, T1 stated that she integrated all communicative skills in every subject she taught. In addition, the second goal, as referred to by four teacher interviewees (T3, T8, T11, T15) was that the students should be able to communicate in ways that benefited their future career path. Also, the students were required to master all four language skills of listening, speaking, reading, and writing as noted by three teacher interviewees (T4, T6, T9). This goal was reported by most of the teacher participants in the questionnaires. The findings in the questionnaires and the interview sessions were different. T4 strongly believed that she would promote students' four skills because they needed to take the TOEIC or test of the Civil Service Commission test. Moreover, T6 expected the students to be self-autonomous learners and have an affection for English learning. She further elaborated that when students loved doing something, they attempted to learn by themselves to achieve their goals.

3) Teachers' Roles

To obtain insight into the teachers' roles in the class that employed the CLT approach, the teacher interviewees (n=17) were asked about the role of helping students' learning ability, and some of them reported more than one role (See Appendix G). Seven teacher interviewees (T1, T2, T4, T6, T7, T9, T16) believed that they functioned primarily as a facilitator. The other teacher interviewees also performed other roles in classroom such as a controller (one teacher interviewee), a guide (six teacher interviewees), an actor (one teacher interviewee), an assistant/a supporter (two teacher interviewees), a mentor (one teacher interviewee) or a counselor (two teacher interviewees). Even though the teacher interviewees indicated different roles, the researcher considered that most roles they carried out could be classified under the role of 'facilitator,' assisting the students during their language learning process. Their responses about teachers' roles in GE classrooms meant providing assistance and guidance to help students to achieve communicative learning objectives.

To elaborate, most teacher interviewees believed that when they taught the students, they functioned as facilitators to promote students' learning ability. T4 believed that she was a facilitator in GE classrooms as she remarked, "A teacher should be a facilitator or a supporter, not a leader. In class, it should be learner-centered." Although the teacher interviewees perceived their roles differently,

the main role would be assisting the students in English learning. For T5, she played her role as a guide who explained the concept of GE subjects to make the students understand the learning objectives. She guided what English for communication was. She introduced them to learning guidelines which aimed to encourage them to be familiar and confident in using English.

4) Classroom Activities

All 17 teacher interviewees were requested to report activities they used in GE classrooms (See Appendix H) and the findings revealed that the activities held by the teachers could support student English competence in authentic communication. Sixteen teacher interviewees believed that students were engaged in the real use of English through activities in pairs or group works, except T4 who preferred to use individual work with the use of multimedia teaching aids. Eleven teacher interviewees (T1, T2, T3, T6, T7, T9, T12, T13, T14, T16, T17) designed both pair and group activities for their students; meanwhile, three teacher interviewees (T5, T8, T10) used only pair work activities. Two teacher interviewees (T11, T15) used only group work activities in GE classrooms.

Both pair and group work activities were reported to be beneficial in developing students' language learning and it depended on how the teacher interviewees designed their classroom activities. For group work activities, the students were given opportunities to share their ideas while participating and discussing with their peers. The students had more participation and attention to the assigned tasks. T6, who used both pair and group work activities in her class, tried to have the students practice in listening activities as much as possible. She emphasized the students' participation more in listening skill in group work activities because the students did not have much exposure to English listening. She assigned them to practice the conversations and listen to dialogues. In her view, group work activities were useful because the students who had both high and low levels of English proficiency could help each other. She elaborated:

> I divide the students into groups and provide them with activities that are consistent with the learning content. For pair works, they need to practice the conversation every period to earn the scores. The students participate in many activities such as listening to songs, watching English video clips and asking-

answering questions. I try to engage them in practicing listening to the most because they rarely have a chance to have English listening.

T15 also shared her views about the advantages of group activities. She stated that, when assigning the students to do group works, they could share their opinions and discuss them with their classmates. Engaging the students in group works could motivate them in English learning.

Regarding pair work activities, T7, who employed both pair and group work activities in her classrooms, affirmed that role-plays (pair work) enabled students to speak out because learning a language needed a lot of practice. The students were required to drill repeatedly, so they should participate in both pair/group work activities. T7 further explained, "Learning a language requires practices, so the students need to speak more often. Speaking causes them to become familiar with a language, and it may help them have a better understanding of how to use a language."

5) Teaching Materials in GE Classrooms

The teacher interviewees believed that using a wide range of teaching materials in GE classrooms could enhance students' attention as it helped them see examples of how to use English from real situations. All 17 teacher interviewees employed both textbooks and other teaching materials in their classes. They used commercial textbooks from well-known publishers such as Oxford, Cambridge or Cengage rather than the compiled books. Because of the high quality of commercial textbooks, some teacher interviewees preferred to use them as the core textbooks. They believed that commercial textbooks were well written and proofread by native speakers, so the commercial ones were regularly used in GE classrooms where the teachers aimed to adopt CLT-based teaching. The commercial textbooks' objectives corresponded to the CLT principles which integrated the four language skills, so they preferred to use them to develop students' learning skills. Moreover, the packaged software in terms of PowerPoint contained all four skills, provided along with the commercial textbooks; consequently, the teacher interviewees found it more convenient to use them. They provided different reasons why commercial textbooks

should be used if the teachers aimed to employ CLT-based teaching in GE classrooms.

T7, T8 and T17 shared similar beliefs that the commercial textbooks had consistently high standards in quality and they were well designed, based on scholarly research in regard to what teaching content would be appropriate for students. T8 noted that before the books were published, the native speakers verified the contents' correctness. For T15, she preferred to use commercial ones because they attracted the students' attention due to their designs, arrangements and teaching contents. In terms of western culture, she further elaborated that the students could learn about western culture in the textbooks, which expanded their views about the world. The books written by native speakers could help explore other cultures.

Additionally, T9 and T10, who taught in the same university, identified that when the teachers used commercial textbooks, they should adapt them to include more Asian cultures. T9 recommended adding some Thai culture into the content or dialogues. Further to the survey findings of teachers' beliefs about teaching materials, the teacher participants believed that western cultures should not be strongly emphasized when the teachers taught GE subjects. The survey findings were quite similar to the teacher interviewees' responses. However, T9 still recommended that Thai cultures or traditions should be provided for the students. For example, during the *Loy Krathong Festival*, (a popular festival that is celebrated annually throughout Thailand on the full-moon night of the 12th lunar month) the conversations should be related to activities held during this event, in short paragraphs. She clarified that if the students met foreigners, they could then tell them about this festival in English. Noticeably, in the questionnaires' findings, the teachers disagreed that some Thai culture should be taught in CLT classrooms, which was inconsistent with what they believed in the interviews. But most of the teacher interviewees believed that the CLT approach emphasized western-based culture and that some principles should be adapted to be more suitable to Thai EFL classrooms and Thai students.

Apart from the above views, T12 shared her opinions that some contents from western culture were difficult to understand. She exemplified: "The students do not know foreign food such as some Mexican food. What is a taco?

I need to tell them that it is a sheet. What kind of sheet? Is it like spring rolls? Is it a thin sheet or cotton candy (*Roti Sai Mai*)? It is a different context, so the way to help the students to have better understanding is adding more culture or comparing it to Thai food." She agreed with teaching the students to know more about Thai culture.

The teachers in these contexts were encouraged to create handouts and compile books because they could enhance teaching quality and teaching materials. In terms of compiled books used in GE classrooms, most of them agreed that making compiled books, when compared to the commercial ones, took a lot of time and the quality was not good enough. T14 held the view that the teachers must design the PowerPoint slides, which was time-consuming. Also, they needed to create the listening parts, which was very difficult. Meanwhile, T16 stated that the teachers should make handouts, but they must be proofread by a native English editor and the content should consist of both western and Asian cultures.

Apart from employing commercial textbooks, the teacher interviewees shared their experiences in teaching GE courses using various teaching materials to enhance students' English learning ability. Sixteen teacher interviewees, except T9, used YouTube channels the most, followed by PowerPoint slides, games and flashcards. The teacher interviewees believed that YouTube channels contained a lot of videos about English learning, so these videos were very helpful for developing students' English proficiency. Moreover, they believed that the videos contained animations that resembled authentic situations. T11 said that she used YouTube channels because the students could learn English from real conversations in video clips, which were more interesting and could attract students' attention. T11 explained:

> I would like the students to see real interactions through conversations and visual aids. It is more interesting than learning only from a textbook which does not attract them at all. However, video clips can make them have more imagination. They will be enthusiastic and keen to watch video clips.

In addition, the YouTube channel was used to make the students feel more familiar with the way that communication occurred in real

contexts. They could see how people communicate with each other in authentic situations. T5 expressed her ideas:

> In English for communication, we need to engage them to see the real picture of how we communicate. I cannot invite foreigners in the class, so I use video clips to show them how to talk and communicate in daily life.

T5 noted that if the video clips were too long, she would make them shorter because she wanted the students to understand the conversations and the real contexts of English for communication in everyday use. Of the 17 teachers, only T9 did not use online websites like YouTube channels to teach her students because she preferred to use mind mapping and other websites. She explained that mind mapping was very helpful for the students to review learning content in each chapter. Table 4.17 illustrates a variety of teaching materials that each teacher interviewee often used in GE classrooms.

Table 4.17 The Use of Teaching Materials in GE Classrooms

The Most Used Teaching Materials	Teacher Interviewees	Supporting Reasons
PowerPoint, YouTube, Google	T1	■ It is real and motivates the students' attention.
PowerPoint, YouTube (songs, funny clips related to English)	T2	■ The students feel relaxed and learn new experiences.
YouTube (music video, video clips)	T3	■ The students can practice listening and reading skills.
YouTube, Games (Kahoot), Facebook	T4	■ The students enjoy studying rather than listening to lectures.
PowerPoint, YouTube	T5	■ The students practice in real situations.
PowerPoint, YouTube, Flashcard	T6	■ The students enjoy watching.
PowerPoint, YouTube	T7	■ They are visual aids and the students can share and discuss the ideas after watching the videos.
PowerPoint, YouTube (video clips)	T8	■ The students can see the actual story.
Websites, Mind Mapping	T9	■ They are useful for the students' daily lives.
PowerPoint, YouTube, Dictionary Applications	T10	■ They have a variety of topics and the students can choose based on their interest.
YouTube	T11	■ They are more attractive than studying from textbooks only.
YouTube (video clips)	T12	■ To make the students experience the actual conversation.
PowerPoint, YouTube	T13	■ They are interactive and the students feel more interested.
PowerPoint, YouTube	T14	■ They attract the students' interest.
PowerPoint, YouTube, TedTalk	T15	■ To make the students see the actual situations.
PowerPoint, YouTube, Games (Quizlet), Flashcard	T16	■ To make the students see the actual situations and know the vocabulary.
PowerPoint, YouTube	T17	■ They are more interesting than the teachers' teaching styles and they simulate the real situations.

6) Medium of Instruction

Seventeen teacher interviewees believed that using different languages as media of instruction in GE classrooms was useful. Findings on the languages of instruction are presented in Table 4.18.

Table 4.18 Proportion of the Use of Language in GE Classrooms

Language of Instruction	Teacher Interviewees	Percentage (%)
English (90%) + Thai (10%)	T12	6
English (80%) + Thai (20%)	T15 (depends on classes)	6
English (70%) + Thai (30%)	T16	6
English (60%) + Thai (40%)	T10	6
English (60%) + Thai (40%) + Isan Dialect + Khmer (Sometimes)	T14	6
English (50%) + Thai (50%)	T2, T6	12
English (50%) + Thai (50%) + Isan Dialect + Khmer (Sometimes)	T13	6
English (40%) + Thai (60%)	T1, T3, T4, T9, T11, T17	36
English (30%) + Thai (70%)	T7, T8	12
English (30%) + Thai (70%) + Isan Dialect (Sometimes)	T5	6

The teacher interviewees stated that when they taught in GE classrooms, they used both Thai and English. In relation to the proportion of language use, it was reported that a combination of both English (40%) and Thai (60%) was used the most by six teacher interviewees (T1, T3, T4, T9, T11, T17) in GE classrooms. Factors that influenced the percentage of using Thai and English depended on students' English proficiency and classroom type. Most of them noted that if they taught English major students, they used more English than Thai. As reported in the table, nine teacher interviewees (T1, T3, T4, T5, T7, T8, T9, T11, T17) preferred to use more Thai than English as the medium of instruction. They explained that if they used English more than Thai, the students could not understand well because they had low levels of English proficiency.

Many teacher interviewees shared their experiences as to why they needed to use both Thai and English in GE classrooms, even though they

aimed to adopt the CLT approach. Some teacher interviewees preferred to use a greater proportion of Thai than English. For instance, T8 stated that the students who studied GE classrooms were non-English majors, e.g., Faculty of Humanities and Social Sciences, Faculty of Sciences, Faculty of Agriculture, and Faculty of Nursing, so they did not have good English ability; therefore, she needed to use both Thai and English. She clarified, "the students have poor background knowledge of English. I have just taught some vocabulary such as omelet, but they cannot pronounce or remember the words, so I need to use Thai because they do not understand." Similarly, T7 tried to use English in her class, but she must speak Thai because "some students are not good at English, so we need to help them. I cannot ignore them, so I explain in Thai. Because of GE students' low English proficiency level, using Thai is required." However, T7 further clarified that when the students practiced, they needed to speak English. When she explained the instructions to them, they sometimes did not understand, so she needed to provide them with more assistance. Consistent with other teacher interviewees mentioned above, T9 shared her teaching experience: "I used to speak English for the students who studied in GE classrooms; however, the point was that when I spoke English, everyone appeared blank. They did not understand at all, so I decided to speak more Thai." For T1, even though she used more Thai than English, she was still concerned about using English. According to T1, "If we would like to teach the CLT approach, it is necessary to use English because the students are used to it. However, it depends on whether or not they are willing to use it."

On the other hand, some teacher interviewees used more English than Thai, such as T10, T12 and T16. As for T12, she reported using a high percentage of English in her classrooms because she believed that the students would learn how to speak and pronounce English words as well as to be more familiar with the language. At first, the students did not understand what she said; however, she noticed that one month after teaching, when she spoke in English, the students knew what she taught. She attempted to speak English as much as possible within the first month, so she used less Thai in her class, and she considered that it was very effective. T16 shared her experience that, at first, she spoke English in the class. Later, if she observed that the students appeared confused, she then switched to Thai.

However, she continued to repeat the same sentences frequently to make the students developed their understanding of what she said. As she clarified, the students might be doubtful at the beginning, but when she tried the second or the third attempts, the students would get used to her teaching method throughout the course. For T10, she spoke English because the students would feel more familiar with her accent. She concluded that the way to teach GE subjects easier was to avoid using 100% English in the class. She expressed:

> I used 60% English and 40% Thai because the teaching content was English. Therefore, when I speak English in the class, the students will get used to my accent. If I speak 100% English, the GE students who have low English proficiency will not understand.

T15 stated that she used to teach 100% English and gave instructions in English for doing homework. As she clarified, the students seemed to understand; however, when she asked for homework in the following week, no one submitted her homework because each had a different understanding. She immediately understood that speaking 100% English in class could not be achieved when she taught GE students.

Interestingly, three teacher interviewees (T5, T13, T14) spoke some dialects such as Isan and Khmer when they would like to make their classes more interesting and relaxing. Since Isan is the dialect that most people who live in the northeast of Thailand speak, T13 and T14 shared similar teaching experiences that they used Isan dialect in their classes when they wanted to make the students laugh. For T13, whenever she taught differently from the teaching content, the students were happy and enjoyed studying English. She clarified that if she used pure English, the class would be silent. She further elaborated, “The dialect in this area is Khmer. I sometimes use it but not very often like other teachers. The students know both Isan and Khmer. Whenever I speak Khmer or Isan, they will laugh.” Likewise, T14 spoke Isan dialect when she taught the content regarding the cultures or traditions of the area where she was teaching. She exemplified English vocabulary to Isan dialect. When she used the commercial textbooks and the writers provided examples of western cultures, she always linked it to the local cultures of Surin,

Thailand, with a belief that this would make the students have more understanding and make the classes more relaxing. She clarified:

> I will provide the students with an example of how to speak English vocabulary in Isan dialect. Sometimes, I tell them about funny stories to make them laugh. I will speak Isan dialect to tease the students. Sometimes, they speak Khmer or Laos and I reply to them. Then, the students ask me that do I know Khmer?

For T5, sometimes, she spoke some English vocabulary in Isan dialect, which was humorous to the students, or she teased them in the Isan dialect. For example, she taught some vocabulary about fruits such as pineapple, which was called *'Bak-Nad'* or papaya was called *'Bak-Hung.'*

4.1.2.3 Teachers' Beliefs toward the Possibility of Implementing the CLT Approach in a Thai EFL Context

Even though all 17 teacher interviewees reported that they employed the CLT approach in the current context (according to the first research question), the researcher aimed to further explore teachers' beliefs regarding the possibility to apply this approach to be widely used in a Thai classroom context at the tertiary level to help elaborate the findings from the questionnaires. Regarding the interview findings, the teacher interviewees believed that the CLT approach could be possibly applied in a Thai EFL context (the details are shown in Appendix I).

Most teacher interviewees shared their beliefs that the CLT approach could be implemented in the English classroom context in Thailand. Five teacher interviewees (T5, T6, T7, T12, T13) believed that the way to apply this approach was focusing on listening and speaking skill practices. Most of them agreed that when having CLT-based teaching in GE classrooms, the teachers must focus on providing the students time to practice English speaking skill the most, followed by listening skill. This would make the students accustomed to English use and they would gain more confidence when they engaged in real language use in the future. For example, T12 agreed to focus on students' speaking practices and presentations with different methods. The students may upload their videos they created via Facebook or blogs and allow the audience to watch and give feedback about the way they communicated.

Interestingly, T5 stated that the students must practice more in listening and speaking skills to make them feel more confident to use English. She elaborated:

> I currently emphasize practices. I provide the students to spend more time on speaking skill because I would like to boost the students' confidence and engage them to speak English. If they speak more often, they can pronounce the words and they are confident to use English.

In addition, the teachers must create a supportive learning environment, perhaps using audio-visual aids in CLT-based classrooms to help develop students' English learning skills. The teachers should encourage the students to participate in the learning environment, for example, employing a variety of authentic situations from audio-visual aids. These could make the CLT implementation more applicable and possible in the Thai EFL context, especially at the tertiary level. T7 still insisted that the teachers must provide supportive environments, such as opening video or audio files to get them exposed to English communication. If the teachers tried to provide a supportive English learning environment, she believed ELT in Thailand would be more appropriate. She elaborated:

> The teachers must create a suitable environment for the students. They should open the audio files or video clips to engage the students for communication. Moreover, the teachers must speak English to create a better environment for them because we do not have this kind of English learning environment.

However, the teacher interviewees further recommended different ideas on how to make the environment more supportive of English learning. For example, T11 and T15 had similar views that to implement the CLT approach effectively, the students should have more interaction with native English speakers in classroom. They should have more chances to live abroad and learn how to use English in real situations. Meanwhile, two other teacher interviewees (T1 and T3) stated that the teachers should incorporate activities such as role-plays if they aimed to apply this approach. Moreover, two teacher interviewees (T9 and T16) believed that the teachers must make the teaching content suitable for daily student routine, and they should sometimes use this approach. If they used the CLT approach every time

they taught, it was time-consuming, and they could not complete the courses and provide the required student knowledge for examinations.

Following the previous question, they were asked to explore their beliefs regarding the appropriateness of the CLT approach in GE classrooms. The findings could be classified into two main points as follows (the responses in detail are presented in Appendix J).

First, almost all teacher interviewees (except T5) believed that the implementation of the CLT approach in GE classrooms in Thailand was appropriate. Since English has been studied as a foreign language in a Thai context, Thai students did not have much opportunity to use English in their everyday lives. Therefore, the use of this approach was suitable in the current trends of English learning. The CLT approach was expected to enhance students' learning ability, and they should achieve communicative competence after being taught with this approach. As T9 reflected:

> The CLT approach is appropriate in the Thai context because English is not used every day in Thailand, so the CLT approach is the best approach to allow the students' opportunities to communicate in English.

The CLT approach was appropriate in the Thai EFL context because the students could practice using English in classroom in different situations similar to real life. These responses were consistent with the findings from current teaching approach, the CLT approach, that the teacher interviewees used in their classrooms. As explicated by T12:

> The CLT approach is appropriate in a Thai classroom context because it focuses on practices. Listening and speaking require a lot of practices. If the students do not practice how to use English, they do not engage in the environment that they need to communicate in English.

Additionally, six teacher interviewees (T1, T3, T7, T8, T11, T15) explained more that it depended on some factors such as teachers (three teacher interviewees), regions (two teacher interviewees) and English curriculum (one teacher interviewee). These factors could hinder the teachers in using the CLT approach in their classrooms. For example, T1, T3, and T7 pointed out that it depended much on the teachers who would apply and provide guidance to the students.

Second, only one teacher interviewee (T5) agreed that this approach was not absolutely appropriate in Thailand, although she stated that the CLT approach was a good teaching approach. In her view, Thai students did not have an opportunity to learn English by this approach since they were young, so they did not have a solid background of English. When the students studied in the CLT-based classrooms, they were unfamiliar with it and the use of this kind of classrooms did not provide effective results. T5 further clarified:

> If asked, is it appropriate? No, because Thai people do not have enough background knowledge of English. The reason is that Thai students have not learned by this approach in the teaching-learning curriculum since the primary and secondary level. Therefore, when they are undergraduates, it causes them problems. To make it better, please integrate this approach into the English curriculum at the primary level.

Additionally, the teachers recommended how to apply the CLT approach to promote students' communicative skills in English (the details are shown in Appendix K).

In conclusion, most teacher interviewees believed that the CLT approach was possible and appropriate for integrating into a Thai EFL context, but it depended on other conditions such as teachers, regions, and curricula. The teachers should emphasize the students' practicing of speaking and listening skills.

4.1.2.4 Teachers' Beliefs toward the CLT Approach in General

The findings in this section could help the researcher understand the teachers' teaching experience related to the CLT approach. These findings were really important because they could explore teachers' background knowledge, beliefs and how well they understood the CLT approach before participating in this study. All 17 teacher interviewees were asked about their beliefs regarding the CLT approach in a broad view of five topics as follows:

1) CLT Definitions

The teacher interviewees were asked about the CLT approach, and explained what CLT was, based on their understanding and teaching

experiences. They defined the definitions of CLT differently, and the findings were summarized into six topics as listed below in Table 4.19.

Table 4.19 CLT Definitions

What is CLT?	Teacher Interviewees
1) The approach that encourages students to use language in real-life communication such as introducing themselves or being able to communicate in general conversations.	T1, T3, T5, T10, T11, T15
2) The approach that encourages students to communicate, learn new vocabulary and interact with others.	T2, T7, T8, T16
3) The approach that teaches students to communicate fluently in various situations without concerning grammatical rules.	T9, T12, T14
4) The approach that helps develop students' English communication in four language skills effectively.	T4, T17
5) The approach that encourages teachers to speak English frequently and provides a supplement with audiolingual teaching/learning tools for students for more practices.	T6
6) The approach that emphasizes students to understand the information they are going to communicate which is understandable both to the receiver and the sender.	T13

Seventeen teacher interviewees shared their beliefs about the CLT approach. Clearly, most of them believed that CLT refers to the approach that promotes students' real-life communication. Regardless of the correctness of grammar, or a good command of grammar competence, if the students could communicate in basic conversation in their daily lives when they engaged in authentic conversation, it was enough (T1, T3, T5, T10, T11, T15). Besides, CLT can be defined as the approach that encourages the students to communicate and express their opinions through interacting with others (T2, T7, T8, T16). Three teacher interviewees (T9, T12, T14) believed that CLT is a teaching approach where the students learn how to use the language in various situations to achieve the communicative objectives without focusing on grammatical structures. The results

may suggest that the teacher interviewees had a good understanding according to theoretical definitions of the CLT approach and they showed a solid background knowledge about the CLT's objectives.

2) Relationship between Teachers' Beliefs and Teaching Practices

To gain more insights relating to teachers' beliefs and teaching practices, the teacher interviewees were asked whether they believed that there was a relationship between teachers' beliefs and teaching practices and how this relationship changed. The findings from this topic could help understand whether what the teachers believed and what they did in classroom were consistent and the findings are support the findings in the third research question. The teacher interviewees' responses are presented in Table 4.20.

Table 4.20 Teachers' Beliefs and Teaching Practices

Teachers' beliefs and teaching practices	**Teacher Interviewees**
Relationship between teachers' beliefs and teaching practices	
They share a relationship.	T2, T3, T4, T6, T7, T9, T10, T12, T13, T15
They do not share a relationship.	T1, T5, T8, T11, T14, T16, T17
Can teaching practices be changed?	
They can be changed.	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15
They cannot be changed.	T17
Factors of change in teaching practices	
Learning new teaching methods	T3, T9, T10, T11, T12
Attending teaching training courses	T4, T5, T8
Length of time in teaching preparation	T1
Students' English proficiency in each semester	T2
Learning a new theory	T3
Discussing with co-workers	T4

In response to the above question, the teacher interviewees held different beliefs which could be divided into two groups. For the first group, ten teacher interviewees (T2, T3, T4, T6, T7, T9, T10, T12, T13, T15) believed that teachers' beliefs and teaching practices shared a close relationship. The majority of

them believed that teaching practices were in line with their beliefs. If they believed that a certain teaching approach or techniques were good, they consequently taught based on that belief. To illustrate, T13 asserted that teachers must have beliefs or faith in teaching. If they did not have beliefs, it was impractical. Beliefs and practices were consistent; as a result, she planned and designed lesson plans based on her beliefs. She explained:

> For example, I believe I will use a game-based teaching method which is helpful for students this semester. When the teachers believe, they plan to do it, right? They plan and try using it, no matter what the result is. If the teachers believe in this way or have such experiences, they will do it according to their beliefs and experiences.

In short, most teacher interviewees strongly believed that teachers' beliefs and practices related to each other, and they tried to conduct their teaching according to their beliefs.

On the other hand, seven teacher interviewees in the second group (T1, T5, T8, T11, T14, T16, T17) believed that teachers' beliefs were not completely consistent with teaching practices. What they believed did not match what they did in the class due to various factors. For instance, T5 mentioned factors that limited what she aimed to do in her classrooms. Even though she realized that in CLT-based teaching in GE classrooms, the students should have an opportunity to practice in communicative activities, she could not do as she wanted. The reason was that the students would like to learn English to complete the course, so she needed to teach them to serve their needs to pass the examination. She explicitly clarified why beliefs were inconsistent with practices as follows:

> Our teaching method is forced by the curriculum, textbooks, chapter numbers, or even the tests that require us to teach this way. Actually, our beliefs are engaging the students to have more practices in listening and speaking skills because it enhances their learning ability. However, it is very difficult to achieve. The reason is that if we spend too much time for practice, the students will not study, and we do not teach them the content for test-taking. When

> they cannot do the test, they complain to us that we do not teach comprehensive content.

Since beliefs can be changed (e.g., Hall, 2018; Mattheoudakis, 2007; J. C. Richards et al., 2001), teachers' teaching practices could be affected (Bingimlas & Hanrahan, 2010; M. Borg, 2001; Erkmen, 2012; Kumaravadivelu, 2012; Kuzborska, 2011; J. C. Richards, 1998; J. C. Richards & Lockhart, 1996). Therefore, the teacher interviewees were asked what made their practices change. According to the findings, it was likely that many factors such as learning new teaching methods, attending teaching training courses, length of time in teaching preparation, students' English proficiency, learning a new theory and discussing with co-workers caused their beliefs to change, which could consequently affect their teaching practices. For example, one of the factors was participating in teaching training courses, which made their practices change because they learned how to teach the students by new teaching methods. T5 also shared that she changed her teaching style because of attending the training. The knowledge the teachers gained could fulfill their understanding about teaching in specific topics and they learned how to apply theory into classroom practices. In training, they could learn how to use this approach practically. She noted:

> Attending the teaching training courses causes teaching practices to change because training can broaden our attitude and vision. It can make us feel that our teaching method has become clearer. As I said, if we do not understand CLT and we attend the training, our teaching method is more obvious. We know the principles clearer. Previously, we may have employed the mixed-teaching method without knowing what those methods were. However, when we attend the training, we realize that we are going to teach this method and what to do to achieve it.

Similarly, T8 believed that participating in teaching training courses was very beneficial because she learned new teaching techniques from native speakers who were expert in teaching. She could adapt teaching techniques she learned from a training course to teach her students who had low or lack of motivation in language learning.

3) Incorporating the CLT approach in Four Skills of English

In implementing the CLT approach, fourteen teacher interviewees (T1, T2, T3, T4, T6, T7, T9, T10, T12, T13, T14, T15, T16, T17) confirmed that the CLT approach incorporated all four English skills (listening, speaking, reading and writing). All skills were interrelated and important when the teachers taught by adopting the CLT approach, including reading and writing; however, listening and speaking skills were emphasized the most. As noted by T6, "Communication needs all four skills. Reading and writing skills are also required for communicative skills. However, the approach that we teach is focusing on listening and speaking." Likewise, as pointed out by T15, communication involved not only speaking. Sometimes, communication was made through documents, e-mail or letters, so all four skills were necessary. Interestingly, T8 elaborated that teachers' selection of appropriate textbooks used in classroom could contribute to the development of students' four skills. Types of textbooks should be selected based on students' language proficiency.

4) Effective English Teaching Practices for Thai Students

The teacher interviewees' responses about the use of the CLT approach encouraged the researcher's curiosity to know what teaching practices the teacher interviewees believed were effective. They were asked two main questions. The first question was whether traditional teaching approaches were sufficient for English learning for Thai students. The second question was what kinds of teaching approaches led to effective teaching practices. In response to the first question, seventeen teacher interviewees agreed that the traditional teaching approaches were not effective enough to develop students' communicative ability. Nine teacher interviewees (T1, T4, T5, T6, T7, T8, T11, T12, T16) noted that some approaches, such as grammar-translation, were good to teach the students who did not have much English background knowledge, but the students did not practice much in speaking or communicating skills. T4 and T5 clarified that the students needed to recite grammar-translation, which they believed it was theoretical-based teaching. Likewise, as commented by T6, the students did not practice using English in their everyday lives.

Responding to the second question, sixteen teacher interviewees believed that teaching approaches that contributed to effective teaching practices included the use of the CLT approach. One teacher interviewee believed that no teaching method led to effective teaching practices. The teacher interviewees explained why implementing the CLT approach could lead to more effective teaching practices. First, the students would have English communication practice through listening and speaking skills. Second, the students learned how to be self-autonomous learners through the use of technological aids. Finally, if the teachers used English in the class more often, it would benefit students' language learning.

To clarify, as shown in Appendix L regarding teachers' beliefs about effective language teaching practices, thirteen teacher interviewees (T2, T3, T5, T6, T7, T8, T9, T10, T11, T12, T14, T16, T17) believed that the CLT approach engaged the students to spend much time in listening and speaking practices and thus they would develop English proficiency and feel familiar with English. This could help them have more opportunity to practice and communicate in English effectively. T9 and T10 stated that the CLT approach emphasized communication, stimulated the communicative situations or role-plays that the students could use in their daily lives. As explained by T5, practicing the use of language could help students to be able to speak English. Two teacher interviewees (T4, T15) believed that CLT-based teaching allowed the teachers to use technological aids to train the students to be self-autonomous learners. For example, T4 believed that technology use, such as mobile phones, YouTube channels, the Internet, and other social media, could help develop students' language learning. Only one teacher interviewee (T13) believed that teachers' more frequent use of English in the class would benefit their teaching practices. She thought back when she was a primary school student that most of her teachers did not use much English. They used the traditional approach and relied much on teacher-fronted styles by writing the vocabulary on the whiteboard and the students needed to recite vocabulary. She considered that the students learned incorrect pronunciation. For example, the word 'Table' was pronounced 'Tab-le.' Therefore, she recommended that the teachers should use English and communicate as much as possible even though the students did not understand at first. English

should be used as the medium of instruction, or sometimes there could be bilingual classrooms, depending on students' English proficiency level.

Nevertheless, one teacher interviewee (T1) believed that no teaching approach contributed to effective teaching practices because it depended on other factors. The use of a single approach could not work well in language teaching. She mentioned some factors such as teaching content, level of students' English proficiency and class size that influenced the effectiveness of language teaching. The teachers should consider the approach based on the above factors that were suitable for students' English proficiency and classroom conditions.

In summary, all teacher interviewees believed that traditional approaches such as Grammar-Translation were not sufficient in language teaching and learning for Thai students. They believed that the CLT approach should be used to develop students' English proficiency, especially their communicative ability. This approach provided the students' opportunities to practice English listening and speaking skills, and motivated students to practice English autonomously through the use of online websites, which could prepare them to use a language in real-life situations. The teachers' more frequent use of English could support the teaching practices more effective.

5) Supportive Teaching Approaches to Successful English Language Teaching

The teacher interviewees shared their beliefs about the teaching approaches that they thought supported ELT for EFL students and led to the success of language teaching in Thailand. According to the findings, they provided different supporting reasons to promote the successful teaching of English for Thai students.

As shown in Appendix M, most teacher interviewees (15 out of 17) believed that the CLT approach could support ELT and could lead to successful language teaching; meanwhile, two teacher interviewees (T1, T7) mentioned the use of mixed-teaching methods (the mixed-use of Grammar-Translation and CLT). For those who believed that the CLT approach would be beneficial for English teaching, ten teacher interviewees (T3, T5, T6, T8, T10, T13, T14, T15, T16, T17) noted that it helped students in listening and speaking skill-

practicing. Later, they could improve their English proficiency. To clarify this point, T8 explained that the students could practice using English, record video clips and share communicative activities with classmates. Similarly, T15 affirmed that the CLT approach could engage the students in real-life situations and they could occasionally meet the native speakers. Under the CLT approach, the activities-based teaching, learner-centered classrooms and self-directed learning were very important to make language teaching and learning more successful as stated by five teacher interviewees (T2, T4, T9, T11, T12). As mentioned by T12, the students had a chance to participate in various activities such as group work activities and role-plays in different situations. One teacher (T4) believed that the CLT approach helped the students to learn and search for information by themselves. They developed self-directed learning which contributed to their learning achievement.

Only two teachers (T1, T7) believed that a mixed-teaching approach contributed to successful English language teaching. For example, T1 clarified that the traditional approach such as Grammar-Translation was sometimes implemented alongside the CLT approach because the students who had low proficiency of English required drill practices.

Overall, it is almost certain that most teacher interviewees believed that CLT was the teaching approach that could best support ELT and it could bring about successful language teaching for Thai students because of the reasons mentioned above. They also agreed that the activities-based teaching, spending a lot of time on listening and speaking skills and self-directed learning of students, could benefit students' English learning development.

4.1.3 Conclusion

In responses to the first research question, the quantitative and qualitative findings were reported. This study aims to reveal Thai EFL teachers' beliefs toward CLT principles. For the questionnaire findings, most teacher participants believed in the principles of CLT. They placed the most emphasis on teachers' beliefs toward teachers' roles in GE classrooms, followed by teaching materials, group/pair work activities, the importance of grammar, roles of students in the English learning

process, and quality and quantity of error correction. For teachers' roles, the teachers should function as facilitators who assisted the students' language learning process.

In relation to the use of the CLT approach in a Thai university context, the findings from the questionnaires revealed that the teacher participants employed the students' four English skills. They believed that the teachers should be facilitators in English classrooms, used commercial textbooks and authentic teaching materials. The teacher participants used both Thai and English as the medium of instruction when they taught GE classrooms. In terms of teachers' beliefs toward the possibility of implementing the CLT approach, the findings showed that the participants believed that the CLT approach could be possibly and appropriately integrated into a Thai context and it could help develop students' communicative ability.

For the interview findings, regarding teachers' beliefs toward the CLT approach in general, the teacher interviewees had good background knowledge of CLT's objectives. Beliefs could be changed, depending on the relevant factors, and beliefs and teaching practices were consistent. They believed that the CLT approach incorporated all four language skills. Effective and supportive English teaching practices, leading to successful ELT, were a product of the CLT approach.

4.2 What difficulties do Thai EFL teachers encounter in their teaching practices when applying the CLT approach in a Thai university context?

The semi-structured interviews were employed to answer the second research question regarding teachers' beliefs about difficulties in implementing CLT principles. The interview helped elicit subjective perspectives of individual teacher interviewees and explore factors that hindered the use of the CLT approach in GE classrooms. This section, consisting of four sub-sections, presents the qualitative findings and data analysis of the semi-structured interviews. The brief background of the teacher interviewees and the difficulties in implementing the CLT approach are reported.

Semi-structured interviews were used to collect qualitative data. The interviews were conducted in four universities, all of which were situated in the lower

northeastern area in Thailand. Seventeen teacher interviewees revealed the hindrances they encountered when using CLT-based teaching in their GE classrooms. They were interviewed individually upon their available time. Those who finished the interview sessions were asked to participate in classroom observations. To serve this study's purposes, nine teacher interviewees were chosen because they had teaching experiences in English and GE subjects. All classes were GE classrooms where the teachers were expected to utilize the CLT approach to cultivate students' communicative ability.

4.2.1 Difficulties in Implementing the CLT Approach in GE Classrooms

In this section, the interview sessions helped discover the rationale behind the teacher interviewees' difficulties when they integrated the CLT approach. Since the teacher interviewees agreed that they employed the CLT approach in their GE classrooms, they were assumed to have difficulties when they attempted to employ this approach and they were interviewed face-to-face to provide further information. The researcher adapted Li's (1998) and Chang's (2009) main framework that categorized the difficulties the teachers encountered into five factors caused by teachers, students, classroom management systems, CLT itself, and other factors and the findings were reported as follows:

4.2.1.1 Difficulties Caused by Teachers

First, the teacher interviewees reported hindrances caused by the teachers themselves, and the factors they encountered when incorporating the CLT approach into GE classrooms were categorized into three main points: 1) insufficient spoken English proficiency and rarely used English in classroom; 2) a lack of thorough understanding of CLT and CLT training; and 3) a lack of time and proficiency for developing communicative teaching materials.

1) Insufficient Spoken English Proficiency and Rarely used English in Classroom

The teachers' lack of spoken English proficiency was one of the problems in applying the CLT approach. Fourteen teacher interviewees (T1, T2, T3, T4, T5, T6, T7, T8, T10, T12, T13, T14, T15, T17) similarly believed that teachers' insufficient English-speaking skills caused problems in classroom that used

the CLT approach; however, three teacher interviewees (T9, T11, T16) did not believe that the teachers' low proficiency of English could cause problems in CLT teaching classrooms. The teacher interviewees explained why the teachers should be proficient in English speaking. They believed that the teachers who were not proficient in English could affect teaching quality and lead to a negative impact on students' learning performance in many ways.

A lack of proficient English ability of the teachers caused the CLT-based teaching in GE classrooms to be less effective because the teachers did not use English regularly in the class. Then, the teachers would not have a chance to improve their English proficiency. For example, T17, who held a doctoral degree from the United States and had spent several years abroad, believed that some teachers always used native Thai language in classroom. Therefore, they did not develop their English-speaking skill and they returned to use the traditional approach such as Grammar-Translation. As he elaborated:

> The teachers themselves are not proficient enough. Um... I mean their English proficiency is not close to the native-like speakers. Some teachers are not confident, so they go back to use the traditional approach. They teach the students vocabulary and explain or translate meanings in Thai. They mostly emphasize this kind of teaching method…Therefore, the teachers' low English competency is a critical issue to promote the use of the CLT approach.

Another interesting response was given by T13 who considered herself as a person who did not use English well, resulting in being unable to adopt the CLT approach in GE classrooms effectively. She noted that those who lacked English proficiency or expertise could not correct students' language errors, so the students possibly remembered the wrong grammar. Therefore, having English competency was important. She clarified:

> If the teachers do not have sufficient English knowledge, it causes a lot of problems. If they do not have solid background knowledge of English, they cannot correct students' errors. If you speak incorrectly, you do not have a chance to help the students choose the correct word... The teachers need to be strongly proficient in English.

Additionally, if the teachers had insufficient English proficiency and they rarely used English as a medium of instruction in GE classrooms, the students did not have a role model in English speaking, and they did not have a chance to practice listening. On the other hand, most of them considered that if the teachers always used English, they could encourage the students to speak English. Basically, the students were seldom exposed to English because they did not use English outside classroom. For T1 and T15, the teachers could be a role model in English learning because a lot of students told them that they preferred to speak English in the way the teachers did. T1's characteristics showed that she was self-confident and extroverted with a clear accent, so her English speaking proficiency impressed her students and they wanted to learn how to speak English well as she did. She noted that if the teachers spoke English every day, the students believed they could speak English too. T15 shared a similar idea that the teachers should be competent in spoken English because it could motivate the students to learn English as she asserted:

> If the teachers are not proficient and do not use English when teaching, it causes a lot of problems. I think it is the creation of motivation for the students because the students would like to see a good role model. If the teachers can speak English, so can the students.

T2, T4 and T6 indicated that the teachers should use English frequently in classroom because the students could imitate the teachers' accents and pronunciations. If the teachers were less confident in English speaking, the students would be the same. T2 explained that the students would feel familiar with English speaking accents and pronunciations from the teachers. When they had a chance to listen to native speakers, they would have a better understanding of their accents. The more frequently the teachers used English in classroom, the more the students had good examples, so they could get used to spoken English. As commented by T6, teachers' incorrect pronunciation could consequently affect students' learning performance. For T4, she believed that the teachers should speak English because the students would copy how to speak from them. She provided supporting reasons:

> The reason is that the students do not have an example to imitate. English is the science of imitating. The students practice by imitating. If the teachers do not speak English, who do the students imitate?... When the students listen to the audio files from textbooks, it is far from them because they just listen from the audio files. However, the teachers are those whom the students can imitate the way to speak English.

For T8, the students would believe in teachers' English competency if the teachers used English. She clarified:

> Language teachers must speak English. Their teaching should not be textbook-based, but they cannot speak English. They must communicate well. It seems that we are teachers, so we need to represent to students that we can do it. The students will feel confident in teachers' spoken English proficiency so they would like to speak like the teachers.

Some teacher interviewees noted that the teachers' teaching techniques and characteristics could cause problems in teaching. T4 mentioned that the teachers who did not have proper teaching techniques and were shy caused the students to not be proficient in English learning. As T4 pointed out:

> I think the teachers do not have proper teaching techniques and they are not confident. Even though they are English teachers, they are not confident in using English. You interviewed Thai teachers who are shy like the students. The teachers also feel shy to use English, so the students do not acquire the language. When the teachers do not speak, how can the students speak?

T6 discussed in broader details about teachers' English proficiency and she suggested that the teachers who did not have strong English-speaking skills should develop themselves and believed in students' English skills because the teachers played a critical role in classroom. She further explained:

> The teachers must first develop themselves. They must hold beliefs and must be brave. They must believe that their students can do it. Beliefs are important and self-development is also important. It does not mean that they need to change or go for training. They have to do like I do such as listening,

speaking, reading and writing, the same as what we have told the students. The teachers tell the students what to do, so they must do like them.

When the teachers had developed their English-speaking ability, the students could learn how to speak English from teachers, and they were confident to use English. This could lead to more effective use of the CLT approach. However, T16 was one of three teacher interviewees (T9, T11, T16) who expressed the unique idea that a lack of spoken English proficiency of the teachers did not cause any problems in CLT-based classrooms if the teachers were ambitious to learn and practice by themselves. If they were not proficient in English, it did not matter. In teaching preparation, she suggested the teachers write down the script, recite it and remember what they were going to say. Then, they would act in this way, so they could develop their teaching skills.

In conclusion, the teachers' having English competency and regularly used English in GE classrooms could support English teaching and learning in CLT-based teaching because they transmitted knowledge to students. In the case they had insufficient English competency, it caused a lot of problems. For example, when the teachers themselves lacked the opportunity to develop their skills, the students did not have a role model in English learning, including accents, pronunciations, learning motivations and self-confidence.

2) A Lack of thorough Understanding of CLT and CLT Training

Thirteen teacher interviewees (T1, T3, T4, T5, T7, T8, T9, T11, T12, T14, T15, T16, T17) agreed that a lack of thorough understanding of CLT and CLT training was one of the barriers in teaching CLT in GE classrooms. The teachers occasionally did not have a thorough understanding of CLT, so they could not claim the teaching practices they taught was CLT. T7 interestingly expressed that if the teachers did not have a clear understanding of the CLT process, they would be uncertain how to use CLT. The teaching approach they used might not be so-called the CLT approach. As she further illustrated, "The teachers sometimes do not completely understand what CLT is. It is not the case that what they teach can be

called CLT. I also teach CLT and is it really CLT? Do we really teach based on the approach's objective?"

The teacher interviewees considered that engaging in the CLT training could broaden their vision and they could learn a lot of teaching techniques and teaching procedures. Attending the training was one of the factors that caused teachers' teaching practices to change, as reported earlier. A lack of CLT training caused problems. The teacher interviewees explained why CLT training could support their teaching practices more effectively in implementing CLT principles. Eight teacher interviewees (T1, T8, T9, T11, T12, T14, T15, T16) shared similar opinions when they participated and had a great experience in the training. For example, as commented by T16, since she aimed to use CLT in her class, but it was difficult to imagine how to teach, so she had to attend the training many times. She learned new skills or techniques from experienced trainers. She could learn new teaching materials as well as teaching methods, so she had new ideas and applied what she learned to have better teaching strategies in her GE classrooms.

T11 stated that she was willing to attend free workshops offered by textbook publishers to broaden her vision and to learn new teaching techniques. She explained:

> Supposed that I use this textbook when the salesperson from the commercial textbook publisher offers us one-day of free training, I will always attend. Then, I wonder why they use these techniques in this chapter. Can we do it like this? Attending the workshops broadens my vision. More varieties of teaching techniques are provided. I feel that I can apply those techniques to teach the students diversely after attending the workshops.

T1 expressed that attending workshops was useful because it could help her to know the guidelines on how CLT-based teaching worked. However, practically, it depended on the individual teacher who would apply the instruction in their classrooms later. Moreover, a new teaching style could enhance students' attention as explained by T12. She agreed that CLT training offered methods to help students speak more. Besides reading the scripts in commercial books, there were different methods, such as practicing dialogue by using games.

Therefore, CLT training was important according to her viewpoint. To use the CLT approach more effective in a Thai EFL context, T9 recommended that the relevant authorities that were responsible for the CLT approach or language teaching should provide training courses or workshops for teachers because some teachers did not have much understanding about this approach. As T9 stated:

> Some teachers do not understand, know, or have never heard of this approach before. When there is training, I would like the related authorities to provide the experts to train us in the full process so that the teachers could understand and use it in a practical way. Some do not even know what CLT is. Sometimes, they know, but they do not understand 100%. Some teachers know that learning English for communication does not focus on grammar.

In addition, T16 noted that even though the CLT approach was not difficult in her opinion, the teachers needed to attend the CLT training. She said that if she had a chance to observe the CLT classrooms or she was taught by the experts, this could help her imagine how to teach English that emphasized the use of the CLT approach. If the teachers did not have a thorough understanding of CLT because they did not attend the CLT training, it resulted in less effective implementation of the CLT approach in GE classrooms. They did not know how to apply the theory into real teaching practices.

3) A Lack of Time and Proficiency for Developing Communicative Teaching Materials

Several noteworthy findings from many teacher interviewees reported that they lacked time and proficiency to prepare teaching materials for communicative activities when they were responsible for heavy administrative workloads. Most of them pointed out that other heavy administrative tasks influenced their teaching loads. The consequent results were that the teachers were not able to use this approach effectively. Focusing on communicative purposes was time-consuming, and the teachers needed to prepare a lot of teaching materials for the students to do activities.

Besides being responsible for heavy teaching loads, fourteen teacher interviewees (except T11, T12, and T17) reported that being

responsible for many administrative tasks was one of the obstacles in integrating CLT in their GE classrooms. The teacher interviewees needed to participate in activities held by their departments, faculties or universities, which caused them some problems in teaching. They indicated that they were responsible for other activities such as quality assurance, training, meetings, doing projects, making handouts, and other activities in their departments. These additional works were barriers to their teaching because they were required to allocate time to do the activities. Consequently, they had limited time for planning and preparing activities for students to practice. The teacher interviewees considered that they were obliged to do these administrative workloads that could affect their teaching. For instance, T2 and T14 had similar experiences that some urgent tasks required by their faculty or university forced them to cancel classes for many days. As T2 elaborated:

> Sometimes, the teachers need to cancel classes because of quality assurance, training, and meetings. My university always has urgent activities such as urgent meetings which cause me to skip classes. I believe that many universities do this, especially Rajabhat universities. For example, we not only cancel class during the evaluation date of the quality assurance but also before or after this event because we need to prepare and revise the documents.

Being responsible for administrative workloads not only affected the classrooms that focused on CLT-based teaching, but it also affected every classroom. It should be noted that having administrative tasks sometimes forced the teachers to skip the classes. T14 mentioned the consequent problems when she cancelled her class because she did not have enough time to teach the students or do activities as she planned earlier, so she gave them other assignments. The activities she assigned were not the communicative ones to help them develop language skills. Cancelling classes affected her teaching as she further clarified:

> Even though I give them assignments, it is not the same as when I teach them in the class. When I need to cancel the class, I cannot assign them to do certain tasks because I need to lecture them first. I need to assign a different task for them. It causes a lot of problems…The activities that all teachers need to

participate in are training, seminar, goodbye senior party, orientation, sports events, teachers' day observations, and quality assurance.

Four teacher interviewees (T3, T9, T13, T16) encountered difficulties because they had limited time to prepare teaching materials. For example, T16 expressed that in classroom that emphasized the CLT approach, various kinds of activities needed to be prepared, so the teachers spent a lot of time in designing and preparing teaching materials. Since she must work on other administrative tasks, she could not complete what she wanted to teach by using the CLT approach, so she returned to use Grammar-Translation approach. T16 further clarified her problems:

> Teaching by CLT approach takes too much time. If we do not have much time to prepare, it is rather unsuccessful. We need to design lessons carefully. If we do an activity for 20 minutes, we need to continue the lessons into the next activity. The teaching content must be comprehensive and finished in a semester which is very difficult.

Correspondingly, T9 shared her experiences in GE classroom teaching. She stated that if she did not have enough time for teaching preparation, it interrupted her teaching. She wanted to use CLT-focused teaching, but if she did not prepare, she did not feel confident. She felt that her teaching did not go smoothly, and it did not flow. Therefore, she believed that preparing teaching lessons, as well as teaching materials, was also important. Another problem caused by the teachers might happen from lack of time in designing the activities. T13 complained about many tasks such as meetings, preparing handouts, education evaluations, reports, and activities of the university that she needed to handle which interfered her teaching if she employed the CLT classrooms. She said participating in these activities was time-consuming and caused her to not have adequate time to prepare lessons and classroom activities for students. She often cancelled her classes and making up classes was very difficult because the students were non-English majors and they studied in different majors/faculties, so their time availability was different. Therefore, she believed it resulted in the less effective adoption of the CLT approach in Thai English classrooms.

Similarly, T10 explained that the teachers could not design and have activity-based teaching because the teachers did not have enough time to teach CLT-based classrooms in GE subjects. Generally, she knew that there were a variety of activities such as pair/group work or task-based activities. However, other administrative workloads hampered the use of effective CLT activities. When the teachers did not provide various communicative activities, she said the students did not feel interested to participate in the classes. Like most other teacher interviewees, T3 identified the obstacles during his class such as quality assurance, activities held by the faculty, or meetings. He concluded that everyone keen to be a teacher wanted to teach first. However, when they were teachers, the teaching task was a simple element. He felt that a lot of additional tasks the teachers needed to do used up valuable time for teaching.

Interestingly, three of the teachers (T11, T12, T17) expressed that administrative tasks did not affect their teaching classes. They all considered that the assigned tasks were the responsibility that the teachers must handle, and the teachers should not make an excuse that the tasks were the obstacles in teaching. For example, T17 did not see that being responsible for administrative workloads would cause any difficulties. His reasons were:

> If the teachers are responsible for executing tasks, they should do them. However, when they teach, they must realize how to teach students to communicate. As a result, holding executive task does not affect the teachers who intend to teach and are responsible. They must do that. When they strongly intend to teach the students to be able to listen, speak, read, write, and communicate, although they have limited time, they can handle it.

To solve the problems of being responsible for other administrative works, T6 suggested hiring officers to handle these extra-curricular tasks for the teachers, such as administrative works, projects or research in curriculum development. The teacher training courses should be held during the semester break. She strongly insisted that quality assurance should be cancelled because it was not a primary or secondary school. Instead of spending time on lesson preparation, the teachers were required to participate in the meetings. Besides, the meeting should be

set every three months and the date should be available for all teachers. It was recommended that the teachers' teaching schedule must be arranged so that there was a free day. Therefore, all teachers in the department or faculty could join the meetings or other activities so that they would not have to cancel their classes and they would not have an excuse to not participate in those events.

According to the findings in this section, it could be concluded that the teachers' insufficient spoken English proficiency and rarely used English in classroom, lack of thorough understanding and knowledge of CLT and CLT training, and insufficient teacher time to fully implement CLT methods were hindrances preventing the teacher interviewees from implementing the CLT approach in GE classrooms.

4.2.1.2 Difficulties Caused by Students

The teacher interviewees identified problems originally derived from the students when they employed the CLT approach in their GE classrooms as separable into three main points: 1) a lack of or having less motivation in English learning; 2) negative attitudes toward English; and 3) not realizing the importance of using English in daily lives, activities or future careers.

1) A Lack of or Having Less Motivation in English Learning

Eleven teacher interviewees (T2, T3, T7, T8, T9, T10, T11, T12, T13, T14, T15) strongly believed that the students lacked motivation or had less motivation to learn English, so they disregarded the importance of English. They did not pay much attention to English learning when they were in the class. From the teacher interviewees' perspectives, students' lack of motivation to learn a language was a key limitation in integrating the CLT approach and they shared their beliefs based on their teaching experiences about this issue. For example, T14 considered that the students ignored the opportunity to learn English because English was not used in their everyday lives, so they did not realize the importance of English learning. T14 noted:

> They are not attentive to their studies and they do not want to study. They possibly think that it is not necessary to study English. After they study English, they do not have a chance to use it, so they do not know why they need to learn English.

T14 concluded that if the students had a chance to use English in their daily lives in different situations, they would have the motivation to learn English.

Four teacher interviewees (T2, T3, T7, T8) explained that when the students did not perceive the importance of English, their attention to English learning was only for the short-term goal of passing the course. T7 believed that the students were passive learners, so it was very difficult for the teachers to use the CLT approach in classroom. They kept silent and did nothing when she assigned tasks. They were unwilling to participate in classroom activities, and they were very slow. They wanted to pass English and graduate, but they did not speak during the activities. Their learning objective was only getting a "D", which was enough for them. She further elaborated that they were not curious to learn English for their future careers. For instance, accounting students thought that they did only accounting, and they would not have any opportunity to speak English when they worked. From the researcher's viewpoint, the students were not enthusiastic in English learning because they knew that when they graduated, they would not have much opportunity to use it in their daily routines. Therefore, they felt that English was not necessary for their lives or their career advancement.

When the teachers knew that the students were not motivated to learn English, T12 commented that the teachers must be responsible for making them realize the importance of English. As for T12, the teachers should educate the students to appreciate why English was important. Sometimes, the teachers should provide them with examples of those who succeeded in English learning and showed them how much English was beneficial in the real world. Then, the students would realize that what they were studying was necessary, so they would focus more on English learning.

In some cases, as reported by T3, some students did not have English learning objectives. They did not know what to study, so their parents forced them to study English. Also, T9 noticed that the students would perceive English was important when they were intern students, but this was too late because after completing job training internship practicum, they would work in a company afterwards so they did not have much time to learn English. In short, the students'

lack or having less learning motivation was one of the hindrances in employing the CLT approach in GE classrooms.

2) Negative Attitudes toward English Learning

The students' having negative attitudes towards English learning remains a hindrance for the CLT-based teaching in GE classrooms, as reported by four teacher interviewees (T6, T15, T16, T17). For instance, T6 indicated that the students had negative attitudes before they studied at the university level. For those who did not like English, it was very difficult to get them to understand how important English was to their lives. With this belief, T6 reasoned:

> Students dislike English. If we ask them why they dislike English, the answer must be due to teaching and learning. Sometimes, the environment is not supportive to speak English, so they do not speak. The problems are caused by the students themselves. To be frank, they are lazy. Right, they are lazy, or they do not like English. We need to discover why they do not like English.

Similarly, T15 agreed that the students had a negative attitude toward English. She clarified that when they listened to English lessons, they felt that they did not understand the lessons. The more they studied, the more they did not understand. Even though she attempted to teach them, they ignored the opportunity to learn. Moreover, T16, who shared the same idea as T6, stated that Thai students were very lazy about English learning, so the characteristics of Thai students still limited English learning process, which in turn hindered the adoption of the CLT approach. She further explained:

> Mostly, when I use CLT, the students are more active than in lecture-based classrooms except for those who are very lazy or are not interested in the activities. They do not want to participate. The students' laziness is the problem.

T17 noticed that another characteristic of Thai students also caused problems in CLT-based teaching. For example, Thai or Asian students were shy. More importantly, they would laugh when their friends spoke or acted like native speakers because they thought it was funny. When their friends pronounced the words wrongly, they thought it was humorous. This was a hindrance in CLT learning.

3) Not Realizing the Importance of Using English in Daily Lives, Activities or Future Careers

Because English was not used in their daily lives, consequently, T5 mentioned that the students did not realize the importance of English. They did not see opportunities to use English after graduation. It was likely that the students did not have clear goals in English learning, so they did not want to study English. T5 shared her experience about teaching problems when she taught in CLT-based classrooms. She elaborated that the students did not know who they could use English for communication with. T5 considered that this could have been caused by social surroundings that impacted their use of English. Many students who graduated from the university did not have a chance to speak English and neither did the senior students, so they did not understand why they were required to learn English. Interestingly, students' lack of opportunities to use English could cause them to not know how to communicate their ideas in English, as explained by T11. She further clarified that "they are unable to speak what they really want to communicate, what they want to speak. Therefore, they are not confident, and they are afraid that what they said is not correct. It affects their speaking performance if they do not have the opportunity to practice more often." Meanwhile, T12 and T16 reported the same idea that if the students rarely used English in real situations, they could not understand how and why to use English. T16 further clarified that it was very difficult to motivate students.

In short, the students who had a negative attitude to English learning caused problems in CLT-based teaching because they did not feel interested in classroom participation. They did not attempt to achieve their learning goals, so it was very difficult for the teachers to motivate them in English learning.

4.2.1.3 Difficulties Caused by Classroom Management System

The teacher interviewees believed that a classroom management system was a barrier when they employed the CLT approach in GE classrooms. The problems were then classified into four main points: 1) large class size; 2) inadequate audio-visual equipment; 3) lack of effective learning assessment; and 4) limited teaching hours of English classrooms.

1) Large Class Size

All 17 teacher interviewees believed that the number of students in classroom made it extremely difficult to effectively implement the CLT approach because the large class size caused a lot of problems. They reported that the number of students ranged from 40 to 100 in each class; it depended on each university's policy. The average number of students in classroom was approximately 50, which was far too many to properly manage the class and control teaching quality. T9 expressed her opinion that too many students in CLT-based classrooms affected teachers' teaching performance because she could not handle the class. She explained:

> There are too many students in each class. This semester, I teach six classes with 350 total students. Each class consists of 60 students. How can we control our teaching quality? One teacher needs to supervise 350 students. Is it possible? In other classes in some universities, about 20-30 students are too many.

Large class size caused problems in designing activities in classroom. For example, when the teacher interviewees assigned their students to practice conversation, the teachers were not able to control and manage the class. T8 shared her teaching experience that it was difficult when the students were assigned to do group work. She added that one teacher was unable to control the whole class to make the students communicate in English. Additionally, T5 reported that she could not oversee all students and she did not have enough time to listen and supervise all of them. The teachers did not have much opportunity to correct errors and give feedback to students. Moreover, if the teachers allowed the students to practice the dialogues in pairs or group work activities, the students could speak only a few sentences and then they ran out of time.

Therefore, the teachers decided not to assign the students to practice in pair/group work activities because it was time-consuming, and they sometimes changed their teaching approach to one that was suitable to their teaching contexts. For instance, T16's overall view about this topic was that she decided to lecture or describe the lesson without instructing and providing the students with learning tasks and communicative practices because there were too many students. If

she employed the CLT approach in her classrooms, she needed to prepare a lot of teaching materials which took time. T16 elaborated:

> It is very difficult to use CLT. Suppose that we prefer to use CLT but there are 60-70 students in the class, I need to use PowerPoint and have lecture-based classrooms. If it is a small class, there will have a lot of student talking time and I can control it. However, if it is a large class, it is very difficult to control. If I design four activities, it consumes a lot of time. Sometimes, I need to prepare a lot of teaching aids. If I design the activities, such as asking the students to choose a topic, discuss and change partners, it is very difficult because I need to prepare and cut the paper.

As it might be seen, if there were a lot of students in classroom, the students did not have much time to practice English speaking. Consequently, the teacher interviewees preferred a smaller number of students to make their class more effective. The teacher interviewees believed that a suitable number of students was 15-30 to make CLT classrooms more efficient. Because the use of the CLT approach required a lot of practices, a smaller number of students were more productive in terms of students' having more chances to practice using English in classroom.

In conclusion, having too many students was a major barrier in teaching the CLT-based classrooms because the students had limited time to practice the conversation or discuss topics among classmates in pair/group activities. Therefore, lecture-based teaching was an alternative teaching method for teachers.

2) Inadequate Audio-Visual Equipment

The teacher interviewees believed that the classrooms that focused on the CLT approach required much skill practices. Sufficient facilities and good quality of audio-visual equipment supported by the universities were necessary to effectively promote CLT-based teaching in GE classrooms. Nine teacher interviewees (T2, T3, T5, T8, T10, T11, T12, T14, T15) believed that deficient audio-visual equipment was an obstacle in teaching English in CLT-based classrooms because they considered that the audio-visual aids helped motivate students' interest in language learning and let them see various examples and listen to the authentic

conversations demonstrating how to use English properly. They identified a lot of problems regarding teaching equipment such as a lack of projectors, microphones, stable Internet, active speakers and so on.

T5 clarified the problems she encountered when she taught GE students in her class. She expected that teaching equipment must be available to make her teaching classrooms more efficient. In her view, audio-visual equipment should be supported to help the teachers provide a lot of instructional media for the students in English learning. Not having appropriate audio-visual equipment in classroom could affect teaching quality and result in students' lower learning performance. She believed that full teaching facilities could attract students' attention. She commented:

> The projector does not work. Actually, teaching aids, microphones, speakers must be ready in classroom in this era. The audio system should be workable when we teach English for communication. For example, if I open YouTube, everything must be perfect. The students will be able to listen to the audio system. The microphone is needed because if I speak softly, the students are not interested enough.

A lack of sufficient audio-visual equipment could result in the less effective use of CLT. For example, if a projector was not available, a teacher could not engage students to listen to and watch the audio-visual part to practice English conversations. Therefore, the teachers needed to pronounce the vocabulary or the dialogues by themselves, but they found that their pronunciation was different from the native speakers. Similar to T5, T12 stated that the audio-visual equipment and facilities provided in her university did not adequately support the use of the CLT approach. When the audio did not work properly, the students missed an opportunity to listen to real conversations. They did not learn how to pronounce the words correctly and imitate that pronunciation. As she stated:

> In the listening part, the malfunction of the speaker and microphone cause problems. When the microphone is out of order, the teacher needs to speak louder. I also cannot use video clips and open audio files in that class, so

> I need to skip the listening part. I think listening is very important. If the students do not have a chance to listen, it is very difficult.

Even though the teacher interviewees worked in different universities, most of them shared similar problems. T2 stated that she could not choose the classrooms; therefore, she noticed that some classes did not have sufficient audio-visual equipment, or sometimes the projector was out of order. She believed that ineffective teaching equipment decreased students' learning efficiency. Normally, the teacher interviewees employed various instructional media such as PowerPoint because it could attract students' attention and the class was not too boring. T11 explained that if there was only a whiteboard and the students learned from only textbooks, they would not pay enough attention to learning.

Since teaching English by adopting the CLT approach should be more interesting, low-quality or a lack of audio-visual equipment affected teaching quality in GE classrooms.

3) A Lack of Effective Learning Assessment

A lack of effective learning assessment of the students' learning performance was one of the hindrances in CLT-based teaching for the teacher interviewees. As can be seen, the subjects' teaching objectives, student learning achievement's assessment and teachers' teaching practices were inconsistent, so the teachers' intention to use CLT in classroom was not productive.

Thirteen teacher interviewees (T2, T3, T4, T5, T7, T8, T9, T11, T12, T13, T14, T15, T17) believed that the examination that highlighted grammar was an obstacle in implementing the CLT approach in their classes. When the teachers were forced to teach based on GE subjects' objectives, it was very difficult for them to teach the students by using the CLT approach because the test did not rely much on listening or speaking skills. T6 further clarified that even though the teachers would like the students to practice English conversation, grammar-based examinations determined the teachers to teach testing-based lessons to make sure the students had sufficient grammatical knowledge, so the teachers could complete the course objectives. The teachers could not allow students much time to practice English speaking. As noted by T6:

> The examination is multiple choices which require theory-based teaching. It emphasizes reading, writing and grammar. In listening and speaking parts, the test still focuses on grammar-based examinations. For example, the subject "I" or "He" should be followed by the correct form. The test does not provide the context of language for the students to practice in real conversations.

This might be that when the teacher interviewees taught GE classrooms, learning assessment was not focused on the evaluation of students' communicative performance through oral/aural skills. In this case, T8 suggested that the test should be allotted to evaluate the students' listening or speaking skills to make teachers' teaching objectives, teaching practices, and students' learning assessment more consistent. If there were listening and speaking parts in the national test, the teachers would teach the students to serve communicative purposes. The students would learn English to gain more communicative knowledge and to pass the test. T8 shared her opinions on this topic:

> Nowadays, we focus on the communicative approach; however, the students are required to test O-NET or A-NET which test grammar knowledge. The test should be integrated and add some parts for listening or speaking skills in the national test if the policymakers would like to make this approach more effective and congruent to their policy.

Additionally, English teaching in Thai EFL classrooms heavily depends on the Ministry of Education (MOE)'s policy. The national test for high school students also focuses on grammar, so the teachers were forced to teach grammar structures to help them pass the national examination. T6 remarked that the MOE's policy that emphasized students' grammar competency caused the implementation of the CLT approach in GE classrooms to be less effective. As she explained:

> Another factor is the framework from MOE, examination, and education evaluation that the university needs to be followed. The MOE's framework emphasizes grammar which evaluates only reading and writing skills. To put it simply, it focuses on grammar. Even though it is reading and writing, it does

not highlight communication, but it is grammar-based teaching. Emphasizing grammar does not help.

T5 clarified that she aimed to teach the students communicative purposes, but the test was grammar-based. Therefore, the teachers needed to emphasize text-based teaching which provided grammatical rules in each chapter to educate the students' grammatical knowledge to pass the examination. This evidence supported Promtara and Suwanarak's (2018) study conclusion that the teachers were obliged to prepare the students for a national test, so traditional grammar-based teaching was emphasized in English classes. The teacher interviewees in this context experienced difficulties in CLT-based teaching.

4) Limited Teaching Hours of English Classrooms

When the teacher interviewees had limited teaching hours, it can cause them not to have adequate time to complete the lessons. Three teacher interviewees (T5, T6, T13) clarified that the teaching-learning periods for GE subjects were not long enough and they preferred more hours in English teaching. They explained that English should be taught more than one time a week. For example, T13 made a comment that less class time negatively impacted on students' language learning. When the teacher interviewees taught English once a week, it was less effective because the students felt less enthusiastic. T13 clarified:

> I have a chance to meet the students once a week for three hours. It is not enough. I wish I could meet them twice a week for at least two and a half hours a day. I do not want to teach them once a week because they often forget what I taught last week.

T16 also had problems because of limited teaching hours when she used the CLT approach in her GE classrooms, so lecture-based teaching was the optional method to allow her to finish her class content.

> I sometimes use the CLT approach. For instance, when it is almost the end of this semester, I realize that I cannot use the CLT approach. If I apply communicative activities, I cannot complete the course, so I need to give a lecture instead.

The frequency of English learning per week is very important because English requires a lot of practices. T17 shared a remarkable idea that the environment did not affect students' English learning because the teachers could create situations to practice for students. He also suggested strategies to make the lessons more interesting in English learning. First, the teachers should explain to the students why they should study English to make them realize the usefulness and the importance of English. This can contribute to the students' perception of how English was necessary for them to learn to better use English in the future.

4.2.1.4 Difficulties Caused by CLT Itself

The teachers mentioned that an application of CLT principles in GE classrooms was not easy. According to the interview findings in terms of the six CLT principles, all teacher interviewees (17 teachers) reported that the CLT principles were not difficult to understand; however, five teacher interviewees (T1, T2, T8, T11, T16) believed that it was difficult to practice in classroom. T11 expressed that the real practices were very tough. The teachers in each university might not equally understand and they possibly practiced the processes of the CLT principles differently. Overall, the teacher interviewees believed that the CLT approach was difficult in terms of practices. Regardless, in accordance with the CLT principles, the teacher interviewees still believed in certain processes to make the CLT approach happen in their classrooms.

4.2.1.5 Difficulties Caused by Other Factors

1) Not Supportive Learning Environment

For the question addressing whether the current context was a supportive environment in language learning to help develop students' communicative ability, the teacher interviewees' responses could be categorized into three groups: 1) very supportive; 2) less supportive; and 3) not supportive.

For the first response, only three teacher interviewees (T15, T16, T17) reported that "the current context was definitely supportive." Recently, the province where they lived had developed a better environment that promoted the use of English for the students because many foreigners visited Buriram. T15 strongly agreed that the students had frequent opportunities to use English almost everywhere in town, so they could gradually develop their communicative skills. She added:

> Our province has been developed, and the number of tourists has increased. We signed a Memorandum of Understanding (MOU) with other universities. The students have more opportunity to meet foreigners and realize that they can practice speaking in real-life situations with them.

T16 and T17 shared the same idea that Buriram has become a scenic tourist town. When there were sports events such as football or car racing, a lot of foreigners visited, so the students had a great opportunity to use English from those events. They could work and help the officials on the football pitch because they could speak English. English major students also worked in the media center to support the mass media. They worked as tour guides and interpreters and they could help the foreigners who visited this area for doing research. English can be widely seen, such as the English menus in the restaurants or food shops throughout the downtown areas of this province. These teacher interviewees admitted that the teaching and learning context in Buriram was very supportive for students to experience different situations with real communicative English use.

The second response was that "their current contexts provided little chance to support the use of real-language communication." Out of the 17, six teacher interviewees (T4, T7, T10, T11, T12, T14) considered that the students did not have much opportunity to use English in their daily lives. Rather, they commented that the students occasionally had the opportunity to use English during some festivals that were held, such as the Candle Festival in Ubon Ratchathani or the Surin Elephant Festival in Surin. A number of tourists visited these provinces to enjoy these local Thai festivals which were held once a year. The teachers realized the opportunities from these festivals, so they assigned the students to participate by interviewing the tourists, taking photos with them and presenting their assignments in various kinds of presentations such as video clips or PowerPoint slides. These activities encouraged students to use more English. Similarly, T4 explained that it was natural that if the students did not use English in their daily lives, they did not feel confident enough to speak in classroom. The students' lack of opportunities to use English out of class caused them to feel less confident to interact with classmates. As a result, the teacher interviewees felt that it was very difficult to manage the CLT-

based classrooms. However, T4 shared a unique opinion that no matter how much the environment was supportive to students' language learning, she insisted that the use of technology and the Internet could benefit the students to learn English nowadays because they could access it all the time.

The third response was that "the current context was not supportive." Nearly half of the teacher interviewees (T1, T2, T3, T5, T6, T8, T9, T13) strongly believed that their current teaching contexts did not motivate the students to learn English. In the areas where the students lived, the students were seldom exposed to English. Most teacher interviewees mentioned that limited numbers of foreigners or tourists were the factors that hindered students' language use. For T5, the environment was very important for the students to be motivated in English learning. If the environment was not supportive, the students did not perceive the importance of English because they did not use it in their daily lives or even for their future career. She made some interesting points on this issue as follows:

> It is not supportive at all because the environment does not encourage the students to use English, so they are not motivated to speak…It seems like if someone was born in and lives and graduates in Ubon Ratchathani, he/she does not have a chance to use English, so he/she feels it is unnecessary to study English. When students work or sell goods, they do not use English. If there are tourists visiting in that city and selling goods is required speaking skill, they must speak English no matter what major they study.

Likewise, T6 commented that the education system and the surrounding environment did not contribute to motivate the students to regularly speak English. She believed that the environment was very important in language learning and English learning in the EFL context like in Thailand did not provide students' opportunity to practice using English except in the English classrooms. Because of the lack of support in English learning both inside and outside classroom, the students did not acquire much English proficiency. T6 further explained:

> It is not absolutely supportive because of the education system. The first problem is the environment in classroom. Our environment does not encourage students' English learning. Parents do not speak English and neither

do people outside. The environment is a big issue, so the students do not know who they can talk with. In the university, no teacher speaks English and even in classroom, a few teachers speak English in English classrooms or motivate the students to speak English.

A few teacher interviewees (T2, T3, T9) shared similar views that their local context was not supportive, and they believed that the environment could influence students' language learning. For example, as identified by T3, the local tourist attractions in his hometown were only visited by Thai people. The foreigners rarely visited his province, so when there were no tourists, there were no activities to promote the use of English. The students learned sentence structures in classroom, but they lacked the opportunity to practice and use English in daily routines. Therefore, they did not know how to use language in real-life situations. Moreover, there were few native English teachers in his university, which limited the students' exposure in English. To improve students' English proficiency, T9 recommended that the students should have the opportunity to learn GE subjects with the native teachers to engage them in an English environment. Since the current context did not support the students to use English, the teacher interviewees agreed to motivate the students to be self-autonomous learners who could learn by themselves when they were out of class.

4.2.2 Conclusion

In response to the second research question, the interview sessions' findings about teachers' beliefs toward difficulties in implementing the CLT approach were reported. In the CLT-based teaching in GE classrooms, a lot of difficulties affected how the teacher interviewees adopted the CLT approach to English teaching. Many teacher interviewees addressed the constraints they encountered, caused by five difficulties stemming from teachers, students, classroom management system, CLT itself, and other factors. First, the difficulties caused by teachers consisted of insufficient spoken English proficiency and rarely used English in classroom, a lack of a thorough understanding of the CLT approach and CLT training, and a lack of time and proficiency for developing communicative teaching materials because of

holding heavy administrative workloads which could affect the use of the CLT approach. Second, when the teachers taught GE classrooms by emphasizing the CLT approach, they reported problems caused by students as a lack of or having less motivation in English learning, having negative attitudes toward English and not realizing the importance of using English in daily lives, activities or future careers. The third difficulty was the classroom management system, which included large class sizes, a lack of adequate audio-visual equipment used in class, a lack of effective learning assessment about grammar-based examinations or testing-based teaching and limited teaching hours of English classrooms. Fourth, the factors caused by CLT itself consisted of difficulty to bring beliefs into real practices in an EFL classroom context. Lastly, when implementing the CLT approach in GE classrooms, the difficulties derived from other factors were reported as a non-supportive learning environment.

4.3 How do they apply the CLT approach to students' communicative skill development in a Thai university context?

This section was aimed to extract data based on classroom observations and this research question was developed to investigate the relation between teachers' beliefs about CLT and teaching practices in GE classrooms. In order to further investigate how the teachers behaved, classroom observations were conducted to observe whether nine Thai EFL teachers employed CLT-based teaching and how the CLT approach was applied and emphasized in classroom. All responses were from teachers who allowed the researcher to observe their teaching practices in their classroom settings.

4.3.1 General Atmosphere of Classroom Observations

Following the semi-structured interviews, classroom observations were conducted in four universities in the lower northeastern area of Thailand. From seventeen teacher interviewees who were interviewed concerning teachers' beliefs about CLT, nine of them were selected to participate in classroom observations.

Each Rajabhat university, in four provinces, is situated in urban settings. Each observed GE classrooms were held once a week. Audio-visual equipment such as

projectors, speakers, and microphones were well equipped in all nine classrooms. Whiteboards were provided in eight classrooms whereas one classroom was not equipped. Some teachers did not use a microphone or speaker. One teacher had trouble opening the audio file; therefore, she needed to call the technician and it took some time to fix it. For classroom arrangement, the students in eight classrooms were individually seated in rows of around eight to ten students. Most students in each class preferred to sit in the middle and the back rows. Meanwhile, the students in one class were arranged by small groups. The teachers' teaching hours lasted from 01.02.59 – 02.22.15. All classes were GE subjects in which the subjects' objectives in eight classes were related to communication, but one focused on academic purposes. Of the nine classrooms, seven classes were small and could accommodate approximately 50 students. One classroom was medium size and held 70 students and one tiered classroom could accommodate 100-150 students.

Eight classrooms were taught by full-time Thai EFL teachers. There was a class that the teacher normally taught by herself. However, when classroom observations were being conducted in that week, the teacher invited an American native English speaker to be visiting lecturer in her class. Interestingly, the students in this class participated in asking-answering questions activities in which the teacher assigned them to prepare one question each in advance. From the observed classrooms, the students were excited to meet the native speaker in person because they had a great chance to practice using English in real situations. The students learned English through the use of daily life conversations with a guest speaker. Some teachers started their classes by introducing the lessons or reviewing homework from the previous week. This study only investigated teachers' beliefs; therefore, students' responses or interactions were not presented. Thai and English were the medium languages of instruction by most of the teachers in the GE classrooms. However, they used more Thai than English.

4.3.2 Teaching Practices in GE Classrooms

The findings related to the teaching practices in classroom were classified into seven main points: English teaching approach, classroom activities, teaching

materials, teachers' roles, students' roles, error correction and use of language accordingly.

4.3.2.1 English Teaching Approach

1) Lectured-Based Teaching, Teacher-Centered Approach, Grammar-Based Teaching, and Sentence Structures and Grammatical Explanation

In all nine GE classrooms, most teachers regularly employed lecture-based teaching because they were required to complete their teaching content in the period. They employed a traditional approach such as Grammar-Translation quite often. Most teachers focused on grammatical structures teaching because some parts of the examination were to evaluate students' grammatical competency. Most of them taught students to have grammar knowledge to help them pass examinations. It could be said that they taught students for grammar-based examinations or test-based teaching. Some teachers needed to spend time in grammar teaching at the beginning of the class because the examination was scheduled for the following week. They taught the students about sentence structures and explained how to use tense knowledge. In some classrooms where the teachers such as T1 and T7 aimed to test the students' knowledge in the following week, they needed to complete the course content in time to make sure that the students could understand and adapt the knowledge for the scheduled test. Sometimes, the teachers taught by adopting CLT principles; however, the CLT approach was not emphasized much. All teachers explicitly dominated and were the center of the classes.

Regarding grammar teaching, it was always taught deductively. It could be said that direct grammar teaching could be pervasively seen in almost all classrooms. Five teachers (T1, T4, T5, T6, T7) often explained grammatical rules on the PowerPoint slides and they sometimes wrote down some examples how to use each tense on the whiteboard, whereas two teachers (T2, T3) wrote down the rules on the whiteboard. T8 and T9 did not focus much on grammar teaching. The content of grammar instruction was related to the text chapter and the given conversations. This could help the students understand both forms and functions, and to use the sentences correctly. Most teachers asked the students to repeat what they pronounced or followed the audio files. The following excerpts were examples of how the teachers taught grammar in GE classrooms. As observed in T1's

class, she had the students look at the PowerPoint slides about the simple present tense and explained how to use it. As she described:

> วิธีการใช้ simple present statement การใช้ tense simple tense ปัจจุบันอธิบายเรื่องทั่ว ๆ ไป เรื่องกิจวัตรประจำวัน อะไรที่มันเป็นจริงอยู่แล้ว หรือสิ่งที่เราทำทั่ว ๆ ไปนะคะ ดูด้านซ้ายมือก่อนที่เป็นในกรอบสีส้มนะคะ ฉันขับรถไปทำงาน สังเกต verb ที่ทำตัวสีดำทึบนะคะ
>
> (This is how to use simple present statement. It is used to explain general events, habits or routines, something that is always true, things that we do regularly. Please take a look at the table on the left column. I drive a car. Please notice the verb in bold words.)

T1 pointed out that the students should notice the subjects used in sentences. For example, the third person singular (He, She, It), the regular verbs of these subjects were formed by adding “s” or “es” to the end or changing “y” to “ies” whereas “I”, “You”, “We”, and “They” were followed by the verb in the base form. She emphasized the use of grammatical rules. Direct grammar teaching was helpful for the students because they would learn the correct patterns, understand how to use grammatical rules and apply their knowledge for the examination. After T1 explained the rules, she assigned them to do the exercises. Explicitly, the instruction for the students was “complete the sentences with the simple present form of the verbs.”

For grammatical teaching, out of nine teachers, two of them (T5, T7) had the students watch additional video clips from YouTube showing how to use these grammatical forms. Both of them also taught grammatical structures from the textbooks. After watching the videos, they exemplified some sentences in affirmative sentences, negative sentences, and interrogative sentences to make the students see the differences. They also asked the students to form sentences and to notice how grammatical patterns were used in the contexts.

2) Text-based Teaching according to Lesson Plans

All teachers employed text-based teaching in their GE classrooms. However, T8 who invited the native speaker to her class assigned the students to interview him in asking-answering questions activities, so she taught the

lessons after the activity was completed. It is apparent that the teachers followed the content order from the textbooks in their teaching practices. Moreover, they planned and prepared the lessons based on the lesson plans, course syllabus, and course objectives. When being observed, since the teachers in four universities started their semesters differently, they used different textbooks and taught in different chapters. They were expected to provide the students with a foundation in English and they had different teaching styles before leading the students to the lessons.

Noticeably, one teacher (T3), who needed to complete two chapters in a period could not conduct a class that emphasized the CLT approach. She needed to use lecture-based teaching and taught grammatical rules and the reading part. She sometimes asked a pair of students to practice the dialogues. In addition, in the interview sessions, T3 mentioned that she believed in using multimedia teaching aids because they could help support the teachers to teach in the communicative classrooms and the students could develop language skills from the technological media. However, when observed in her class, she did not use any technological media. Rather, she followed the teaching content from the textbook. (The details are explained more in 4.3.2.3)

3) Focusing on Classroom Attendance/Participation

In GE classrooms where the teachers focused on CLT-based teaching, classroom attendance/participation was part of the grading scale, so the teachers still paid attention to this part. All teachers checked students' names to verify their presence. Two teachers (T1, T6) checked students' names at the beginning of the class meanwhile, five teachers (T2, T3, T4, T8 and T9) checked their attendance while they assigned the students to do exercises and T5 and T7 did it at the end of the class. Checking students' names could encourage students to attend the class and have more classroom participation.

According to the findings, it can be inferred that all observed classrooms employed a mixed teaching approach of traditional instruction, such as Grammar-Translation, and the CLT approach. Most of the classes were lecture-based teaching and had a teacher-centered approach where the teachers were mostly involved in directing the learning. The observed findings were inconsistent with the CLT principles as well as the survey and interview findings. The teachers

sometimes employed student-centered teaching. The teachers engaged the students in their lessons by explaining explicit grammatical rules, explaining and giving instructions, asking questions to students and translating the meaning of sentence structures or vocabulary. As observed from the classes, all teachers (nine) employed teaching as the whole class in their GE classrooms. All of them followed the teaching content in textbooks and they planned to finish the chapter according to their teaching schedule. In the researcher's view, some classrooms seemed overcrowded when the teachers employed CLT-based teaching. Most teachers operated their classes in teacher-fronted styles. Language teaching rarely focused on functions or how to use a language. Rather, the teachers aimed to focus more on forms or grammatical structures based on textbooks. When the teachers conducted their classes and used textbooks which contained all four skills, they attempted to engage the students to practice the four skills, but teaching hours limited the students to practice, especially in speaking skill.

4.3.2.2 Classroom Activities of Oral and Written Communicative Practices

Each teacher started teaching GE classrooms differently. Eight teachers (T1, T2, T3, T5, T6, T7, T8, T9) started their teaching by leading the students to the teaching content whereas one teacher (T4) did a group work activity to warm-up the students before getting to the lessons. T4 first instructed the students to do an activity which lasted approximately 10 minutes. The students actively participated with their group members. The warm-up activity of T4 could activate students' readiness before starting the lessons. After the students finished their activities, T4 assigned them to sit in small groups and talk among group members. The common activities that most of them taught in their classrooms were listed as follows:

1) Whole-Class Teaching

Most of the classrooms were whole-class teaching and the teachers did not emphasize pair/group work activities. The students rarely engaged in communicative practices with classmates. On the day of observed class, most teachers rarely designed a variety of classroom activities such as pair/group works. It might be the case that the teachers were obliged to follow the content and finish within the

period according to their planned teaching schedule, so assigning activities in class could hardly happen. They possibly used pair/group work activities in other weeks. Also, the teaching hours limited the teachers in having students participate in activities based on the CLT principles.

Only T4 used both pair and group work activities in her class, and T2 used only group work. When there was a conversation part, T4 assigned the students to do pair work. For example, one student sat on a chair meanwhile another one stood in front of the chair and each couple practiced the conversations. She allowed the students to listen to the conversations twice and repeated them. During the conversation practices, the students were required to do role-plays. For example, they picked five vocabulary items and acted according to those words. T4 also assigned four group works to match the correct pictures. The students actively participated and discussed among peers. Then, they were assigned to sit with their members in a u-shape. When she taught listening parts or had the students watch the videos, she asked them the questions in English, and she tried to repeat the same sentences to make sure that the students understood what she said. The students who would like to answer the question needed to raise their hands. When they got correct answers, they needed to tell the teacher their group number to mark the scores. The researcher noticed that there was a lot of classroom participation and attention from students. From this task, the students discussed the possible answers with their friends. The teacher gave extra marks to the group that answered correctly. Similarly, T2 used group work activities where the students needed to share their opinion about how to write correct sentences. The teachers rarely focused on activities about meaning because they emphasized linguistic forms.

Two classrooms taught by T6 and T7 were very small and narrow and a large number of students (40) made the class looked crowded. Therefore, the teachers did not assign them to practice in pair/group work. They sometimes supervised students during doing the exercises. They used lecture-based teaching because it was very difficult for them to perform activities. Even though the other seven classrooms (T1, T2, T3, T4, T5, T8, T9) were more spacious, the teachers rarely had both pair and group work activities in their GE classrooms.

2) Text-Based Activities

Most teachers used text-based activities, and they designed activities to be suitable to the teaching content to engage the students in classroom participation (The details are explained in the following topic). The teachers designed their teaching styles and followed the content order based on commercial textbook content. For example, some teachers who used a textbook named 'World Link' (as can be seen in 4.3.2.3), started from Unit One, *People*, which was divided into two lessons: A and B. In Lesson A, *getting to know you*, the contents consisted of many sections: video, vocabulary, listening, speaking, grammar, and communication. For Lesson B, *appearance*, the vocabulary, listening, reading, grammar, writing, and communication were included. Some teachers started their lessons by asking students what the topic was. For example, T9 asked the students, what the topic name was, and the students replied 'food,' then he concluded that with 'Food, drink and culture.' T9 wanted the students to realize what they were going to study and to make them have the idea of the lessons. Then, the students could focus on and share ideas among classmates. Following an introduction in the class, some teachers (T4, T6) engaged the students to share their opinions and personal life experiences related to the topics they were studying.

In addition, at the beginning of the class, two teachers (T5, T7) gave the answers to the homework they assigned the previous week. T7's teaching practices were exemplified below. When being observed, T7 first started reviewing homework she assigned the previous week concerning the vocabulary of "Things in the house." In letters A-Z, the students needed to find vocabulary that started with each letter, such as R for a rug, S for a sofa and T for a table. The students gave various answers. Then, she asked a question, "Are you having a bad week? She translated the directions in Thai and allowed the students to think about the answers for one minute. Next, she had the students watch a YouTube video about how to use past continuous tense and past simple tense. The students learned the differences between two tenses and T7 also briefly explained grammatical rules related to the contents. She assigned homework and instructed them to recite 30 irregular verbs. She also engaged students in the listening part about grammar, and she called on the students to discuss what they were doing at 8 p.m. last night. She

provided students with examples of sentences. Then she asked the students to do exercises in the textbook by completing sentences before providing the answers. The students listened to the audio files about sentences of tense and did the exercises in the class. She taught another topic about accidents and gave examples such as "I broke my arm." and "I cut my finger." The students needed to make three sentences. The students listened to the conversations about accidents and T7 asked the students, "What happened to him?" She assigned the students to write sentences in the past continuous tense. The students did the exercises by completing the conversations. She asked the students to review the homework. As can be seen, the activities the teachers designed were based on the contents of the commercial textbooks.

3) Engaging Students in Classroom Interaction

Most teachers provided students with opportunities to have classroom interactions by inviting them to share their own experiences or understandings related to the topics being studied with their classmates. However, it can be seen that there was one-way interaction from the teachers directly to the students. Teaching and learning classroom management was mostly dominated by the teachers.

4) Asking-Answering Questions Activities

Some teachers designed asking-answering questions activities. Two teachers (T6, T8) assigned the students to do an activity of asking-answering questions. Therefore, these two classes showed a lot of classroom participation of the students. For example, when T8 discovered unknown words, she wrote them down on the whiteboard. Also, when the native speaker used new and difficult vocabularies, he wrote them down and explained the meanings in a simple way which was easy to understand. The new vocabulary they taught consisted of, for example, nervous, siblings, culture, region, and instrument. The students wrote them down on their textbooks or notebooks. When the native speaker finished introducing himself, the teacher asked the students the questions which could help review their understanding. The following excerpts exemplified some parts of the conversations between the teacher and students in T8's GE classroom.

T8: Where does he come from?

Ss: America.

T8: What state? มาจากรัฐไหน (What state is he from?)

Ss: Utah.

T8: How old is he? How old is he?

Ss: 21 years old.

T8: Yes, he's 21 years old. ใช่มั้ยคะ (Is it correct?) Where is his family from?

Ss: Norway.

T8: Norway. How many languages can he speak?

Ss: Three.

T8: He can speak English. He can speak Thai. He can speak… (The teacher explained and used her finger to count the languages he can speak.)

Ss: Norway.

T8: Norwegian. ประเทศนอร์เวย์ ภาษานอวีเจียน (Norway is a country and Norwegian is a language.) (She also explained how to describe nationality of Thailand, Japan, and China.) เหมือนประเทศไทยคือไทยแลนด์ คนก็คือคนไทย (It is similar to when we say the country like Thailand and Thai people as Thai.)

Ss: Thai.

T: ภาษาก็คือภาษา… (The language is …)

Ss: Thai

The students could consider if they were correct and they learned how to ask someone questions. Meanwhile, the teacher also used code-switching because she used Thai and assisted the students when it was necessary. As can be seen, when she noticed that the answer was incorrect (the correct answer was four languages), she tried to help the students to answer correctly.

5) Employing Instructional Media in Teaching

The teachers engaged the students to watch video clips from PowerPoint slides and instructional media such as YouTube (See descriptions in 4.3.2.3).

6) Focusing on Grammatical Structures, Sentence Drill Practices and Repetition and Choral Reading from the Textbooks

The teachers focused on teaching grammatical structures, especially tense knowledge such as simple present tense, past continuous tense, and

past simple tense. They allocated time for activities in listening and speaking skills. Nearly all classes focused on drill practices at the sentence level. The students listened to audio files a few times and they repeated what they heard from the audio files altogether. In some classes where the teachers did not use audio-visual aids, the teachers pronounced the conversations by themselves and the students were assigned to repeat after them. For oral communicative practices, the students often had a chance to speak English after they listened to audio files. After listening, they were required to read the sentences from the exercises out loud. Sometimes, the students were asked to repeat the vocabulary or the conversations about what the teachers had just said. They rarely initiated speaking English by themselves. Most of the communicative practices were based on grammatical patterns. The students learned English by remembering correct sentences and pronouncing the conversations correctly. Sometimes, the teachers asked the students to change the dialogue and create their dialogue with their classmates.

The students practiced their writing skill from the exercises which mostly were filling in the correct form of tenses during the classes. They practiced writing tasks and they always completed the sentences by filling in correct vocabulary or grammatical forms. However, they rarely had a chance to practice writing dialogues or conversations on their own or create their own ideas. Rather, the teachers provided them with sentence structures and they needed to follow the given writing or reading patterns. The following is an example of an exercise in the textbook that the students needed to complete in T1's GE class.

a) I take (take) the bus to school. I don't walk (not/walk).

b) Jonathan has (have) a car. He drives (drive) to work.

c) My parents take (take) the train to work. They go (go) to the city.

d) My neighbor rides (ride) a motorcycle to work.

Explicitly, the students learned grammatical rules and then practiced how to use sentences correctly. They remembered the patterns and knew the rules, but they did not have much opportunity to use it in their daily routines. In addition, one teacher (T3) also assigned the students to write sentences about the tense that he finished teaching in the class. He designed individual and group work

activities. First, the students needed to write three sentences in the present simple tense and presented them in front of the class. Second, they were assigned to work in groups of three to write down three sentences of past simple tense, present simple tense, and future simple tense. While they were doing the assignments, the teacher approached the students and helped them to form questions. The students learned how to write the sentence structures correctly.

The students in one classroom (out of nine) were assigned to write a short paragraph. As indicated earlier, T8 invited the native speaker to her class and at the end of the class, she assigned the students to do a writing task. The students were assigned to write the native speaker's personal information based on his answers to the students' questions. Some parts of his background he talked to the students were shown below:

> My name is Henry. I am 21 years old. I'm from America. My family is from Norway. I speak, how many languages? I speak English, Thai, Norwegian and Chinese. I came to Thailand as a missionary. I've been in Thailand for 1 year and a half.

The native speaker introduced himself two times; at the beginning of the class and the end of the class. He translated each sentence into Thai because he can speak Thai very well. From this activity, the students learned how to introduce themselves in English. They could practice language skills from class participation. Besides, the regular teacher in this class concluded that this activity seemed to engage the students in real-language uses, and they had a great opportunity to interview the native speaker exclusively.

In the survey and interview sessions, the teachers mentioned that they believed that pair/group work activities were employed to assist the students to practice English in real situations. However, when being observed in their classes, eight teachers did not assign a variety of activities for the students. They taught the students in the traditional classroom seating arrangement. Only T4 arranged the students to sit in small groups. It was noted that the students in this class participated more and had more classroom discussion among classmates; meanwhile, the students in other classrooms rarely had an initiative in language learning.

However, since teaching hours in GE classrooms were limited, most teachers intended the students to practice using English on their own outside the classrooms. They sometimes assigned the students some topics and the students needed to record and submit the video clips to the teachers.

7) Vocabulary Explanation and Translation

Additionally, the teachers still focused on the learning of vocabulary knowledge because they considered that vocabulary learning was very important in EFL classrooms. They all taught the vocabulary based on the textbooks, related to the chapter content. When they taught the students about vocabulary, they used Grammar-Translation. As can be seen, most teachers (T1, T3, T4, T6, T7, T9) asked the students to look at vocabulary and asked them the meanings. If there were unknown words, the teachers asked the whole class to give the meanings. Most teachers did not call any student name to reply to them, but they aimed to ask students in the whole class. Some students volunteered to answer the teachers. Sometimes, the teachers explained the meanings in Thai. Eight teachers always translated the sentences or the difficult vocabulary from English to Thai, but only one teacher (T9) rarely did it. Rather, he always explained the situations and provided the students with clues or simple vocabulary that had similar meanings. In T3's class, she allowed the students five minutes to look up the vocabulary's meanings from their mobile phones' applications. She intended the students to discover the meanings by themselves first and to train them to be self-autonomous learners in language learning. As can be seen from T1's GE classroom, she started her class by teaching vocabulary about ways of getting around such as drive a car, ride a bicycle, take a taxi (cab), take the bus, take the subway, take the train and walk. She asked the students whether they knew the meanings and then she explained the meanings of new words in Thai. T1 described the differences between drive and ride and how to use these words in different contexts. After explaining the meanings, she instructed the students to pronounce the vocabulary by repeating her pronunciation.

8) In Class Exercise Practices and Homework Assignments

The teachers in these contexts arranged for the students to do the prescribed exercises after they taught them the grammatical structures. Six teachers (T1, T2, T3, T4, T5, T6) allowed the students to do exercises in class.

Toward the end of class, some teachers (T5, T7) reviewed homework they assigned during the class to students. Two teachers (T1, T8) recommended the students to review the content that they had finished studying in the week.

At the end of the class, six teachers (T1, T3, T4, T5, T7, T8) assigned homework for students. Most of them assigned homework out-of-class because they ran out of time and they aimed for the students to review what they had learned in the class. They could not allow them to do all parts of the exercises in class because the teaching hours were limited. In addition, the teachers would like the students to search for information from the Internet or use their own ideas related to the topic they assigned. For example, T7 assigned the students homework to write down 50 irregular verbs and they were required to recite 30 irregular verbs for the test. The students needed to write down the tense that she taught in the class. In addition, they needed to write three sentences of past simple tense and past continuous tense and submit the assignments the following week. Two teachers (T1, T8) recommended students review and prepare the lessons before attending the classes in the following week. They would like the students to be well-prepared and to discuss with classmates about the lessons.

In short, the common activities seen in classroom were whole-class teaching, text-based activities, engaging students in classroom interaction, asking-answering questions activities, employing instructional media in teaching, focusing on grammatical structures, sentence drill practices and repetition and choral reading from the textbooks, in class exercise practices, vocabulary explanation and translation, and homework assignments. However, there was little classroom discussion. The teachers rarely used pair/group work activities to allow the students to participate. The findings in the observed classes were not in line with the CLT principles, the finding from the questionnaires and semi-structured interviews. Even though the students had an opportunity to practice oral and written activities, the practice emphasized the use of correct forms rather than communicating in meaningful conversations.

4.3.2.3 Teaching Materials

All teachers used commercial textbooks which were published by well-known publishers as the main source materials for teaching in their GE classrooms. The details were as follows:

- Five teachers from A and C Rajabhat Universities used a textbook called “World Link” from Heinle Cengage Learning written by Nancy Douglas and James R. Morgan.
- Two teachers from B Rajabhat University used “Four Corners” from Cambridge University Press written by Jack C. Richards and David Bohlke.
- One teacher from D Rajabhat University used “Touchstone” from Cambridge University Press written by Michael McCarthy, Jeanne McCarten and Helen Sandiford, and one teacher employed the in-house book.

The teachers in two universities (A and C) used the same textbooks whereas the teachers from the other two used different textbooks. According to the interview findings, they believed that the commercial textbooks were well written and approved by native speakers, so the teachers believed in the commercial textbooks’ quality. Also, the textbooks were designed to cultivate students in all four skills, so the teachers used them in GE classrooms where they aimed to develop overall student English competency.

For the commercial textbooks, the exercise parts of the textbooks mostly consisted of fill-in-the-blank, matching, multiple choices, and answering questions. Since all of the teachers used commercial textbooks, the teaching approach was text-based content in GE classrooms as previously mentioned. The teachers conducted their class by using PowerPoint slides from the packaged software provided with the textbooks. Out of nine teachers, six teachers (T1, T4, T5, T6, T7, T9) used PowerPoint slides to teach the lessons and make their classes more interesting. The PowerPoint slides were multimedia teaching aids which included audio and video files and resembled the real situations. When the teachers taught the listening parts, they allowed the students to listen twice then they assigned them to do

the exercises for a few minutes and answer the questions. When the students finished watching the videos, the teachers asked questions and some teachers called on students' names to answer.

The teachers also used the authentic teaching materials in their classes and the researcher noticed that they could support the CLT-based teaching because the students felt interested and they could motivate students in language learning. In terms of authentic teaching materials, the teachers employed video clips from online websites such as YouTube, worksheets and flashcards throughout the teaching period. Interestingly, T4 used flashcards in group work activities. The students matched similar vocabulary with the correct pictures. The students could learn new vocabulary before starting the lessons, but the activity did not promote communicative language use because the students just chose the correct flashcards and presented them to the teachers. However, this activity made the students enjoy playing and they were very excited.

Nevertheless, in the class that emphasized academic purposes, T9 did not use audio files because the subject by nature contained academic words. Therefore, he taught vocabulary and grammar knowledge from textbooks. During the classroom observations, the teacher taught about prefixes and used PowerPoint slides as the main instructional media. T9 explained the vocabulary's meanings in English. Meanwhile, three teachers (T2, T3, T8) did not use a computer to support their teaching and they taught the teaching content from textbooks. In listening parts, the teachers read the conversation, or the passage one time and they asked the students to repeat it. When they taught grammar, they wrote grammatical rules or vocabulary on the whiteboard. T3 mentioned in the interview sessions that the technology-based teaching method was a good way to develop students' language learning. However, in her class, she did not employ any teaching materials except the textbooks. She believed in self-directed learning, so she intended to impart knowledge to students. The students were responsible for practicing English by themselves when they were out-of-class. Obviously, one teacher, T4, who employed the use of pair/group work activities to engage the students to practice using English in classroom, used authentic teaching materials with flashcards and instructional media. The teaching tasks utilized an effective CLT-based approach in GE classrooms.

4.3.2.4 Teachers' Roles

According to the findings in the previous topic that the teachers taught grammatical rules to the students, the teachers' roles in the GE classrooms were similar to the traditional approach. Most teachers functioned in their roles as instructors, teachers or knowledge transmitters who imparted knowledge to students and had authority in classroom. They occasionally were facilitators who assisted students when they had learning problems. Obviously, since almost all the classes were lecture-based, the teachers spent most of the time for lecturing. They always used teacher-fronted styles, and they dominated the class. When the teachers assigned the students to do the exercises, both listening and reading parts, they gave instructions clearly by explaining sentence usage and verb forms. Then, they kept asking the same questions until the students gave the correct answers. Sometimes, they gave the students clues and guided them to respond correctly. They used various teaching strategies to clarify students' responses such as repeating students' explanations or answers.

In the teaching process, two teachers (T1, T5) mostly sat at the desk in front of the class when they were teaching the students; meanwhile, seven teachers (T2, T3, T4, T6, T7, T8, T9) stood in front of the class and they walked to assist the students when assigning them to do exercises or activities in classroom. All teachers designed and planned the teaching content and activities. They also led activities and sometimes engaged students to participate in real-life situations. For instance, in T8's classroom, she assigned the students to prepare the questions to ask the native speaker. However, it was one-way communication because the students only had a chance to ask questions. They did not practice replying the answers with the native speaker, but they could learn how to ask for people's basic information in English and how to form a question correctly. It was understood that the teachers sometimes functioned as facilitators or motivators in GE classrooms where the teachers aimed to focus on the CLT approach.

In addition, some teachers intended to make students realize how English was important. In T8's classroom where the teacher invited a native English speaker who speaks Thai very well, the teacher motivated the students to realize the need to learn English. She mentioned that the native speaker has learned Thai for one

and a half years and he can speak Thai very well. Meanwhile, she stated that Thai students (especially in her class) have learned English for 10 years, but they were not proficient enough in English. This could encourage the students to be attentive in English learning. Some teachers recommended GE students practice English out-of-class and described the benefits they would receive if they were competent in English. In the interview sessions, most teacher interviewees expressed that they would like the students to be active and self-autonomous learners when they were out of class. When observing the teachers' teaching practices, they still aimed to motivate students to be autonomous learners.

The teachers offered a lot of opportunities for students to express an idea, but often they kept quiet. They did not reply immediately, and they sometimes listened to the directions many times before they understood. Two teachers (T3, T7) assigned the students to use mobile phones to search for information related to the teaching content. They recommended the students find vocabulary meanings using dictionary applications on their mobile phones and it was noticed that the students actively and intentionally participated in this activity. They assisted the students when they had problems in searching for meaning.

All teachers tried to create a good environment in language learning. They asked the students to participate in classroom. For example, T7, who has a good sense of humor, created an enjoyable class because she shared her experience of her family or her daily life with students. She often told funny stories that were related to teaching content. She sometimes sang songs while she was waiting for the students' answers. She was the only teacher who checked students' classroom participation by calling on their nicknames whereas eight teachers called on students' real names. Therefore, her classrooms were very active and lively.

To conclude, the teachers performed their roles as teachers, lecturers or knowledge transmitters who were actively involved in all kinds of teaching. They occasionally acted as facilitators to assist students in the learning process, for example, when they did their exercises during class. All activities were led by the teachers. They dominated the class in planning teaching content and designing classroom activities for students. They tried to engage students to be involved in activities such as answering questions and created a supportive learning environment

in the class. While the teachers were teaching, all of them were the center of classroom attention. They instructed, assigned work and supervised the class. The findings found an inconsistency between teaching practices in observed classrooms and the CLT principles. Also, the observed findings did not match the findings from the questionnaires and interviews.

4.3.2.5 Students' Roles

Throughout the interviews, the teachers expected the students to function in roles as active and self-autonomous learners in GE classrooms where the teachers focused on employing communicative teaching. But they reported that their students were often passive learners who did not pay much attention to English learning; they studied English to specifically complete the university's curriculum. Most students lacked motivation in English learning, so they did not perceive the importance of English. Noticeably, when being observed in the class, the students were not active in learning GE subjects which were compulsory for them. Some students arrived at the class late and had not done the homework that the teachers assigned the previous week. They were not well-prepared for their lessons before attending the classes. Some wrote down the answers when the teachers were giving the correct answers. Often, some of them were using mobile phones, taking selfies and taking photos with classmates during the class.

Since the students in the observed classrooms were GE students who studied in a variety of majors and had different levels of English, the researcher noticed that they were less self-confident, too humble and shy. They rarely expressed their opinion when the teachers asked them to answer or share their ideas in the class. They had little classroom participation or discussion with their classmates. Not many students volunteered to respond to teachers' questions. Sometimes, they waited for the teachers to identify students' names. However, most teachers tried to make their classes lively. In doing so, they asked students' questions to have more class interaction and participation. The students were called on by the teachers or the teachers sometimes asked students who volunteered to respond to their questions actively. The students in five classrooms taught by T2, T4, T6, T7, T8 were sometimes active learners who participated in the activities designed by the teachers.

In T8's class, the students showed activity observed in English learning the most because they acted as self-autonomous learners who prepared questions as the teacher assigned them to do (questions to ask a native speaker) before attending the class. After the teachers introduced the native speaker to the class, the students needed to introduce themselves in English. They had the opportunity to speak English with a native speaker. As discussed in a previous section, the students were required to ask the native speaker a question. This excerpt was from the conversation at the beginning of the class.

Ss: Do you like to listen to Thai songs?

Native speaker: I do. I can listen to Thai songs. Do you want to know what song I like to listen to?

T8: อยากรู้มั้ยว่าฉันชอบฟังอะไร (Do you want to know what song I like to listen to?) Yes.

Native speaker: So, I like, for example, BNK, Lydia, music from Buppe Sannivas (Love Destiny). I like modern Pop.

T8: Do you want him to show you the song? ให้เค้าร้องให้ฟังหน่อย (Do you want him to show you the song?) Hey you, show us a little bit of your song. The song that you would like to sing.

Native speaker: Do you know the song by Bie the Star?

It was worth noting that the native speaker has tried to learn Thai by practicing Thai by himself, for example, listening to Thai songs, watching Thai soap operas or movies, or talking with Thai friends. The way he learned Thai could possibly motivate the students to learn English by doing the same behaviors if they intended to develop their English proficiency. Additionally, these were some of the questions formed by the students in T8's GE classroom.

> Why did you come to Thailand? Do you like Thai food? Where do you stay? Do you have a girlfriend? What is your favourite Thai food? What is your favourite sport? How many siblings do you have?

As can be seen, the students learned how to form present simple tense's sentences and how to reply to the questions. T8 requested the students to pronounce difficult vocabulary and she also translated and explained the meanings in

Thai. It was obvious that the teacher attempted to assist the students during their practices. She needed to translate to Thai because she was afraid that the students might not understand the sentences. Sometimes, she gave the students guidance to help them have a clearer understanding. The students in six classes (T1, T4, T5, T6, T7, T9) had great listening practices because the teachers used the computer and prepared their teaching content via the PowerPoint slides which engaged them to listen and watch the videos through audio-visual aids. For speaking, reading and writing skills, even though the students were allowed to practice all these skills, they had to follow the sentence structures from the textbooks. Due to large class sizes, some students who sat in the back rows did not pay much attention because they did not hear well. In addition, the teachers did not involve them in activities; therefore, the students seemed to be less enthusiastic. The students did not have any opportunity to design classroom activities, learning content and teaching materials.

In short, most of the students were not very active and were not self-autonomous learners who could be responsible for English learning by themselves. Mostly they showed that they were passive learners who always waited for the teachers to transfer them knowledge and they rarely had much classroom involvement. Because of low motivation in English learning, the students did not pay attention in English learning. It was very difficult to encourage the students to learn English outside classrooms because of the less supportive learning environment, as the teachers mentioned earlier in the interview findings. Overall, the findings of this study suggested an inconsistency between teachers' teaching practices about students' roles and CLT principles. The observed findings were also incongruent with the survey and interview findings.

4.3.2.6 Error Corrections

The teachers in these contexts paid attention to students' error corrections. The researcher noticed that some teachers corrected students' errors while they were speaking the dialogue with classmates. For example, T6 assigned the students to engage in asking-answering questions activities in which she wrote down the structures of questions and answers on the whiteboard. She called on one student to ask the question and another student to reply. For example:

S1: Is there any food you don't like to eat or drink?

S2: Yes, *is there.*

T6: Yes, there is.

According to the above excerpt, when T6 noticed that the students made errors, she corrected students' errors immediately after the students finished their sentence. Also, regarding error corrections, when the teachers knew that the students had pronunciation problems or pronounced words incorrectly, they would repeat the words to pinpoint the errors and aimed to make the students realize what the correct words were.

Another example was drawn from T8 who assigned students to ask a question to the native speaker as follows:

S1: Do you like *team football* Buriram United?

Native Speaker: Yes, I like the *football team*.

T8: เหมือนประโยคมันสลับกันนะคะ (It seems your sentence is alternated.)

Native Speaker: What is your favorite *football team* in Thailand? or Do you like the Buriram *football team*?

T8: Football team.

From this conversation, the teacher noticed errors made by a student because of alternating the word order, but she did not inform the student right away. She did not correct the sentence by herself. Rather, she allowed the native speaker to correct it and the students in the whole class could learn how to use the correct sentences. She then emphasized the correct word. Both teachers corrected students' errors with an explanation.

Since most teachers did not assign the students to do pair/group work activities during their teaching, the error correction process seldom happened in the class. Mostly, they corrected the students' wrong pronunciations and misspellings. The teachers sometimes corrected students' errors after they repeated audio files or the teachers themselves. Regularly, the students mispronounced, so the teachers needed to teach how to do the correct pronunciation so that they would remember the correct words and use them correctly. For example, the teachers pronounced the correct words or sentences the first time and the students were required to repeat

them. In addition, when the students could not give responses, the teachers tried to give clues or provided them with appropriate context. Also, when the students gave wrong answers, the teachers motivated the students to review and discuss with classmates again. They also attempted to encourage students to have self-correction.

In conclusion, the teachers emphasized grammar correction based on correct structures. They focused on accuracy rather than fluency and corrected students' pronunciation and spelling. They gave correction feedback by interaction with the whole class and most of them provided feedback right away after the students finished their conversation. The findings from observed classrooms were inconsistent with the CLT principles, and the findings from questionnaires and interviews.

4.3.2.7 Language Use

The teachers used both Thai and English as a medium of instruction in the class. Five teachers (T1, T2, T3, T5, T8) used more Thai (60%) than English (40%) when they taught in GE classrooms. They often explained grammatical rules and translated instructions in Thai. When they assigned the students to do activities such as reading or listening to the audio files, they spoke the instructions in English first followed by explaining in Thai. It was worth noting that T3 and T5 stated in the interview sessions that they often spoke Thai because they believed that their GE students had a low level of English proficiency and they studied in different majors where English was studied in only two classes over four years. When observed in their classes, both of them regularly used Thai, especially when they explained grammatical structures and gave directions to students on how to do the exercises.

One teacher (T7) used approximately 40% Thai and 60% English. In the interview sessions, she stated that she would try to use English more than Thai this semester (when the research was being conducted) because she could develop her English competency, especially in speaking skill. Previously, she always used Thai as the language of instruction but when observed in her class, she explained the teaching content and directions in more English than Thai. She used English quite often. What she stated in the interview sessions was corresponding with what she practiced in her observed class. She intended to use less Thai in the class because she would like the students to be familiar with English and she could improve her own English proficiency as well.

Interestingly, two teachers (T4, T6) used 80% English in their classes. They explained the teaching content, grammatical rules, and instructions in English and they sometimes translated into Thai to make the students understand better. Only one teacher (T9) spoke almost 100% English in his class. One teacher (T7) sometimes used a dialect in the class. In terms of explaining the lessons to students, as observed in the class, eight teachers (T1, T2, T3, T4, T5, T6, T7, T8) spoke in English, translated the sentences or conversations into Thai. Only one teacher (T9) rarely translated sentences. Rather, he tried to describe the meaning by using simple words in English to make the students understand the contents. He attempted to explain in English both grammatical knowledge and giving instructions. When he described some vocabulary and wanted the students to guess what that vocabulary was, he repeated the same sentences. He sometimes asked the students, "What does this word mean in Thai?" so the students replied to the words in Thai. Even though the students did not have a chance to practice using English, this teaching style could help the students listen to English sentences. He explained the meaning of "invisible" to his students as follows:

> Invisible, visible, vision is about eyes. (He pointed to his eyes.) Vision is about eyes. If you have a vision, you can see. You can see it. You can see it. But invisible, what does it mean? Invisible, yeah, you cannot see. You cannot see it. O.K. You cannot see it.

Most teachers used code-switching between Thai and English (some examples were elaborated in the previous section). For instance, in T4's class, she had the students watch a picture on the projection screen and asked the students questions. As observed in her class:

T: Take a look at the picture. Where is it? Which city and which country? Which city? Which city? เมืองอะไรคะ (Which city?) อ่านได้มั้ยคะ (Can you read?) Monte Piana, Italy, so what are they doing? What are they doing?

Ss: …

T4: What are they doing?

Ss: They are relaxing.

T4: What?

Ss: They are relaxing.

T4: No, what are they doing?

Ss: They are sleeping.

T4: Sleeping in what? In what? อยู่ในไหนคะ (Where are they sleeping?) in a hammock. O.K. How high from the ground?

Ss: 40 meters

T4: 40 meters, O.K. In this chapter, we're gonna learn about vacation. Vacation คืออะไรคะ (What is a vacation?)

Ss: เที่ยววันหยุด (Traveling on vacation)

T4 tried to link the contents from textbooks and initiated conversations for students to share their experiences among classmates. She also encouraged the students to participate more in class. If the students could not give the correct answers, she asked them the same questions and gave them clues. She always repeated the questions to make sure their students could understand. If she noticed the students could not reply, she sometimes answered the questions by herself and she then switched into Thai, so in her class, she used both Thai and English to clarify the meanings for the students.

As observed in all GE classrooms, the teachers sometimes used non-verbal communication such as smiling, nodding their heads and gestures during the class. It is worth mentioning that some teachers linked their text-based content to local cultures or situations in their current teaching settings. For example, T6, who taught the topic "Shopping," attempted to ask the students about the shopping malls in the area where she and her students lived. The conversation was shown as follows:

T6: Let's take a look at this unit. Shopping. O.K. Look at the picture. Look at the picture and answer the questions. This is a photo of a luxurious shopping mall in Berlin, Germany. What does luxurious mean in Thai? What does luxurious mean in Thai? What does luxurious mean in Thai?

Luxurious แปลว่าอะไรคะในภาษาไทย (What does it mean in Thai?) Luxurious, what does it mean? แปลว่า แปลว่าอะไรคะ (What does it mean?) Luxurious แปลว่า (Luxurious means…)

Ss: หรูหรา (Luxurious)

T6: แปลว่าหรูหรานะคะ (It means luxurious.) ก็จะเป็น (It is) a luxurious shopping mall in Berlin. ห้างสรรพสินค้าที่หรูหราในกรุงเบอร์ลิน ประเทศเยอรมนี (It is the luxurious shopping mall in Berlin, Germany.) ซึ่งห้างนี้เป็นห้างสรรพสินค้าที่สร้างขึ้นโดยสถาปนิกนะคะที่นิวยอร์ค สหรัฐอเมริกา (It was established by an architect in New York, United States of America.) สถาปนิกที่นิวยอร์คนะคะ มาสร้างให้นะคะ (The architect in New York made it.) มันเป็นห้างสรรพสินค้าที่หรูหรามากใหญ่โตมาก (It is an enormous and luxurious shopping mall.) O.K. Look at the photo. Look at the picture, next answer the questions. No. 1; Is there a shopping mall in your city? มีห้างสรรพสินค้าในเมืองของคุณมั้ย (Is there a shopping mall in your city?) มี (Yes) Yes, there is. What is it called? เรียกว่าอะไร (What is it called?) What is it called? What else? In Surin.

Ss: Robinson

T6: What else?

Ss: Big C

T6: What else?

Ss: Soonheng Plaza, Lotus, Petkasem Plaza

T6: Very good.

It is noticeable that T6 explained the content from textbooks and then she related it to the local context where the students were familiar with. The combination between the western and local culture would be appropriate and learning from their own social contexts helped the students get a better understanding. She always repeated English sentences many times to make the students consider what she was saying. She used both Thai and English in her class. Mostly, she used English for giving instructions and explaining grammatical rules, but she sometimes translated into Thai to make sure that the students could understand what she said.

To conclude, the observed findings were different from the CLT principles because all teachers used both Thai and English as the medium of instruction; however, they matched the findings from questionnaires and interviews. The teachers used more Thai than English because the students were from different majors who had less proficiency in English. They used English when they read the

instructions and read some grammatical sentences for students; however, Thai was used when they explained how to use grammar or translated words, sentences or dialogues. Some teachers used a dialect to entertain the students and made the class more fun. Using a dialect could attract students' attention to language learning.

4.3.3 Conclusion

In response to the third research question, the teachers employed mixed-method teaching between the CLT approach and the traditional approach such as Grammar-Translation. However, they intended to follow some principles of the CLT approach to help the students have communicative competence. However, there were difficulties which limited them in employing the CLT principles in GE classrooms effectively. They regularly conducted their class using the teacher-centered approach and they sometimes employed student-centered teaching. The teachers designed and planned how to teach the students in each session according to their course objectives and course syllabus. Most classes were lecture-based teaching and teacher-fronted styles. They focused more on students' grammatical competence, such as tense structure, and they taught to comply with grammar-based examinations. They often integrated all four language skills, but the speaking skill was rarely emphasized and practiced in the class. The students had little chance to develop students' communicative ability. Grammar teaching was taught deductively, and the teachers explained grammatical rules in both Thai and English. The teachers rarely used pair/group work activities, but they focused more on asking-answering questions activities in which the questions were based on information in the textbooks. The students mostly practiced linguistic forms and learned how to use correct grammatical patterns. It was text-based teaching because the teaching contents mostly depended on the textbooks and they always employed the use of instructional media, e.g., PowerPoint slides which were equipped with audio-visual files, as teaching aids. The authentic teaching materials, such as flashcards and YouTube, were sometimes used in GE classrooms.

In terms of teachers' roles, the observed teachers functioned as instructors, teachers, or knowledge transmitters who conveyed knowledge to students. They dominated the class and were the leaders of the class. They always created a

supportive environment where it was suitable to learn English and they sometimes assisted the students in language learning. The students were usually passive learners who were not involved much in classroom participation. However, they were sometimes active learners when they were assigned to ask questions one by one. They were rarely self-autonomous learners who were responsible for their own language learning when they were in class or out of class. Grammar correction was focused on to make the students use correct structures, so accuracy was more emphasized than fluency. The teachers corrected the students when they mispronounced and misspelt, and they gave feedback immediately when the students finished the conversations. The teachers used both Thai and English as the media of instruction, but Thai was used more than English and they sometimes used a dialect to make their classes more relaxing and fun. They often used Thai to explain grammatical rules and translated instructions. Some activities the teachers conducted in the classes could illustrate how the teacher applied the CLT principles to develop students' communicative ability in their classrooms.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

This chapter reports the discussion of the findings concerning the research questions, the conclusions, the implications, the limitations and recommendations for future study. In an attempt to develop an understanding of teachers' beliefs, the present study was conducted to investigate Thai EFL teachers' beliefs about CLT and the use of the CLT approach in a Thai university context. Besides, the difficulties of teaching English through the implementation of the CLT approach and how to apply it to develop students' communicative skills were discovered. The participants, who were sixty Thai EFL teachers teaching at four universities from four different provinces in the northeastern area of Thailand, completed a questionnaire. Seventeen teacher interviewees participated in interview sessions and nine Thai EFL teachers were observed while teaching in GE classrooms.

5.1 Research Discussion

In this section, the discussion of research findings was presented in three main points: teachers' beliefs about the CLT principles, the difficulties in implementing the CLT approach in a Thai EFL classroom, and how the teachers applied the CLT approach in their teaching practices.

5.1.1 Teachers' Beliefs about CLT Principles

Following the main principles of the CLT approach categorized by Karavas-Doukas (1996), the findings from both questionnaires and interviews regarding teachers' beliefs were mostly consistent with the CLT principles except the importance of grammar. To illustrate, they believed in the CLT principles and reported that they implemented this approach in their classrooms. The findings indicated that the teachers believed in the theoretical principles of the CLT approach

proposed by various scholars (e.g., Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014; Savignon, 1991). The teachers believed that the CLT approach was beneficial and necessary in ELT and the students could practice using English in communicative situations in their daily lives and for their future careers. It was evident from the findings that the teachers had positive beliefs of CLT implementation in GE classrooms and these findings were similar to previous studies (e.g., Kaweian, 2018; Khunbankong, 2015; Promtara, 2016; Setyaningrum, 2018). This result showed a tendency that the teachers would use this approach more extensively in Thai EFL classrooms at the tertiary level. Each CLT principle was discussed in this section accordingly.

5.1.1.1 Grammar is necessary to help the students gain grammatical knowledge and know how to form sentences for communication.

The principle of the importance of grammar received the least favorable belief ranking, but it did not mean that grammar was not important. In the current contexts, the teachers believed that grammatical instruction was necessary, but it was not the most important aspect to be emphasized. Even though studying in classroom that focused on communication, the students needed to have grammatical competency because it was a means to achieve the learning goals. In other words, knowledge of grammar could help them understand how to use a language to communicate. The studies of Chang (2009), Chang and Goswami (2011) and Saengboon (2002) also found similar results that grammar learning helped the students to understand linguistic forms and use these rules for communication. Direct grammar teaching was needed and should be taught to educate students' grammatical knowledge. Grammatical knowledge is important in terms of making communication accurate. However, since GE subjects were the foundation courses, the teachers aimed to develop students' communicative competence and students' language fluency was the first concern. If they can communicate, it is acceptable. Later, they needed to learn how to speak English correctly to make their conversation more effective. According to Keck and Kim (2014), L2 classrooms that employed explicit grammar teaching could hinder students' acquisition process. An ideal language classroom could support the acquisition and fluent speaking.

From the researcher's view, the teachers aimed to educate the students to have strong grammar knowledge so that they could make the sentences necessary for communication. It seems that the students need to remember the accurate sentence structures to use them in real contexts. These findings were quite inconsistent with the CLT theory proposed in the literature review (e.g., Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014) stating that grammar teaching was included, and grammar teaching based on CLT approach is inductive.

The GE subjects' objectives might have been focusing on grammar-based examination or testing-based lessons, so the teachers were forced to teach to evaluate students' learning performance. The students needed to pass the set tests, so grammar teaching was required. Moreover, the teachers believed that if the students had grammatical knowledge, it could build their confidence in language learning. As can be seen, having grammar knowledge caused Thai students to feel confident to use English for communication. Thai students are familiar with direct grammar learning since they started learning English this way in the primary level, so the teachers could blend teaching styles between teaching grammatical rules and motivating the students to practice in communicative activities. Direct grammar teaching remained popular among the teachers in the current contexts, even though inductive teaching approaches were believed to be more effective in long-term learning and was very effective for CLT-based teaching.

Specifically, Thailand did not have a supportive English learning environment, so grammatical rules should be learned to know subjects or verbs to help students understand basic structures and use sentences to communicate properly. Moreover, English has not been learned as the first language for Thai students and learning English takes a lot of time for Thai students, so grammar learning would be the best method to help the students know how to use a language. Grammar learning can be a short cut for students who learn a second or foreign language. It is apparent that the teachers in these contexts overwhelmingly considered grammatical instruction was still the main issue that they were concerned about, even in classroom that focused on the CLT approach.

5.1.1.2 Group/pair work activities were important to develop students' communicative competence.

In terms of activities in GE classrooms, pair/group work were the activities that the teachers expected to use in CLT-oriented teaching. The teachers might consider that in doing these activities, the students had opportunities to use English to enhance language use in real-life situations. The findings reflected the theoretical principles of the CLT approach reported by many scholars (e.g., Brumfit, 1994; Buck & Wightwick, 2013; Celce-Murcia, 2001; Larsen-Freeman & Anderson, 2011; Littlewood, 1991; Nunan, 1993; J. C. Richards & Rodgers, 2014) that pair/group work activities are created to enhance students' communicative competence and these activities can help promote students' interaction among peers in classroom. It might be that when the students participated in pair/group work activities, they practiced using English among classmates which could build their confidence and support them in not being too shy. They could exchange their individual information when the teachers assigned them to practice the conversations. Consequently, these activities could help students to gradually master language skills in communication.

It could be concluded that these tasks could cultivate students' communicative ability and initiate them to be familiar with English speaking. Passive students were encouraged to participate and to have interactions among peers and instructors in classroom. Finally, assigning these activities supported the students to have more responsibility. They learned how to share their opinions and duties in group work presentation or role-plays among peers in their groups. The tasks in the CLT-based teaching could change Thai students' behavior in language learning from passive learners to be more active ones who could negotiate the meanings in English language communication.

5.1.1.3 Error correction is focused on to help students learn accurate sentence structures and understand how to use sentences correctly

The teachers focused on students' error correction and the correction feedback was given after students' communicative activities were completed. This is similar to the theoretical proposition of Larsen-Freeman (2000) who identified that

students' errors of form were accepted when they practiced fluency-based activities and their errors were a natural result of the improvement of communication skills. It appears that the teachers could not overlook students' error correction; otherwise, the students would remember incorrect words or sentences. Correcting students' errors was necessary because if the teachers did not correct them, it could cause fossilization (Rahman et al., 2018) which could consequently affect students' learning performance because their learning process would not be developed.

The survey findings identified an interesting issue that the teachers focused on the evaluation of students' language fluency or accuracy when the students practiced language use. When considering the statement "teachers should emphasize more on fluency rather than accuracy," the teachers rated this item very low as illustrated by a mean score of 2.63. It could be assumed that, to some extent, accuracy was an important concern in English language learning. There is a tendency to think that, even though the teachers believed in the CLT adoption, they strongly focused on language accuracy. Besides, the teachers believed that error correction should be made after the speaking process had been finished. It means that if the students were interrupted during practicing processes, they might feel more nervous or forget what they would like to say. It could interrupt students' learning development. Making errors was considered as a natural part of language learning because the students could learn English from making mistakes.

Furthermore, in terms of error correction or giving feedback to students, the teachers had different styles of giving feedback to students, such as correcting as a whole-class interaction and rephrasing the same sentences with accurate grammar. The findings echoed the previous study conducted by Farrell and Bennis (2013) that having various techniques for error correction was important because the students had diverse learning styles. As can be seen, giving feedback in a holistic view and not identifying students' names who made errors could help students understand how to use the correct sentences and this process did not cause the teachers to waste their time. When the teachers corrected errors, they rephrased students' sentences with accurate grammar. This could help the students reconsider and compare between the correct sentences and errors they made. This can be

assumed to mean that Thai teachers in this context paid much attention to accuracy even though they tried to employ the CLT-based teaching in GE classrooms.

5.1.1.4 The teachers were facilitators who assisted students in the language learning process.

In the six principles of the CLT approach, the teachers believed most in teachers' roles in GE classrooms being CLT-based teaching and teachers functioning as facilitators who assisted and guided students in English learning and the instruction should be conducted as learner-centered classrooms. The findings were in accordance with the theoretical characteristics of the CLT approach as reported by many scholars (e.g., Breen & Candlin, 1980; Larsen-Freeman & Anderson, 2011; Littlewood, 1991; Nunan, 1993; J. C. Richards & Rodgers, 2014) that the teachers are supposed to have the new roles as the facilitators and monitors who facilitate the students' communicative procedure. The findings from the questionnaires and interviews were similar and the study's findings were consistent with a previous study conducted by Chang (2009) stating that the dominant roles of teachers should be facilitators who assisted students in English learning process.

In CLT-based classrooms, teachers' roles were obviously different and had been changed from instructors or knowledge providers in the traditional approach where the teachers were the center of classrooms, to facilitators. Similar findings were found in previous studies indicating that the learner-centered approach requires the teachers to change their traditional roles from 'tellers' to 'facilitators' and from 'material users' to 'teaching material creators' (e.g., Nonkukhetkhong, Baldauf Jr, & Moni, 2006). For the CLT approach, the teachers hardly ever lecture in front of the class because they need to support students when practicing the conversations. Additionally, if the teachers aim to conduct CLT classrooms, they need to prepare and spend time arranging teaching materials in classroom activities. They can design a variety of activities for students' real-situation practices to develop communicative ability. It means that the teachers need to adapt themselves a lot to support all kinds of communicative activities to promote students and to facilitate them in developing their learning ability. They were no longer in the class by functioning the teacher-fronted styles because these roles cause the students to be more passive learners who

do not have classroom participation during learning. Importantly, motivating the students to realize the importance of English is necessary.

5.1.1.5 The students must be active and self-autonomous learners in English learning.

In classroom focusing on the CLT approach, the teachers believed that students' roles could contribute to students' successful learning by themselves, and the classes must be a student-centered approach (Nunan, 1993; J. C. Richards & Rodgers, 2014). The teachers asserted that students were self-autonomous learners to improve their learning ability. However, if the teachers used the CLT approach, it would consume a lot of time and they could not design a lot of in-class activities for students. Therefore, the students need to be responsible for learning by themselves by searching for more English knowledge online and practicing in listening and speaking out of class.

Teachers' beliefs about students' roles in this study were in accordance with the CLT theory (e.g., Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014), that students' roles have changed from the traditional approach because they need to participate in classroom activities such as pair/group work activities in a more cooperative approach rather than the individualistic approach. The students would have the opportunity to negotiate the meaning in those kinds of activities. Moreover, the students should be responsible to master communicative competence. It may be inferred that the students could no longer be the passive learners who waited for the teachers to provide knowledge in the class. Rather, they must be more active in participating in classroom activities, as well as having self-autonomy for learning development, because activities in the CLT-based teaching required much student involvement in meaningful communication through group and pair work activities.

5.1.1.6 Commercial textbooks and authentic teaching materials were important to contribute to effective English teaching and learning.

For teaching materials, the teachers believed in employing commercial textbooks as the vital materials in GE classrooms as well as authentic teaching materials. The use of various kinds of materials could help promote teachers'

teaching performance and it can contribute to making the CLT-based teaching more successful. Interestingly, J. C. Richards and Rodgers (2014, p. 100) advocated that various materials could be employed to influence "the quality of classroom interaction and language use" and appropriate materials can help promote the use of language for communication. They recommended materials that were presently used in the CLT approach in four types; text-based, task-based, realia-based, and technology-supported. Also, the teachers believed that this approach integrated all four skills; listening, speaking, reading and writing, so the commercial textbooks which were designed to integrate all four skills would be the best choice for teaching. As can be seen, teachers' beliefs were in line with the CLT's theoretical definitions proposed by many scholars in the literature review (e.g., Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014; Savignon, 2006). The teachers must be concerned with all four skills when teaching by focusing on the CLT approach.

For the commercial textbooks, although the teachers believed that they were helpful to develop students' four skills, the teachers' interview findings suggested that the content of western culture sometimes was not suitable for a Thai classroom context and some ASEAN or Thai cultures should be integrated into course content in commercial textbooks. The reason might be that the students were more familiar with their local culture than the western culture and some students did not know some elements, for example, kinds of foreign food and cultures. These findings supported the report of Darasawang (2007) who found that learning the culture and other information from other countries is important to broaden the vision about learning different cultures. In the meantime, learning Thai culture is necessary because the students can learn to express Thai culture and communicate their ideas in English. It is possible that learning content based on solely western culture was not quite appropriate for Thai students. In Thai university contexts, the contents needed to reflect the connection between Thai and native-speaking countries. In this case, the students could learn Thai culture as well as traditions and practice the language use that resembled the natural settings in classroom. These findings supported Kim's (2014, p. 350) study in a Colombian university setting where he found that "CLT should be implemented with sufficient consideration of its culture" and the content materials should match students' interests. Also, EFL students must internalize the

target language's cultural norms as well as their own culture, such as Thai culture. Therefore, the teachers could design how to teach both western, Thai and ASEAN cultures for students appropriately and effectively.

Because western communicative patterns, cultures and concepts were pervasively seen in textbooks (Holliday, 2005; J. C. Richards & Rodgers, 2014), when the teachers used western teaching approaches and teaching materials and they taught by the text-based method, the local teaching contexts were absolutely diverse from the CLT approach (Methitham & Chamcharatsri, 2011). Therefore, the teachers had problems when promoting communicative classrooms in current contexts. This finding was consistent with the previous study conducted by G. Ellis (1994) in another EFL context like Vietnam, in which Vietnamese teachers encountered cultural conflicts when they taught using the CLT approach that used western teaching approaches in their classrooms.

Since authentic teaching materials were beneficial for students' learning development, the teachers believed in using a variety of technological media such as YouTube the most frequently. As can be seen, there were a variety of instructional media available as online websites and these can improve student English performance. The most important reason that the teachers used instructional media was that they could attract students' attention and the classes would not be boring. It was likely that these websites provided a wide range of examples of how to use English in everyday lives and the learning content was up to date so that the students could successfully apply it. The teachers expected that the use of these teaching materials would be beneficial for students.

Overall, the findings revealed that teachers' beliefs about the CLT approach were consistent with the theoretical concepts. They believed that the CLT approach was very beneficial for Thai students because it provided them with opportunities to practice real language use through communicative activities. The CLT approach was possible and appropriate in a Thai EFL context because the students could learn and use English in classroom.

5.1.2 Difficulties in Implementing the CLT Approach in Thai EFL Classrooms

Following the aforementioned findings in interview sessions, a lot of difficulties that Thai EFL teachers had in the adoption of the CLT approach were derived from teachers, students, classroom management system, CLT itself and other factors, and those difficulties are discussed below. Several previous studies revealed hindrances in implementing the CLT approach in different contexts (e.g., Chang & Goswami, 2011; Li, 1998; Nonkukhetkhong et al., 2006; Sakui, 2004; Wanchai, 2012).

5.1.2.1 Teachers

Noticeably, the teachers reported the difficulties caused by the teachers, such as insufficient spoken English proficiency. Some teachers admitted that they did not have good English competency and the findings were consistent with several studies (e.g., Chang & Goswami, 2011; Li, 1998; Prapaisit de Segovia & Hardison, 2009; Wanchai, 2012) mentioning that teachers' insufficient English competency was regarded as a limitation in integrating the CLT approach in EFL contexts. The teachers who were not proficient in English rarely spoke English in the class because they felt less confident and it would consequently affect students' learning performance in many ways. For example, the students did not know how to pronounce vocabulary correctly and they did not feel confident to speak because they did not see the teachers use English as their examples. They could not imitate how to use English from the teachers. The teachers were the ones who employed this approach and they could be great role models in motivating the students in English speaking. Nevertheless, if the teachers were not proficient in English, it was very difficult to develop students' English skills because the students were not motivated to speak English.

Generally, the teachers demonstrated a good understanding of the CLT definitions and principles, but they did not understand how to conduct their teaching by CLT procedures thoroughly. Insufficient training about CLT theory or lack of CLT training could be considered as one of the hindrances the teachers faced because it caused the teachers not to have adequate understanding about how to apply the theory in their classrooms, so they felt unconfident to use the communicative

approach. The teachers' lack of CLT training resulted in limited knowledge and understanding of the CLT-based teaching, which also affected the adoption of the CLT approach in GE classrooms. When the teachers did not have a good understanding, they rarely used the CLT approach. They might skip some teaching processes that were beneficial for students' learning development. Also, if the teachers did not know how to apply CLT-based teaching, it would consequently affect their teaching performance. Possibly, they would disregard the principles and change to use other kinds of a teaching approach that they were familiar with. Similar findings reported that lack of training regarding the CLT approach limited the integration of the CLT approach into classrooms effectively in several contexts (e.g., Chang & Goswami, 2011; Li, 1998; Nonkukhetkhong et al., 2006; Prapaisit de Segovia & Hardison, 2009; Wanchai, 2012). Some findings revealed that the teachers' understanding of the CLT implementation was not correct (e.g., Promtara, 2016). Therefore, findings from all these studies indicated that the training, seminars and workshops related to the CLT theory and procedures were necessary for Thai EFL teachers to help them have a firm grasp of the CLT approach, understand basic concepts and prepare them to know the major guidelines of the CLT approach. By having access to the training, the teachers would acquire more practical input to gain more confidence about how to adopt this approach in designing communicative activities for the students in their teaching contexts (Wanchai, 2012).

Some administrative workloads for which the teachers were responsible could affect teachers' teaching hours because sometimes they needed to cancel their classes. These workloads could affect the teachers' time to prepare and develop teaching materials for classroom activities. These findings were consistent with other studies reporting that the teachers did not have enough time because of holding the administrative workloads which were one of the barriers of the teachers to adopt the CLT approach in classroom (e.g., Ansarey, 2012; Noom-ura, 2013; Sakui, 2004). This could cause problems in the CLT-based teaching in GE classrooms because the teachers needed to adapt course contents and teaching styles, or they sometimes skipped some activities. Therefore, they decided to teach with a traditional approach to making sure they could complete their teaching contents as planned teaching schedule. According to Noom-ura (2013), the overloaded tasks caused the

teachers' teaching styles to fossilize, for example, reverting to grammar teaching and translating into Thai, teacher-based activities and spoon-feeding. These kinds of teaching styles did not help improve students' communicative skills because the students learnt by reciting and they tended to be more passive learners.

5.1.2.2 Students

Discovering hindrances derived from students was essential to have a better understanding their situations (Wanchai, 2012). Thai students who lacked or had less motivation in English learning caused the English language learning and teaching by the CLT approach in English classrooms in Thai contexts to be less successful. These findings were consistent with previous studies conducted both in Thailand and other teaching contexts (e.g., Ansarey, 2012; Chang & Goswami, 2011; G. Ellis, 1994; Khunbankong, 2015; A.-Y. A. Kim, 2014; Li, 1998; Promtara, 2016; Promtara & Suwanarak, 2018). When the students lacked motivation, they did not feel interested in language learning. More importantly, they did not perceive the importance of English because English was not a part of their daily lives. Their aims were only short-term goals for passing the course; therefore, they studied only for completing the university's curriculum. As indicating by Keck and Kim (2014), repetitive drills and grammar lessons that were boring could probably demotivate students, or in the worst case, they feel anxious about grammatical correctness. This means that, to some extent, teaching approaches/styles could affect the students' learning motivation. On the other hand, highly motivated students were more likely to be attentive and successful than those who had less learning motivation. According to Saville-Troike (2004), English is learned by Thai EFL students only for graduation. As can be seen, motivation is very important in English learning because it could influence individual learners' success in learning a language. Many scholars such as Gardner (1985) and Dörnyei (1998) advocated that motivation is one of the main factors in successful English learning.

This problem might be similar in most EFL countries where the students did not have much learning motivation because of limited opportunity to speak English outside classrooms. When many Thai students were out of the class, they rarely used English and most of them learned English only in the classroom contexts. Additionally, Thai students do not realize that they are in a competitive

labor market or might be unemployed because ASEAN neighbors who have more English language skills intend to work in Thailand. Most Thai graduates are not confident to work abroad. It is now necessary that Thai students prepare their English proficiency for future employment in the AEC market. Nowadays, Thai workers face stiff competition in the job market from ASEAN members who are more proficient in English; therefore, workers with increased skills, especially in the English language, are vital.

Negative attitudes about English consequently influenced students' learning motivation. Some students who had negative attitudes toward English ever since they studied at the primary level did not have clear goals in English learning, so they were less successful in the language learning process.

According to Punthumasen (2007), there has been a shortage of teachers and some Thai teachers who taught English were out-of-field and did not graduate in English majors. Less than 20% of the teachers hold degrees in the English language. Since there were limited numbers of English teachers, those who did not have English degrees were required to teach English. This situation might cause the students to have negative attitudes in English because some teachers did not have sufficient competence or interesting techniques to attract students' attention; as a result, they were bored and felt that English was very difficult to learn. Later, at the tertiary level, the students did not have affection for English learning. Punthumasen (2007) pointed out that because the students were not fond of traditional approaches such as Grammar-Translation and rote-learning, they felt bored and frustrated in language learning, so most students had negative attitudes about ELT.

In the researcher's understanding, Thai EFL students' characteristics can hinder the adoption of the CLT approach. The CLT approach is a western-based approach which requires a lot of communicative practices, but Thai students are very shy and unconfident to share their opinion or speak English in the class. Thai students' shyness probably limits the successful use of the CLT approach in classroom. Similar findings can be found in the study of Maestre and Gindidis (2016) indicating that some Filipino students were shy and it was believed by the teachers as a hindrance in the CLT implementation. It can be noticed that ASEAN students were shy to express their opinions in the class. Even though the CLT approach is beneficial

for students to develop their communicative competence, it might not be appropriate for Thai students who are introverted, passive and always keep silent in classroom and who rarely take part in class discussion or talk among peers. Previous studies identified that in the Thai education system, the teachers are dominant in the class and the students are educated to be passive, obedient and respectful to the teachers (e.g., Nonkukhetkhong et al., 2006). Therefore, Thai students should be determined to practice using English for a better career in the future.

Another significant finding reported by the teachers was that laziness was one factor that impeded the use of the CLT approach effectively. The lazy students were a hindrance in the English learning process because they were not enthusiastic and attentive to learn by themselves. Several studies investigated Thai EFL students' speaking performance and concluded that the problems in English speaking achievement could be attributed to students' limited opportunities to practice speaking the language (Ella & Dapudong, 2014), their shyness in asking questions in the classroom (Saetang, 2014), their insufficient knowledge of English, their limited amount of vocabulary, and a lack of English speaking skills in real situations (Pongpanich, 2011).

Interestingly, most teachers in the current study contexts did not believe that students' low proficiency of English was one of the obstacles to implement the CLT approach like other studies have found (e.g., Chang & Goswami, 2011; Li, 1998). Rather, the students who lacked motivation or had low motivation to learn English were the greatest concern for the teachers aiming to use CLT practices. This finding was similar to the study of Chang (2009), who stated that the willingness and motivation of students in English learning positively influenced teachers' teaching practices regarding the CLT approach. If the students resisted or had low English proficiency, it could discourage the teachers' attempts in the CLT adoption.

5.1.2.3 Classroom Management System

In Thai EFL classrooms, large class sizes of students were obstacles for the teachers to monitor activities in GE classrooms. In classroom that focused on the CLT approach, the students should not be too numerous because the communicative activities then took a lot of time to practice. It was very difficult to engage many students in communicative activities in CLT-based classrooms.

Practicing English conversations seldom happened in the observed classes because it was time-consuming. Although the use of group/pair work activities could help promote students' communicative ability, large class sizes of at least 50 students meant it was difficult to apply the CLT approach. These findings echoed the previous studies in different contexts concluding that large class sizes were the teachers' hindrances to using the CLT approach (e.g., Ansarey, 2012; Chang & Goswami, 2011; G. Ellis, 1994; Khunbankong, 2015; A.-Y. A. Kim, 2014; Li, 1998).

The findings were also congruent with the study conducted by Rahman et al. (2018) that concluded too many students compelled the classrooms to be teacher-centered. They further explained that large class sizes and limited teaching time caused the teachers to be dominant to finish the course syllabus within a specified time. Therefore, most teachers recommended the students practice English outside classrooms. Sometimes, they assigned them to record videos such as introducing oneself in English. Therefore, the students had to seek more opportunities to practice English in their daily lives, so they could achieve in English learning by themselves. They could learn English out of the class because they had plenty of time and they could access media through online interactive websites anytime and anywhere via the use of mobile phones. Since the students lack, or have less motivation in English learning, the need to create a good learning environment to make them enjoy English learning was required.

Inadequate audio-visual equipment was an important barrier in the CLT implementation. If there was no audio-visual equipment or the equipment was not in good quality, the students would miss opportunities to listen to the audio files and watch the videos that provided examples of how to use English authentically. In the South Korean context, insufficient funding was a constraint because to better use the CLT approach, equipment and facilities must be available. Additional funding was required to acquire books and teaching materials for communicative activities (Li, 1998). In addition, using only textbooks in the class caused the students to feel bored and uninterested in the lessons. It was very difficult to attract their attention effectively. Indeed, innovative teaching materials and strategies in teaching English communication skill, such as audio-video aids, games, group discussions, role play and brainstorms, can support students' effective learning (Vitthal et al., 2015).

Even though the teachers believed that the CLT approach could be possibly integrated into the Thai university context, lack of effective learning assessment can be one of the constraints in integrating the CLT approach. It is likely that the integration of the CLT approach in Thailand has not been successful enough. This study showed there was the mismatch between university' curriculum objectives, students' learning achievement assessment and teachers' teaching practices; therefore, the teachers encountered problems when they employed the CLT approach in classroom. To clarify, students' learning assessment was devoted to the ability to use grammar structure, and most of the tests were multiple choices, but the students were not tested about speaking or communicative skills. Furthermore, most examinations such as quizzes and midterm or final examinations aimed to evaluate students' grammatical structures in their learning assessment objectives; as a result, the practices in meaningful communication where the students interacted and had an opportunity to negotiate the meanings with classmates was useless. The assessment and practices were inconsistent. Grammar-based examinations or test-based teaching was pervasively seen in Thai EFL classroom contexts at different levels.

It might be the case that this kind of learning assessment originated from various factors such as the policy of teaching and learning in the tertiary or national levels. The executive of the curriculum/faculty/English department needed to assess students' learning performance or learning outcome in a certain way. Consequently, the teachers were obliged to teach for grammar-based examinations which did not motivate the students to practice communicative activities. Most of the tests were not contextualized about how tenses or other grammatical rules were used. Meanwhile, the students solely remembered accurate linguistic patterns for passing examination without experiencing the use of English in real conversation contexts. Lack of effective assessment instruments was a hindrance for the teachers in other contexts because the teachers were only familiar with "traditional discrete-point testing of grammatical knowledge" (Li, 1998, p. 695) so the teachers needed to design other assessment tools to evaluate students' communicative competence. One of the best methods that Li (1998) recommended evaluating students' communicative ability was an oral test.

Limited teaching hours were reported by the teachers to hinder the implementation of the CLT approach mentioned earlier and the findings correspond with previous studies (e.g., Chang & Goswami, 2011; A.-Y. A. Kim, 2014; Sakui, 2004). Evidently, from classroom observations, the number of English learning hours was not sufficient for students to achieve communicative competence. The classes were conducted approximately two hours once a week. Since the teachers spent time teaching grammar, communicative practices rarely happened, so the teachers considered that the students needed to be responsible to practice English autonomously. The teachers recommended interesting online websites for English learning and practicing. This finding was similar to what Vitthal et al. (2015) suggested, which was that teachers in the 21st century should employ various kinds of innovative techniques for teaching English communicative skills. As Noom-ura (2013) noted, English learning should not occur only in classroom because this was not adequate for developing English knowledge. The teachers should provide strategies and guidance to motivate student's self-directed learning. Also, they should create students' affection for English learning; as reported earlier, the students lacked motivation, so they did not perceive the importance of English learning.

GE subjects in each university caused teaching and learning contexts of the CLT-based classrooms to vary. Although the teachers focused on the CLT approach, the subjects' nature was totally different. Since each university offered few GE subjects for those students who studied in a variety of majors, and most of them had a low level of English proficiency, the teachers were likely to base their teaching approach on the specific types of subjects and students' English competency. For example, students' learning assessments of GE students might not significantly be evaluated regarding communicative competence through oral-aural skills.

5.1.2.4 CLT Itself

The CLT principles could be a barrier in GE classrooms. It was likely that the principles of CLT were very difficult to implement in terms of real practices in GE classrooms. For example, focusing too much on students' error correction and language accuracy was one of the hindrances for the teachers in the CLT adoption. Correction of the students' errors was helpful for students, but sometimes when the teachers corrected students' errors suddenly, they interrupted the

flow of conveying the idea. Indeed, some errors were acceptable in real communication. Knowledge of forms should be learned simultaneously with the communicative functions to help the students learn how to use the sentences for longer-term purposes.

5.1.2.5 Other Factors such as Learning Environment

It is vital to note that the CLT approach is well-known among teachers worldwide and it is regarded as a very beneficial teaching approach to promote students' English practices in classroom. McKay (2002) contended that the CLT approach "should be the dominant approach in ELT" (p. 108). Moreover, it was also the favorable teaching approach of Thai EFL teachers in some contexts (e.g., Methitham, 2009). Even though this approach is favorite among the teachers, the use of the CLT approach is influenced by the learning environment. Regarding English learning environment in the current contexts, it was not supportive enough for the students to successfully use English. English is mostly used and learned in classroom and the students did not use English in their daily lives. These findings supported previous studies, indicating that a lack of English environment was one of the key limitations to implementing the CLT approach (e.g., Chang & Goswami, 2011). The students rarely had the opportunity to speak English, so they did not perceive the necessity of English learning.

As can be seen, the learning environment in the local contexts where this current study was conducted is less competitive and supportive in language learning. Also, the English learning objective of most students is to specifically complete the course curriculum in their fields. Then, most of them look for careers that are close to their hometown, which is more convenient for commuting to work. The companies or workplaces in the local areas are Thai and the students have little chance to engage in English speaking. It means that after graduation, the students do not have much opportunity to use English regularly, so it causes them to lack motivation to learn English for a future career. Although the teachers encounter problems in CLT-based teaching, they can design classroom activities and choose teaching materials that attract students' interests. They can explain the necessity of English to students because they can have a better opportunity in career advancement

and get well-paid jobs if they are proficient in English (Nonthaisong & Mantero, 2017).

The CLT approach is appropriate in Thai classrooms because, in EFL countries like Thailand, the students hardly have a chance to use English except in English classrooms. Therefore, if the teachers employ CLT-based teaching in GE classrooms, it is helpful for students in authentic English learning. The students will have opportunities to practice realistic English through communicative activities. The findings were contradictory to previous studies (e.g., Chang, 2009; Li, 1998) which found that the CLT approach was not appropriate in EFL settings where there was a lack of a supportive environment for English learning out of classroom. Even though the CLT approach was very useful to cultivate the students' communicative ability, one teacher noted that the CLT approach was not suitable for the Thai teaching context because Thai students did not learn English effectively since they were at a young age. To this researcher's knowledge, the students rarely learn English by the CLT approach when they are at the primary level, so they are not trained to use and practice English through communicative activities. In addition, Thai EFL students are shy to communicate or express their opinions with classmates and they do not have supportive learning environments, especially in the northeastern area, to motivate them in English learning. These might be the reasons why some teachers believed that the CLT approach is inappropriate in the Thai EFL context. In EFL contexts (especially in ASEAN countries), the EFL teachers had difficulties in implementing the CLT approach in their classrooms, such as a separation of curriculum policies and classroom practices, qualifications of teachers, low English proficiency of students and the cultural reality in language classrooms (Wanchai, 2012).

Since the teachers taught in different universities, so their teaching contexts were different. Even when teaching at the same university, they still had different problems. The adoption of the CLT approach should be adapted suitably to the local learning environment. The EFL teachers must adapt the CLT approach to be suitable for their own classroom conditions. The effective implementation of the CLT approach into the English classrooms in the northeastern part of Thailand should consider the needs of the particular teaching context. The teachers can adapt some teaching methods that are suitable for teaching English to Thai students and they may

use the CLT approach with some modifications. The mixed-use teaching approach encompassing the traditional approach such as Grammar-Translation and the CLT approach is likely to be suitable for Thai EFL contexts. These findings supported the study of Chang (2009) which found that the combination of lecture and communicative activities were suitable in the local context such as Taiwan.

To make the CLT approach more effective, it should be taught from the primary level. In the current context, the teachers needed to gradually adapt their teaching styles to make the students feel familiar and confident to use English in classroom. Also, the students need to adapt their learning styles to be more active and self-autonomous learners out of classroom. Ansarey (2012) recommended that to successfully implement the CLT approach into English teaching and make it possible, the examination system should be revised, and it should focus more on the development of communicative skills. In other words, the grammar-based examinations should be changed to assessing students' communicative skills.

According to the findings of difficulties in CLT adoption in the current contexts, the stakeholders would have information about the current English teaching situations in Thailand. The suggestion to solve or reduce these difficulties might be that there should be cooperation between stakeholders and related authorities to reform a communicative curriculum and provide support to Thai EFL teachers for their needs. Based on the researcher' point of view, the most important problem is the non-supportive environment in language learning, so it is possible to cause the students to lack motivations and not realize the importance of English. For this reason, the teachers should motivate their students in English learning and educate them to realize how English was important to their lives.

In conclusion, the findings explored the hindrances in implementing the CLT approach in GE classrooms. Actually, the CLT approach could not be effectively 100% implemented in a Thai classroom context. The teaching approach that the teachers are currently using can contribute to successful teaching and learning. It is not necessary to use a pure CLT approach that most people consider useful. The teachers can fulfill the course design as they plan by adapting the use of CLT approach with other teaching approaches that they consider suitable to their teaching conditions. The teachers consider the course objectives to educate students in

grammatical structures and content knowledge rather than real language use because there are obligations from the university's curriculum. They also intend to provide grammatical knowledge because it is the basis for communication. However, students must apply their knowledge to use English in real-life situations by themselves. The combination of the CLT approach and the traditional teaching approach such as Grammar-Translation might be the best choice for education system for English teaching and learning in Thailand at this time.

5.1.3 The Application of the CLT Approach in Teachers' Teaching Practices

5.1.3.1 English Teaching Approach

1) The Use of Mixed-Teaching Approach: The CLT Approach and Grammar-Translation Approach and the Teacher-Centered Classrooms

The teachers adopted and taught the CLT-based lessons, but they did not use the full functions of all CLT principles. They did not use the CLT approach every time they taught because of time constraints. Rather, they used some principles that matched their teaching contexts. Maestre and Gindidis (2016) also found similar findings where the teachers in the Philippines did not use the CLT approach all the time in English language teaching which showed that their beliefs were divergent to the CLT theory. Similarly, Sakui (2004) reported that Japanese teachers incorporated the CLT approach in their classrooms, but it relied on their teaching environment. In some classrooms where the researcher went to observe, most teachers did not teach by emphasizing the CLT approach. It is possible that the teachers really aimed to teach the CLT approach, but they needed to focus on teaching linguistic knowledge. For example, in some classrooms, the students were going to take a test in the following week. Consequently, the teachers were forced to complete the course content on time according to their teaching schedule, so they employed the Grammar-Translation approach because it did not take so much time and it could help the teachers finish their lecture in time.

Since the teachers in the current contexts were familiar with the traditional approach such as Grammar-Translation and it was traditionally used for ages, the shift to pure CLT-based teaching in GE classrooms was likely to be difficult

for both teachers and students. To clarify, in the researcher's viewpoint, Thai EFL teachers have used the typical classroom teaching known as teacher-fronted styles (Saengboon, 2002) for a long time and they experienced direct grammar teaching when they learned English in childhood. All these experiences the teachers had learned could affect their teaching behavior and teaching styles. In other words, learning styles in the traditional approach could form and influence teachers' current teaching practices. According to Rahman et al. (2018), teachers' beliefs about English teaching and learning primarily depended on their learning experience as learners, teaching experiences, and training.

In addition, these findings were consistent with Rahman et al. (2018) who conducted a study of the CLT approach in Bangladesh and found that Bangladeshi ESL teachers were the outcome of the Grammar-Translation, so some characteristics influenced their beliefs, such as the use of native language and strictly correcting students' errors. As for the students in Thai EFL classrooms, they were used to the teacher-centered approach since studying in primary and secondary levels. Therefore, when they engaged in communicative activities in GE classrooms at the tertiary level, it caused a lot of problems. The shift to a more learner-centered approach is very difficult for Thai students, but it does not mean that it is impossible. More collaboration between teachers and students in language teaching and learning is required.

It is worth noting that the traditional approach remained important and could not be ignored in the current contexts, and the mixed-use of teaching approaches would be suitable for EFL contexts like in Thailand. This is consistent with the studies of Noom-ura (2013) and Punthumasen (2007) which found that teaching styles of Thai EFL teachers utilized Grammar-Translation with the Thai language and emphasized students' rote-learning. However, Grammar-Translation still works well in a Thai context even though Thai students do not have an opportunity to practice much in terms of communicative skills.

2) Direct Grammar Teaching, Grammar-Based Examinations, Test-Oriented Teaching, and Lecture-Based Approach

The teachers aimed to equip the students with grammar competence, and they needed to explain grammatical rules explicitly to make them

fully understand and use the sentences correctly. This finding supported the studies of Farrell and Lim (2005); Noom-ura (2013); J. C. Richards et al. (2001) which reported that the teachers believed that grammar is the key to language learning and explicit teaching of grammatical rules brings about more accurate language use. In the study of J. C. Richards et al. (2001), they concluded that grammar role most interested the teachers in the Asian region. These findings were similar to teachers' statements in the interview sessions because direct grammar teaching was employed by the teachers in this context. However, it was contradictory to the CLT theory that grammar teaching was inductive, which means the students learned grammar rules through working on the exercises (e.g., Nunan, 1993; J. C. Richards & Rodgers, 2014; Savignon, 2006). In the observed classrooms, the teachers prepared the students to learn grammatical structures and understand how to use 'proper' sentences. Explicitly, the teachers still focused on teaching grammar in CLT-based classrooms.

The curriculum that emphasized grammar-based examinations was one factor that led the teachers to teach grammatical rules and this is considered as one of the obstacles in CLT implementation in classroom (e.g., G. Ellis, 1994; Li, 1998; Sakui, 2004). Similar to the findings of Na Chiangmai (2016), the curriculum itself was the major hindrance in the integration of teaching practices that they believed effective. Most teachers were also forced to employ test-oriented teaching (e.g., Chang & Goswami, 2011). Therefore, most of them employed lecture-based teaching because they were required to provide the students with grammatical knowledge as the basis to use language for communicative purposes. Consequently, the teachers often stressed the explanation of grammatical rules. The findings of this study also supported the studies conducted by Chang (2009) and Chang and Goswami (2011), stating that teachers explaining sentence patterns and repetition drills were beneficial for EFL students who had low English competency. The students were assigned to complete the linguistic forms in the assigned tasks. The teachers aimed to equip the students with content knowledge to serve the exam-based education system which focused more on linguistic forms rather than communicative functions. Even though the teachers were willing to teach CLT-based teaching, they were confined by the curriculum's objectives and students' learning assessments. Therefore, the adoption of the CLT approach was not completely effective.

In the same way, J. C. Richards et al. (2001) found that the teachers still had firm beliefs that "grammar is central to language learning and direct grammar teaching is needed by their EFL/ESL students" (p. 54) when they pursued the communicative approach in classroom. They possibly thought that grammatical competency could help students know how to use sentences and develop their communicative competence. The teachers had to impart grammatical knowledge so, by the end of each semester, the students would be able to pass the courses and examinations. If the students failed their examination, the teachers would be evaluated on their teaching performance and receive low scores, which affects their professional development. Therefore, teaching grammatical rules, translating the sentences in Thai and practicing grammar drills were necessary for Thai EFL students and these activities were extensively seen in most observed classrooms. Particularly, drilling sentence structure or giving explicit grammar instruction were used frequently rather than the communicative practices in real language situations.

3) The Inconsistency between the University Curriculum, Subject's Objectives and the Evaluation of Students' Language Learning Achievement Resulting in Teachers' Teaching Practices

In Thailand, the evaluation/assessment of students' learning outcomes are assessed by emphasizing knowledge of grammatical structures. Therefore, teachers teach students based on test-based learning outcomes. Most English curricula's teaching objectives focus on grammar or testing, so it can limit the effective adoption of the CLT approach in a Thai classroom context. Although the teachers believed that the CLT approach was very useful in terms of developing students' communicative ability, GE subjects' objectives and the evaluations of students' learning achievement did not match each other, so it caused teachers' teaching practices in the current contexts not to correspond with the CLT practices. These results supported the findings from previous studies reporting that there was the mismatch between the curriculum and assessment (e.g., Ansarey, 2012; Wanchai, 2012). As can be seen, the subjects' content and objectives were well planned at the beginning of the semester because the teachers aimed to develop students' English ability in four language skills. Since the teachers needed to complete the lessons in time for the teaching period, the lesson plans were useful guidance for them to follow.

However, they needed to change and adjust their lesson plans to be suitable for their classroom conditions. The teachers could not teach as their desire. Even though they aimed to teach based on their beliefs, in reality, it was very difficult to conduct lessons as they wished because the teachers did not have the authority to design their course curriculum.

4) Thai Education System Depending Much on Ministry of Education (MOE)'s Education Policy

Explicitly, the Thai education system depends on MOE's policy that the students are required to pass the national tests such as O-NET and A-NET before they study at a higher level. Thai EFL teachers both in primary and secondary level need to teach based on the MOE requirements that aim to evaluate students' language learning in grammar knowledge. As can be seen, the traditional test pattern in multiple choices for grammar-based examinations in primary and secondary levels for students' learning assessment was one of the major hindrances. The tests such as O-NET and A-NET are expected to assess students' grammatical knowledge and sentence structures, but students' communicative skills are not evaluated. Therefore, it can affect the teachers' teaching approach at the tertiary level because the students are evaluated their learning performance in grammatical competency. Similar findings could be found in the study of Promtara (2016) explaining that the teachers were not able to engage the students in all CLT activities because of the national examination.

Although the teachers aimed to teach based on objectives in all four skills, they must teach grammatical rules to assist students in taking the examinations, so they could not implement the CLT-oriented classrooms effectively. Preparing the students to be able to pass form-based examinations was the teachers' obligation. At the same time, students' language learning objectives were remembering grammatical rules to pass examinations and get good grades. They had short term goals, so they did not focus on the practical use of English for their future careers. The students just needed to repeat sentences and grammatical patterns accurately, which did not promote communicative competence and it was not meaningful communication. However, students could realize how to use accurate sentence structures.

Based on one study's findings, Lunrasri (2014) found that the O-NET's washback in ninth grade school in Thailand provided a negative impact on language teaching. For example, the teachers had content-based teaching for testing and employed teaching materials related to O-NET, modified previous O-NET for a school test, spent time for test-preparation, assigned O-NET-related homework, and had high anxiety about tests. As a result, Thailand's national test regarding students' learning assessment and the CLT approach is not consistent because the test aims to evaluate students' grammatical competency, but the CLT-based teaching requires more communicative practices. The students' learning achievement to promote their communicative skills is limited and not achieved.

5.1.3.2 Less Communicative Activities in Classroom

According to teachers' responses in the questionnaires and interview sessions, the teachers believed in the usefulness of pair/group work activities and they realized that using a wide range of activities could help develop students' communicative competence. Nevertheless, in reality, it was obvious that most teachers only occasionally used such kinds of activities. The activities that the teachers used were partly related to the CLT principles and most of them employed teacher-led activities. The teachers involved the students participating in asking-answering questions activities, so they rarely designed activities for the students because of time constraints. (The discussion on the issue was outlined earlier.) When the teachers were required to achieve course objectives and help the students achieve the prescribed learning outcomes, they needed to teach grammatical knowledge. It is understood that teaching grammatical rules required a lot of time for explanation. Because there were various activities in one chapter, if the teachers assigned the students to do all tasks, it was too time-consuming, and they could not complete their lesson plans. If the teachers used it, they could not complete the course content that the students needed for the examination. The teachers considered the course objectives and then designed activities that were suitable for their class conditions. As a result, what they believed about language teaching might not match what they did in classroom.

In classroom that focused on the CLT approach, the teachers believed that teachers should be responsible for creating a variety of communicative

tasks for students to practice using English, as reported in the questionnaires and interviews. However, when being observed, they rarely engaged the students to practice in different activities as they previously mentioned. The students' learning procedures were very much dependent on the teachers. They rarely participated in negotiating meaning through activities or even had a chance to express their opinions or create their conversations. These findings were divergent from those summarized in the review of literature in Chapter Two (e.g., Larsen-Freeman & Anderson, 2011; J. C. Richards & Rodgers, 2014). These stated that the students should participate more in collaborative classroom activities rather than individual tasks and they should be more self-autonomous learners in English learning. Based on their beliefs, the teachers attempted to create communicative classrooms by providing different activities to cultivate students' communicative skills in their practices. Evidently, teachers' beliefs about applying the CLT approach were not congruent with their actual classroom practices.

The reasons might be that the teachers were forced to complete the course syllabus, so the conversation practices in pair/group work activities were not possible in GE classrooms because of limited teaching hours. Even though the teachers believed that the CLT approach allowed many opportunities for students to practice English through real-language use and was very beneficial for Thai students, in practice, the teachers could not avoid the lecture-based approach. They used the CLT approach when they tried to engage the students in classroom interactions and they also used the traditional approach in some conditions, such as running out of time. When observed in their classrooms, the traditional approach such as Grammar-Translation was regularly used to get the course completed and the students are given sufficient knowledge to take grammar-based quizzes or examinations. Most activities relied on listening and speaking, but they were drill practice at the sentence level, so the students were required to practice sentence structures rather than meaningful communication. Therefore, the exercises the teachers assigned to the students mostly emphasized only the activities similar to Grammar-Translation such as fill-in-the-blanks exercises, memorization, using words in sentences and composition (Larsen-Freeman & Anderson, 2011). Because the teachers focused that grammar was important to make students pass the examination (as mentioned earlier), having strong

knowledge of grammar was necessary. Learning through the CLT approach in this context might be believing that the students who learned accurate sentence structures could communicate in real situations. It is noticeable that learning English in EFL contexts mostly started with grammar learning.

The CLT approach required a lot of time for communicative activity preparation. According to the findings, since the teachers were required to handle various kinds of administrative tasks, they did not have much time to prepare materials for communicative activities. Besides, these activities consumed considerable time in classroom practices; therefore, the use of the CLT approach could not be conducted every time throughout the course in a semester. These findings supported previous studies which indicated that the teachers lacked time for preparing or developing communicative materials because material preparation consumed time (e.g., Chang & Goswami, 2011; Li, 1998; Sakui, 2004). Therefore, the teachers emphasized teaching in grammatical structures, structure drills, repetition and using choral textbook reading for the whole class, which were often seen in the observed classrooms and the similar findings could be found in other contexts (e.g., Nonkukhetkhong et al., 2006; Sakui, 2004).

5.1.3.3 The Use of Commercial Textbooks and Authentic Teaching Materials in Classroom

The teachers used commercial textbooks as the core materials and a variety of teaching materials in GE classrooms. The teaching objective and contents in the textbooks were consistent with the CLT principles, but the teachers needed to choose some contents and adapted them to suit their classroom conditions. As can be seen, all observed classrooms utilized text-based teaching because the teachers were obliged to complete their courses according to the course's objectives. In terms of teaching materials, each university used different textbooks and offered various subjects for GE classrooms. However, one common aspect was that all universities aimed for the students to be able to speak English for basic conversation. The subject objective was to encourage the students to communicate successfully. Teaching based on textbooks was convenient for the teachers because they could follow the teaching contents and the activity tasks provided in the textbooks. The organization of the lessons was designed suitably to serve the course objectives which aimed to develop

all four language skills. However, because the subject's objectives provided a criterion to evaluate students' performance, the teachers' teaching practices were determined by the subject's objectives.

The teachers also employed the use of technological aids to engage students in practicing language skills. Explicitly, the teachers who used instructional media such as audio-visual aids primarily allowed the students to listen and watch the video clips, which could help students learn English from authentic situations. They could practice how to pronounce the correct words and sentences from the native speakers. These could assist the students to build their understanding of real language use more effective. In the interview sessions, most teachers mentioned that they used YouTube to engage the students to be familiar with real situations. However, when they taught the students, they rarely allowed them to watch other videos from websites, possibly because the PowerPoints supported by commercial textbooks contained the necessary videos and the conversation parts related to the chapter. Therefore, the teachers did not often use other websites to teach in classroom. It may be said that the teachers had limited time to have the students watch the videos from instructional media such as YouTube. The teachers in these contexts attempted to employ these materials in their GE classrooms, but they could not use all materials when they had CLT-based teaching.

5.1.3.4 Teachers Functioning as Instructors and Knowledge Transmitters Who were Dominant in Classroom

According to the questionnaires and interview sessions, the teachers believed that in CLT-based classrooms, the teachers should function as facilitators who assisted students' language learning process and it should be a learner-centered approach. However, when being observed in classroom, most teachers functioned as instructors and knowledge transmitters who were the center of the class and supervised all activities for students. The findings were similar to the study of Setyaningrum (2018), conducting the research in the Indonesian context where the teachers functioned as instructors to create learning autonomy and involved students in strategic learning.

In the current context, the teachers employed teacher-centered classrooms and they sometimes had student-centered teaching. They were likely to

hold the power of authority who controlled the class in which they allowed little opportunity for students to speak. This could represent the typical Thai style of teaching in English classrooms. Teachers' speaking time was the major focus in class. They sometimes assisted the students to provide correct answers when the students practiced the conversations. These findings were incongruent with what the teachers believed in the questionnaires and interviews. To clarify, they stated that the teachers should perform as facilitators to help the students learn a language. Meanwhile, in the questionnaires, they often stated that the teachers could not perform as authority and instructor; however, their teaching practices were opposite to what they reported and believed because they still functioned as the most powerful part of the class. These findings diverged from the principles of the CLT approach, proposing that teachers are facilitators who assist and provide guidance in students' communication processes in classroom (Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014; Savignon, 2006). The teachers played crucial roles so that they could control all teaching processes in the class. Accordingly, the teachers in the current contexts were dominant in GE classrooms which were similar to the teachers' roles in a traditional approach like Grammar-Translation (Larsen-Freeman & Anderson, 2011).

It might be said that the teachers were familiar with the roles where they transmitted knowledge to students because the students studied English to pass the examination and complete the course. They functioned in their roles as instructors or knowledge transmitters possibly because they were required to teach the students grammatical knowledge. Many constraints forced them to finish the class as per planned teaching schedule, so they needed to function as instructors or teachers. Apparently, the teaching methods the teachers were accustomed to were textbook-based teaching and Grammar-Translation in which the contents and tests specifically emphasized grammar patterns, vocabulary and reading (Maskhao, 2002, as cited in Nonkukhetkhong et al., 2006). It seems that the teachers were not independent enough to design their preferred teaching methods because the curriculum objectives and the quality assurance limited their teaching performance.

Additionally, the teachers also functioned through creating a supportive English learning environment. The students were allowed to speak English

and sometimes answered teachers' questions in their native language (Thai) in classroom. The teachers encouraged them to speak out and use English as much as possible. The problems were that Thai students were normally silent when a discussion session was provided. Also, learning styles in English classrooms in Thailand did not train the students to express and exchange ideas, so the students were not confident and familiar with communicating with classmates or teachers in classroom. Therefore, the teachers needed to put a lot of effort to motivate students in English learning.

5.1.3.5 Passive Learners

In the questionnaires and interview sessions, the teachers believed that, through the use of the CLT approach, the students must be active and self-autonomous learners who could participate in the negotiation of meaning. However, in observing teachers' classroom teaching practices, the students were quite passive and rarely responsible for their own learning. Self-autonomous learners are very important in English learning, especially in CLT-based classrooms (Nunan, 1993; J. C. Richards & Rodgers, 2014) because such students could practice using English on their own. It was possible that the students in these contexts were more familiar with teacher-centered classrooms than learner-centered instruction and these findings were in line with Chang's (2009) study. The students in these contexts were discouraged to speak English in the class.

Obviously, it was very difficult for the students in these contexts to be autonomous learners because they lacked or had less motivation in English learning. They did not use English in their daily lives; rather, most of them could use English only in classroom. When they were out of classes, they used Thai and dialects. They did not pay much attention to English learning because the opportunity to use English in their daily routines was limited and English was not a part of their lives. The less supportive learning environment affected students' motivation in English learning. Since the students had short-term goals, such as expecting to finish the courses, they would practice English when they were assigned to do it, had an examination and got the scores from those assignments; otherwise, they would not do that. Students with this kind of characteristics were very difficult to motivate. It is

possible that they had awareness about the importance of English, but they did not perceive the necessity to use English in real life.

Furthermore, the students were familiar with spoon-feeding and lecture-based teaching and the teachers dominated in classroom, so they lacked the opportunity to participate in designing classroom activities, lessons and teaching materials. Similar findings were found in the study of Nonkukhetkhong et al. (2006) who stated that the students waited until receiving knowledge from teachers, and could not make their own choices about learning. Setyaningrum (2018) recommended that in integrating the CLT classrooms, it should be managed to motivate the students to be proactive, autonomic and interactive. Actually, if the students had clear goals in language learning, they would be responsible for their learning instead of waiting to receive knowledge from the teachers. They should be motivated to make their learning which would be beneficial for their future careers.

To get students involved more in classroom and trained to be initiative learners, Setyaningrum (2018) stated in her study that the students need to be regularly required to find additional materials and learning resources by themselves to help them feel relaxed with the search topic. Apart from that, the teachers could help the students to overcome their fear of English speaking and practice them to be responsible for their learning. The teachers should ask students to be involved in teaching and learning procedures and let them share their opinions and suggestions (Burke, 2007). The teachers and students can contribute to effective language teaching and learning. For the teachers, they need to realize that the students need to have an opportunity to choose the content and learning experiences so the students can make decisions. For the student role, they must improve in a variety of skills regarding language learning and learning-how-to-learn (Nunan, 1993). In this researcher's observation, students' roles were associated with teachers' roles and students' roles in language learning had been heavily influenced by teachers. Nunan (1993) elaborated that the roles of teachers and learners are complementary. The teachers should facilitate the students to develop as self-autonomous learners, for example, guiding what multimedia sources were useful to practice English. If the students were responsible in practicing English autonomously, it would result in superior learning achievement.

Also, the teachers could motivate students to have more affection for English and motivation in English learning so they can be responsible for their learning. Based on the researcher's teaching experience, the students always expect to pass the course without needing to have a good knowledge of English. Some of them believe that if they do not speak English much in the class, it is great because they are not confident to speak. This attitude causes them to be passive learners who have less learning autonomy and it possibly demotivates them, so the success in language learning is limited. Furthermore, the students' familiarity with learning through a Grammar-Translation, learning by direct grammar teaching, which trains them to wait to receive the knowledge from the teachers, reinforces the tendency to be passive learners.

5.1.3.6 Focusing on Students' Error Correction and Accuracy

In the surveys and interview sessions, the teachers reported that they paid attention to students' error correction and when they aimed to develop students' communicative skills by using the CLT approach, they emphasized students' fluency in the language learning process. Based on these beliefs, if the students could communicate, it was enough. However, in reality, when the students made errors, they corrected their errors suddenly. Sometimes, they could not wait until the students finished the conversations. Other significant reasons might be that the teachers' teaching hours were limited, and they had other tasks and lessons to complete. If they did not correct students' errors right away, they would not have the opportunity to give feedback later. Moreover, if the error correction process was prolonged, the teachers and the students would forget those errors. However, the teachers should be tolerant of students' errors if they aimed to develop their communicative competence (Larsen-Freeman & Anderson, 2011; J. C. Richards & Rodgers, 2014). Moreover, the teachers also corrected students' pronunciation and spelling. It might be because if the students did not pronounce the words or sentences clearly and correctly, the audience could easily misunderstand. According to Garrigues (1999, as cited in Sahatsathatsana, 2017, p. 68), "the foundation of effective spoken communication is good pronunciation." Therefore, some teachers focused on accurate pronunciation. Since the teachers taught for a grammar-based examination by using direct grammar

teaching, error corrections rarely happened because the students had limited chances to practice communicative conversations.

Accuracy is very important when the students use English in more academic situations such as in organizations, meetings, or conferences. The correct use of English grammar is necessary, for example, if they write business letters to customers, participate in a conference, or attend meetings. In some contexts, the correct use of grammar causes communication to be "meaningful and appropriate" (Setyaningrum, 2018, p. 158). Therefore, the students should pay attention to grammar correctness because, if they have strong knowledge of grammar, they will be considered as being proficient in English. They would be accredited with the ability of English in the business realm. Although the teachers believed that the CLT-based classrooms emphasized students' language fluency, the teachers still paid much attention to accuracy and believed that accuracy was important when the students used English for communication. Similar findings were reported in the study of Gandeel (2016), stating that even though teaching in a speaking class, Saudi English language teachers still had no or little focus on fluency. Rather, they highlighted the development of students' accuracy such as grammar and vocabulary. J. C. Richards and Rodgers (2014) recommended that learning and teaching activities should offer the learners opportunities to improve both accuracy and fluency complementarily.

5.1.3.7 The Mixed-Use of Thai and English and Sometimes a Dialect

Concerning language used in classroom, the teachers stated that they needed to speak primarily in English because they could be role models in English speaking, and then switched to Thai when necessary. They explained that most Thai EFL students had a chance to speak English only in classroom, so if they speak mostly English, it might cause the students not to understand and feel bored in the lessons. However, in observed classes, a mixture of English and native Thai was seen as the medium of instruction, which followed the beliefs stated earlier in the surveys and interviews. They used more Thai than English and sometimes used Isan dialect. These findings were similar to the study of Tayjasanant and Barnard (2010), in Thailand, stating that the teachers used Thai as a medium of instruction more than English. Similarly, Rahman et al. (2018) reported that the teachers in Bangladesh used native language in their classrooms because the students lacked English proficiency.

Nevertheless, the findings were contradictory to the CLT principles stating that to develop students' communicative competence, the teachers' use of the target language was required (Larsen-Freeman & Anderson, 2011; Nunan, 1993; J. C. Richards & Rodgers, 2014; Savignon, 2006).

So far as the researcher knows, and from the interview findings, in these current contexts, the teachers needed to use both English and a large proportion of Thai because GE students were not proficient in English and they had different levels of English proficiency. If English was primarily used as the medium of instruction, the students would lack interest and they would not be willing to attend the classes. Teachers' Thai speaking helped them understand the content and encouraged them to have more classroom participation. Thai was used to instruct the students to do the exercises, explain the lessons, grammatical rules and information related to teaching contents, and translate the meaning of words, vocabulary and sentences. The use of native language and English could make the CLT classroom management successful because it was suitable to the current classroom conditions. The students had a better understanding when the teachers used more Thai in class, rather than using 100% English. Particularly, the use of local dialects such as Isan and Khmer was interesting because it could help attract students' attention. It might be the case that the students always used Isan dialect in their daily lives and when the teachers spoke a dialect, they felt more familiar and involved in classroom. Most students in this area can speak Isan dialect and some teachers still used Isan dialect like the students. This could help the class be more fun. The use of various languages including dialects was very interesting because in the successful CLT-based classrooms it was not necessary to use only the target language. The findings were contradictory to the theoretical definitions of the CLT approach reported in the literature which stated that the target language should be used by the teachers fluently and properly (Celce-Murcia, 2001). In short, to make the students feel more comfortable and have a better understanding of learning content, the explanation of sentences, vocabulary, grammatical rules or instructions in Thai was necessary.

It is worth noting that when the researcher asked about difficulties caused by students in implementing the CLT approach in classroom (The second research question), the teachers mentioned that the students lacked motivation.

However, when they explained why they used both Thai and English, they stated that GE students had a low level of English proficiency. The given reasons were quite inconsistent to support each other. It was generally recognized that the students who lacked motivation were the hindrances in the CLT-based teaching rather than the students who were not proficient in English.

5.1.4 The Relation between Teachers' Beliefs and Teaching Practices

According to the literature review, teachers' beliefs and teaching practices are interrelated because beliefs can influence behaviors as discussed by many scholars (e.g., Bingimlas & Hanrahan, 2010; M. Borg, 2001; Erkmen, 2012; Kumaravadivelu, 2012; Kuzborska, 2011; J. C. Richards, 1998; J. C. Richards & Lockhart, 1996). For example, teachers' beliefs affected teachers' teaching performance, classroom environments and students' interaction, and the teachers can motivate and encourage the students in language learning. Even though the teachers mentioned that they aimed to teach the CLT-based curriculum in their GE classrooms, the principles they used in their classrooms were only partly aligned with the CLT approach. According to the observed findings, teachers' beliefs and teaching practices were divergent, although the teachers attempted to bring their beliefs about CLT into practices. They could not thoroughly implement all principles of the CLT approach into their teaching contexts even though they believed it was helpful for the development of students' communicative competence. Although most teachers reported in the questionnaire findings that they believed in the CLT principles and the interview findings that teachers' beliefs about CLT and teaching practices shared their relationship, beliefs that the teachers held sometimes did not reflect their teaching practices and these findings were in accordance with previous studies conducted in different contexts (e.g., Karavas-Doukas, 1996; Kaweian, 2018; Li, 1998; Maestre & Gindidis, 2016; Nishino, 2009; Rahman et al., 2018; Sakui, 2004; Setyaningrum, 2018; Tayjasanant & Barnard, 2010). The relationship between beliefs and teaching practices is sometimes inconsistent and some possible reasons were discussed in the previous section.

As observed in classroom, Thai EFL teachers faced a lot of difficulties when they aimed to implement the CLT principles in their GE classrooms although some aspects of their teaching matched what they said in the interview sessions. In practice,

even though the teachers attempted to adopt CLT-based teaching, the use of the CLT approach only occasionally happened in the Thai EFL classrooms. Some difficulties limited the use of this approach effectively as in the aforesaid discussion. In other words, the teachers' teaching practices were shaped by their various teaching contexts and they had several reasons why they conducted their classrooms in this way. Throughout the interviews, the teachers believed that teachers' insufficient proficiency in spoken English could affect the effectiveness of the use of CLT. As a witness in the class, the factors that could pose burdens to teachers' CLT-based classrooms were time constraints, limited teaching hours, low frequency of English teaching classes, inconsistency between the subjects' objectives and the evaluation of students' learning achievement, less supportive English learning environments and students' lack of learning motivation. These were the possible limitations that the teachers experienced in their classrooms. Overall, it may be said that the CLT approach is still one of the preferable approaches that teachers' beliefs can develop students' communicative competence through interaction in authentic situations.

5.2 Conclusions

According to the surveys and interview findings, the teachers reported their beliefs toward CLT principles; the importance of grammar, group/pair work activities, quality and quantity of error correction, roles of teachers in the language classrooms, and roles of students in the English learning process. The researcher developed a beliefs' framework with five CLT principles from Karavas-Doukas's (1996) study and added one principle of teaching materials. The teachers had positive beliefs toward the CLT approach. They believed in the CLT principles and among the six principles, the highest mean score was in regard to the teachers' roles. These findings suggested that the teachers believed they should be facilitators to help the students during language learning procedures and thus they could contribute to students' learning development in communicative ability. In addition, they could design a lot of activities and engage the students to practice using English in listening and speaking skills the most. The lowest mean score was for the importance of grammar. The teachers in these contexts still believed that grammar teaching was important, but it

was not the most important topic to be emphasized in CLT-based teaching. Generally, the teachers reported having a good understanding of CLT's objectives and its principles, but the interview findings revealed that they lacked a thorough understanding of the CLT approach. The teachers stated that they employed this approach in their GE classrooms because it could help students develop their communicative competence through the practice of various activities based on CLT procedures. They believed that this approach would be appropriate and could integrate into a Thai classroom context.

For the interview responses, the teachers believed that the difficulties in implementation of the CLT approach in their GE classrooms were caused by five factors: teachers, students, classroom management system, CLT itself, and other factors. The difficulties caused by teachers stemmed from insufficient spoken English proficiency, rarely used English in classroom, a lack of thorough understanding of the CLT approach and CLT training, and a lack of time and proficiency for developing communicative teaching materials. The problems caused by students were a lack of motivation in English language learning, having negative attitudes toward English, and not realizing the importance of using English in daily lives, activities or future careers. In terms of the classroom management system, the hindrances to the effectiveness of the CLT approach were large class sizes, lack of adequate teaching aids or equipment used in class, learning assessment constraints, and limited teaching hours of English classrooms. In addition, the teachers believed that theory related to the CLT principles was not difficult to understand, but it was very difficult to practice. The last factor was non-supportive learning environment in the current contexts.

This study also explores whether Thai EFL teachers' beliefs about CLT reflect teaching practices in GE classrooms. The findings from observed classrooms revealed that the teachers attempted to apply the CLT approach into their GE classrooms. Even though they believed that this approach was helpful to promote the learner-centered classrooms and develop students' communicative competence, teachers' beliefs were not congruent with teaching practices and the causes of constraints were possibly derived from different local teaching contexts.

5.3 Research Implications

In terms of pedagogical implications regarding teachers' beliefs about CLT, the results of this study provide a better understanding of beliefs that the teachers held based on their previous experiences in learning and teaching, which could affect teachers' teaching performance and student English learning. The results can provide positive contributions for many related authorities about English language teaching and learning in Thailand.

5.3.1 Implications for Teachers in ELT

In consideration of this study's findings, they will yield insights into teachers' beliefs about CLT and their teaching practices in integrating the CLT approach in GE subjects or other English subjects. These can guide the teachers to apply some CLT principles if they aim to enhance students' communicative abilities. These findings can help implement teaching practices that are appropriate in the local classroom contexts. In addition, they also suggest a possible model of the CLT approach for more effective integration into a Thai EFL context at the university level.

In terms of teaching and learning procedures, the findings contribute to the understanding of lecturers at the tertiary level who have similar teaching contexts and to the teachers teaching English as a Second/Foreign Language at other levels. They can help promote teachers' awareness in their teaching approaches and the teachers may realize their beliefs as self-reflection about language teaching. The findings can promote better teacher understanding about how the CLT approach can be effectively integrated into their classrooms. The findings can benefit the teachers when considering the suitable approaches/strategies to develop students' communicative competence. They can adapt the CLT principles and design a variety of activities to be suitable in the given teaching hours. The integration of the CLT approach in GE classrooms may not have a fixed model, but the teachers can apply it to fit their classroom conditions.

Additionally, the teachers can consider whether their teaching approaches are congruent with achieving optimal student English proficiency, and they can apply the findings to develop and manipulate the effective instructional methodologies/

strategies in their classrooms. The use of teaching materials should be considered if the teachers would like the students to practice communicative activities that resemble real-life situations. The teachers can also design lesson plans, teaching materials and instructional media by employing the use of technology to create a better learning environment. Moreover, the teachers should try to utilize or change their teaching strategies and encourage the students to perceive the importance of English for their future careers. Since the learning environment in the current context does not support students' English learning, the teachers must realize that creating a supportive learning environment is necessary to enhance students' motivation, attention and classroom participation. It is believed that, in the long run, the implementation of the CLT approach will be widely used in ELT in Thailand at the tertiary level.

To help students develop English language ability and learn a language successfully and efficiently, the teachers should provide different kinds of activities to promote students' communicative skills and encourage them to engage in real-language use because one of the language learners' objectives in English language learning must be to communicate with other speakers confidently and effectively. Therefore, the CLT activities recommended by many scholars will be necessary to promote students' communicative skills.

According to the difficulties discovered in this study, the teachers should understand the limitations in using the CLT approach in their classrooms, so they can apply teaching approaches, classroom activities and authentic teaching materials that they consider are most suitable for their particular teaching contexts. Since the teachers realize that the students lack motivation in language learning, they can design activities, use interesting teaching materials and multimedia sources to attract students' interests and classroom participation. The teachers may realize and understand the problems when they employ CLT-based teaching; therefore, they can design teaching styles to be appropriate for their classroom conditions. Those teachers who realize that they have inadequate English proficiency, if given an opportunity, will put a lot into attempts to prepare and develop their English ability as much as possible to benefit themselves, their professional development and students' learning performance.

Some teachers in this study did not understand the CLT principles thoroughly, so the findings recommend a need to provide them with CLT training courses. Attending the CLT training courses causes the teachers to have a better understanding about the CLT principles, and it can broaden their vision how to apply all the theories into practices and how to create the communicative activities for the students in their EFL classrooms. The teachers who are sufficiently trained in the CLT courses can bring about effective teaching in classroom. The more CLT training courses the teachers participate in, the clearer the goals to implement the CLT approach.

Furthermore, the teachers should realize that the CLT approach is a western-based teaching approach which is very challenging for Thai EFL teachers to implement, and for Thai students who are very shy and not confident enough to express their opinion in classroom. They should consider the cultural differences and students' characteristics when they aim to integrate the CLT approach. By nature, Thai students are very humble and always respect their seniors, especially the teachers. The teachers should understand and try to motivate the students to have more classroom participation and interaction. If the teachers use the CLT approach in classroom, the students will become familiar with the characteristics of the approach and they will gradually understand and feel more interested to learn English. In so doing, the students will have affection toward English and they can become self-autonomous learners when they are out of classrooms. In the current study, the combination of western and Thai or ASEAN/Asian cultures might be appropriate in Thai EFL contexts.

This study's purpose is to reflect on teachers' beliefs and their current teaching practices, but the researcher did not aim to investigate the best teaching practices. However, this study revealed EFL teachers' beliefs on how they can implement and adapt the CLT approach to be appropriate to teaching practices in reality. The teachers can consider the discrepancy between stated beliefs and the CLT principles in their current teaching practices. It is a good opportunity for the teachers to reflect on their teaching, which can lead to better teaching development. Also, the teachers can consider the best use of a CLT approach mixed with a traditional approach like Grammar-Translation for their local teaching contexts. Teachers' beliefs and teaching practices reflected the teachers' awareness of their teaching. It is worth noting that the

teachers are the most important people in the development of the quality of teaching and learning. Also, they can motivate the students in English learning and educate them to perceive the importance of English; therefore, the approach the teachers use can enormously influence students' learning performance.

Teachers' beliefs can influence teaching practices because they can help develop teachers' teaching performance. Explicitly, in the interview sessions, one teacher expressed that she rarely used English when she taught GE students; however, she intended to try using more English than Thai in her classrooms. As witnessed in the class, she often used more English than Thai. She explained the grammatical rules and instructions in English followed by Thai. She believed she would use more English not only to develop students' English competency but also to improve her own English spoken proficiency. As a result, she spoke more English in her class when being observed. This example can clearly exemplify how beliefs affect practices in classroom.

5.3.2 Implications for Institute Administrators

This section is related to the significant role of institute administrators in promoting teachers' English proficiency and teacher professional development. For English proficiency development, the administrators should encourage the teachers to develop their English ability by offering English courses or internship courses abroad. They should offer free tests such as IELTS, TOEFL, TOEIC or other authentic tests that relate to English ability to assess teachers' competency in all four skills of listening, speaking, reading and writing. The test's results can help the teachers evaluate their English proficiency and what to improve in their skills and the administrators will understand more how they can support the teachers.

In terms of professional development, according to the findings that the teachers do not have a thorough understanding about the CLT approach, and they lack experience in CLT training or workshops, the administrators should provide the teachers with various CLT training courses. Training should focus on how to have more effective teaching practices using the CLT approach so that the teachers can understand and adapt the gained knowledge to their GE teaching classrooms. Hopefully, it will cause the teachers to perceive the benefits as well as the usefulness

of CLT implementation. In particular, to develop the teachers' teaching skills, the executive team can provide a variety of seminars, training programs or conferences related to the principles of the CLT approach. It is necessary to train the teachers to bring theories into practices. In doing this, the teachers will develop their teaching processes and their career path.

The findings revealed that teachers' beliefs and practices did not match each other because the curriculum course objectives and students' learning assessment were divergent. Therefore, the teachers were required to teach grammar-based teaching and test-based teaching to help students to pass the examination. The administrators should adjust the evaluation process of student learning performance and allocate more testing to listening, speaking and communicative abilities. This can help the teachers to teach based more on the CLT approach effectively.

The findings of this study explored the difficulties that the teachers encountered while they were using the CLT approach in GE classrooms. Actually, Thai EFL teachers faced several challenges in the implementation of the CLT approach in their contexts. Consequently, the discovery of these hindrances in the current contexts can assist an executive team, or the president of the institutions, to provide resources to the lecturers/teachers according to their requirements, e.g. facilities, teaching materials, funds, audio-visual aids, technology equipment, instructional media or the Internet access. The sufficient teaching aids and teaching materials should be supported by the administrators to help develop the integration of the CLT approach, improve students' English learning skills and provide effective innovation in GE classrooms. Since the adoption of the CLT approach in GE classrooms is not rather successful, and one significant constraint is large class sizes, the administrators should take this into account and manage the number of students for classes to be suitable for the CLT-based teaching. Furthermore, the teaching hours for English classes are limited; therefore, the number of teaching hours should be increased to motivate the students in English. This can encourage the students to be self-autonomous and prepare them to be proficient English users. The teachers should use English more often to make the students familiar with English in communication.

The findings of this study revealed that the quality assurance process sometimes influenced teachers' teaching classrooms. Also, heavy non-teaching

administrative tasks on top of the teaching workloads should not be assigned so much to the teachers because doing these tasks can affect the teachers' teaching effectiveness. When they are responsible for some administrative tasks, the teachers need to cancel or postpone the classes. Therefore, the administrators should plan carefully for a convenient time to do these activities to less affect teachers' teaching schedules. All administrative workloads such as meetings, seminars, or conferences to meet the criteria of quality assurance should be held out of teacher teaching hours. The quality assurance should be decreased or adjusted to be suitable to the teachers' teaching time.

5.3.3 Implications for Materials/Course Developers or Curriculum Planners

The findings can be used to improve the quality of English language teaching/learning in Thailand. The materials/course developers or curriculum planners can develop English teaching curriculums that are appropriate to student English proficiency and EFL teaching contexts. Those who develop teaching materials should consider that learning cultural contents should not be limited to only the native English speaker cultures; other cultural contents such as Thai, ASEAN, Asian cultures should be added to broaden students' knowledge about their own cultures. The teaching contents should provide the students with information about local cultures and some Thai culture should be learned from the textbooks or dialogues. To have a well-designed curriculum, the materials or course developers should be concerned with the teaching content used as well as the classroom conditions in local contexts. Even though commercial textbooks are very beneficial to develop students' learning ability, some content is not consistent with the need to improve student attention and performance. Therefore, the teaching materials should be designed to be more suitable for local contexts.

5.3.4 Implications for Policy Makers

The relevant authorities or the stakeholders will understand the existing constraints and must consider the possible solutions. They will have a clear picture when the teachers in local contexts implement the CLT approach in Thai EFL

contexts. The findings of this study may be useful for policymakers or educators in the Ministry of Education to provide support to make the implementation of the CLT approach in Thai EFL contexts more effective. It can also raise concern that the related authorities or state governments need to realize the current problems of ELT at the tertiary level in Thailand. They should listen to the teachers' voices or feedback regarding how the teachers encounter hindrances in applying the policy of innovative curriculum. They should impose consistent long-term policy so that the CLT approach can be properly implemented in the English curriculum, starting from the primary level to prepare the students to be familiar with this approach from the beginning and to provide them with solid background knowledge of English. They should issue policies for the Thai education system stating that English teaching and learning and students' learning assessment should emphasize communicative competence rather than grammatical knowledge. Students' learning assessment regarding grammatical knowledge should be adapted to suit the communicative policy and curriculum. More listening and speaking tests should be allocated in national tests. Thai EFL teachers should be aided in training or workshops about the CLT approach to make the policy objectives for the implementation of the CLT approach in Thai EFL contexts achievable. Additionally, English teaching hours should be extended from once a week to a few times a week to allow students to become comfortable with English learning and usage. The teachers should be invited to design the English teaching curriculum because they know the current situations of English teaching.

According to the findings, the teachers also recommend that there should be a national re-evaluation and reformation of student learning assessment to make the implementation of the CLT approach more effective. The ELT reform in the Thai education system should be considered as soon as possible.

5.3.5 Implications for Research Methodologies

In terms of designing the questionnaires, the individual might have different perspectives. Some researchers might consider that the negatively worded items should not be used in the questionnaires. However, sometimes the negatively worded items could make the findings clearer and help the participants understand the meaning and concept of the research clearly. For further research, the researcher

should be concerned about the negativity and the positivity in the questionnaires and the interviews. It should be a part of the main concerns in designing the research because the CLT approach is still being debated among the scholars regarding the advantages and the drawbacks. In this study, the questions in the questionnaires may not be presented positively, so some negative words and meanings, to some extent, could bring about ambiguous findings. In this way, researchers should focus more on the findings, particularly those derived from statistical analysis. The scores or the data obtained should be reversed so that the findings could be clearly analyzed. Also, the triangulation method could confirm the data obtained from the participants. Therefore, further research investigating beliefs, opinions or attitudes should employ terms that are using clear expression and include a variety of research methods and research tools to help confirm the findings that actually reflect the participants' beliefs.

5.4 Research Limitations

The present study contains a few limitations. First, the number of participants in this study was limited and the data collection was based on only four universities in the northeastern area of Thailand. Also, the selection of research sites was restricted to only Rajabhat universities, which are public. Second, the focus of this study was to only investigate teachers' beliefs and their teaching practices regarding the CLT approach in the university context in Thailand. Third, the participants' teaching practices in each classroom were observed only one time. Fourth, the teaching subjects investigated were limited to only GE subjects. As a result, the generalizability of this study is limited. However, this study is hopefully reckoned to be beneficial to English language teaching and learning in other universities or the schools in different levels that share similar teaching contexts in Thailand.

5.5 Recommendations for Future Research

This study reveals Thai EFL teachers' beliefs about CLT and teaching practices at the tertiary level in Thailand. The hindrances encountered by the teachers in implementing the CLT approach in GE classrooms have also been investigated.

How the teachers apply this approach for students' communicative competence development was examined. However, several other issues are recommended for education research in future studies, and the findings from other contexts in Thai classrooms can provide a feasible model to implement the CLT approach in Thailand.

First, the research about teachers' beliefs of CLT and teaching practices could be conducted in more public and private universities for greater generalization of the findings and to gather more insights into how Thai EFL teachers implement the CLT approach in English classroom contexts. More teacher participants in the university-level from different areas of Thailand should be included to examine how the CLT approach can be used in Thailand effectively.

This study explored only teachers' beliefs about the CLT approach, so it might be worthwhile to reveal students' views of the CLT approach to have a better understanding of the effectiveness of the communicative approach. Additionally, an investigation of students' beliefs or perspectives would help clarify the application of this approach, specifically in Thai EFL contexts. A study investigating the match between teachers' and students' beliefs about the adoption of CLT in the Thai classroom contexts should be conducted in further studies.

Additionally, more teacher follow-up classroom observations in classroom should be conducted in order to ascertain the teachers' frequency in using the CLT approach and to see in greater depth more about how the teacher beliefs affect their teaching practices in integrating the CLT principles in classroom.

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APPENDICES

Appendix A Teachers' Beliefs Questionnaire Form

Appendix B Semi-Structured Interview Questions

Appendix C Classroom Observation Protocol

Appendix D Informed Consent Form for the Teacher Participants

Appendix E Certificate of Exemption (IRB Form)

Appendix F Goals of English Language Teaching

Appendix G Teachers' Roles

Appendix H GE Classroom Activities

Appendix I Teachers' Beliefs toward the Possibility of the CLT Approach in a Thai EFL Context

Appendix J Teachers' Beliefs toward the Appropriateness of the CLT Approach in a Thai EFL Context

Appendix K Teachers' Beliefs toward the Application of the CLT Approach to Students' Development of English Communicative Skills

Appendix L Effective Language Teaching Practices

Appendix M Supportive Teaching Approaches to Successful English Language Teaching

Appendix A

Teachers' Beliefs Questionnaire Form

Thai EFL Teachers' Beliefs and Practices in CLT in a Thai University Context: A Study of Rajabhat Universities in Lower Northeastern Area

Instructions

I would like to thank you for your dedicated participation in this study. This study aims at investigating Thai EFL teachers' beliefs about CLT in General English (GE) classrooms in a Thai university context. The questionnaire consists of eight pages in four sections. Please respond to the following questions relating to your own beliefs and GE teaching experiences.

The questionnaire is divided into four sections:
Section 1: Demographic Information of the Participants
Section 2: Teachers' Beliefs about the Communicative Language Teaching (CLT) Approach in English Language Teaching
Section 3: Current Practices of English Language Teaching (ELT)
Section 4: Teachers' Beliefs about the Possibility to Apply the CLT Approach to Students' Communicative Skill Development in a Thai University Context

All questionnaire's information and results will be used only for research purposes and the participants' name will be anonymous.

Thank you for your co-operation.
Ms. Chayanant Pitikornpuangpetch
Ph.D. Student
School of Language and Communication
National Institute of Development Administration (NIDA)

Section 1: Demographic Information of the Participants

Instructions: Please indicate your answer with a tick (✓).

1. Gender ☐ Male ☐ Female

2. Age ☐ 25-30 years old ☐ 31-35 years old ☐ 36-40 years old
☐ 41-45 years old ☐ 46-50 years old ☐ Over 51 years old

3. Department

☐ English ☐ Business English ☐ English for Communication
☐ Others (Please specify) ……...…

4. Faculty ☐ Humanities and Social Sciences ☐ Education
☐ Others (Please specify) ……..…

5. University

☐ A Rajabhat University ☐ B Rajabhat University

☐ C Rajabhat University ☐ D Rajabhat University

6. The Highest Education

☐ Bachelor's Degree ☐ Master's Degree ☐ Doctoral Degree

7. Years of English Teaching

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years

☐ 21-25 years ☐ 26-30 years ☐ More than 31 years

8. Years of General English (GE) Teaching

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years

☐ 21-25 years ☐ 26-30 years ☐ More than 31 years

9. Have you ever taken English teaching training courses? ☐ Yes ☐ No

Section 2: Teachers' Beliefs about the Communicative Language Teaching (CLT) Approach in English Language Teaching

Section 2.1: Teachers' Experience about the CLT Approach

Instructions: Please read each statement and indicate your answer with a tick (✓).

1. Are you concerned about the methods you use for teaching English?

☐ Yes ☐ No

2. How often do you use the CLT approach in your classroom?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

3. Have you ever participated in any CLT training programs before?

☐ Yes ☐ No

If yes, how many times have you participated in the CLT training program?

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ more than 5 times

4. Do you believe that the CLT approach has a lot of advantages for English language teaching nowadays?

☐ Yes ☐ No

Section 2.2: Teachers' Beliefs about CLT

Instructions: Please identify your agreement with a tick (✓).

Measurement:

5 = Strongly agree, 4 = Agree, 3 = Moderately agree, 2 = Disagree,

1 = Strongly disagree

No.	Items	Level				
		5	4	3	2	1
1. The Importance of Grammar						
1	Grammatical correctness is the most important criterion by which language performance should be judged.					
2	Grammar should be taught inductively and as a means to an end and not as an end in itself.					
3	Knowledge of the rules of a language does not guarantee the ability to use the language.					
4	By mastering the rules of grammar, students become fully capable of communicating with a native speaker.					
5	Direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively.					
2. Group/Pair Work Activities						
6	Group work activities are essential in providing opportunities to promote the English language uses in real-life situations.					
7	Group work activities allow students to explore problems for themselves and thus have some measure of control over their own learning.					
8	Group work activities take too much time to organize and waste a lot of valuable teaching time.					
9	Pairs or small-group work activities can motivate classroom interactions between students and their peers.					
10	Group work activities have little use since it is very difficult for teachers to monitor students' language performance and prevent them from using their mother tongue.					
11	Students can develop their communicative skills through group/pair work activities.					
3. Quality and Quantity of Error Correction						
12	Teachers should not focus more on the appropriate language structure and linguistic forms. Rather, the effective communicative competence of students should be emphasized.					
13	Grammatical errors should be corrected after the communicative flow of the classroom has been completed. If errors are ignored, this will result in imperfect English language learning.					
14	Since errors are a natural part of the English language learning process, much correction is time-wasting.					
15	The communicative approach to language teaching produces fluent but inaccurate students.					
16	Teachers should correct language errors upon the completion of the tasks.					
17	Teachers should emphasize more on fluency rather than					

No.	Items	Level				
		5	4	3	2	1
	accuracy.					
4. Roles of Teachers in the Language Classroom						
18	A teacher cannot function as "authority" and "instructor" in the language classroom.					
19	"Teachers as transmitters of knowledge" is only one of many different roles they must perform during the course of a lesson.					
20	The role of teachers in the language classroom is to impart knowledge through activities such as explanation, writing, and examples.					
21	A textbook alone is not able to cater to all the needs and interests of students. A teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of their students.					
22	Teachers should function as facilitators in the classroom.					
23	Teachers should use the target language more frequently.					
24	Teachers should create various communicative activities to provide whole-task practices, improve motivation and create a context that supports students' language learning.					
25	Teachers should perform less teacher-fronted activities.					
5. Roles of Students in the English Learning Process						
26	Students have inadequate knowledge to recommend what the content of the lesson should be or what activities are useful for them.					
27	Training students to take responsibility for their own learning is futile since they are not used to the CLT approach.					
28	The learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her learning ability.					
29	For teachers, it is impossible in a large class of students to organize their teaching so as to suit the needs of all.					
30	For students, English is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
31	Tasks and activities should be negotiated and adapted to suit students' needs rather than imposed on them.					
32	Students should be on their own initiative in English language learning.					
33	Students should be involved to have decision making about classroom activities and allowed to choose reading materials.					
6. Teaching Materials						
34	Teachers should use authentic materials to teach English.					

No.	Items	Level				
		5	4	3	2	1
35	Teachers should allow students to learn western cultures based on the textbooks used in the classroom.					
36	Teachers should blend some interesting Thai cultures in the English teaching content to educate their students about the local culture.					
37	Teachers should employ various kinds of technology in the English classroom.					

Section 3: Current Practices of English Language Teaching

Instructions: Please identify your answers with a tick (✓) and write your own answers for any questions where applicable.

1. What is your current teaching practice that you use in your classroom? (You may tick more than one.)

☐ Audiolingual Method
☐ Grammar-Translation Method
☐ Direct Method
☐ Situational Language Teaching Method
☐ Communicative Language Teaching (CLT)
☐ Task-based Language Teaching
☐ Teacher-centered
☐ Learner-centered
☐ Others (Please specify): _____
_____

2. What are your goals of English language teaching in English for communication? (You may tick more than one.)

☐ To develop students' English communicative skills
☐ To develop students' language skills in English (listening, speaking, reading and writing)
☐ To prepare students' English proficiency in their future careers
☐ To engage students to use the language in real-life situations
☐ To motivate students to be confident in using English with native speakers
☐ Others (Please specify): _____
_____

3. What is your role when teaching English for communication? (You may tick more than one.)

☐ Entertainer ☐ Facilitator ☐ Mentor
☐ Language Instructor ☐ Leader ☐ Needs analyst
☐ Others (Please specify): _____
_____

4. What classroom activities do you employ in the classroom? (You may tick more than one.)

☐ Pair work ☐ Jig-saw
☐ Group work ☐ Information-gathering
☐ Role plays ☐ Opinion-sharing
☐ Presentation ☐ Task-completion
☐ Group discussion ☐ Information gap completion
☐ Others (Please specify): _____
_____

5. What teaching materials do you use in the classroom? (You may tick more than one.)

☐ Commercial textbooks
☐ Authentic materials (e.g. newspapers, magazines, English TV programs, YouTube channels, news from radio programs, movies, English songs, websites, video clips, advertisements)
☐ Supplementary worksheets
☐ PowerPoint Slides
☐ Mobile Applications
☐ Others (Please specify): _____
_____

6. What is/are the medium language(s) that you use in GE classrooms? (Please tick **ONLY one.)**

☐ Thai only ☐ English only
☐ Isan Dialect only ☐ Both Thai and English
☐ Thai, English and Isan Dialect
☐ Others (Please specify and provide the reasons): _____
_____

Section 4: Teachers' Beliefs about the possibility to apply the CLT approach to students' communicative skill development in a Thai university context

Instructions: Identify your answer with a tick (✓) and specify your views in the space provided.

1. Do you believe that the CLT approach can possibly be implemented in Thai EFL contexts?

☐ Yes ☐ No

2. Do you believe that the CLT approach is appropriate in Thai EFL contexts?

☐ Yes ☐ No

3. Do you believe that the CLT approach can be applied to the students' development of communicative skills?

☐ Yes ☐ No

Thank you very much for taking the time in completing this questionnaire. Your responses will contribute to my research. If you are available to participate in the semi-structured interviews, please provide your contact information below. You will be contacted to arrange the interview appointment upon your most convenient time. Once again, I am extremely grateful for your contributing valuable time and your honest details in this study.

Name : _____

Mobile Phone Number :_____ E-mail: _____

Thank you very much for your kind co-operation.

Teachers' Beliefs Questionnaire Form (Thai Version)

ความเชื่อและการสอนของครูผู้สอนภาษาอังกฤษชาวไทยที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารในบริบทมหาวิทยาลัยไทย: กรณีศึกษามหาวิทยาลัยราชภัฏอีสานใต้

คำชี้แจง

ดิฉันขอขอบพระคุณที่ท่านได้สละเวลาในการทำแบบสอบถามในครั้งนี้ การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อสำรวจความเชื่อของครูผู้สอนภาษาอังกฤษชาวไทยที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารในบริบทมหาวิทยาลัยไทย แบบสอบถามมีทั้งหมด 8 หน้า และแบ่งออกเป็น 4 ตอน กรุณาตอบแบบสอบถามให้ตรงตามความเชื่อและประสบการณ์การสอนของท่านที่มีต่อการจัดการเรียนการสอนรายวิชาภาษาอังกฤษทั่วไป

แบบสอบถามแบ่งออกเป็น 4 ตอน ดังมีรายละเอียดต่อไปนี้

ตอนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

ตอนที่ 2 ความเชื่อของครูที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสาร

ตอนที่ 3 วิธีการสอนภาษาอังกฤษที่ใช้ในปัจจุบัน

ตอนที่ 4 ความเชื่อของครูที่มีต่อการประยุกต์ใช้กระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารต่อการพัฒนาทักษะการสื่อสารของนักศึกษา

ข้อมูลและผลการวิจัยของแบบสอบถามจะนำมาใช้เพื่อการวิจัยเท่านั้นและจะไม่มีการเปิดเผยชื่อผู้ตอบแบบสอบถาม

ขอขอบพระคุณเป็นอย่างสูงสำหรับความร่วมมือ

น.ส. ชญาณ์นันท์ ปิติกรพวงเพชร
นักศึกษาระดับปริญญาเอก
คณะภาษาและการสื่อสาร สถาบันบัณฑิตพัฒนบริหารศาสตร์ (นิด้า)

<u>ตอนที่ 1:</u> ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

<u>คำชี้แจง:</u> โปรดทำเครื่องหมาย ✓ ลงในช่องตามความเป็นจริง

1. เพศ ☐ ชาย ☐ หญิง
2. อายุ ☐ 25-30 ปี ☐ 31-35 ปี ☐ 36-40 ปี
   ☐ 41-45 ปี ☐ 46-50 ปี ☐ มากกว่า 51 ปี
3. สาขาวิชา ☐ ภาษาอังกฤษ ☐ ภาษาอังกฤษธุรกิจ ☐ ภาษาอังกฤษเพื่อการสื่อสาร
   ☐ อื่น ๆ (โปรดระบุ) _____
4. คณะ ☐ มนุษยศาสตร์และสังคมศาสตร์ ☐ ครุศาสตร์
   ☐ อื่น ๆ (โปรดระบุ) _____
5. มหาวิทยาลัยราชภัฏ ☐ A ☐ B ☐ C ☐ D

6. ระดับการศึกษาสูงสุด

☐ ปริญญาตรี ☐ ปริญญาโท ☐ ปริญญาเอก

7. ท่านมีประสบการณ์การสอนภาษาอังกฤษเป็นระยะเวลานานเท่าใด

☐ 1-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ 16-20 ปี

☐ 21-25 ปี ☐ 26-30 ปี ☐ มากกว่า 31 ปี

8. ท่านมีประสบการณ์สอนวิชาภาษาอังกฤษทั่วไป (GE) เป็นระยะเวลานานเท่าใด

☐ 1-5 ปี ☐ 6-10 ปี ☐ 11-15 ปี ☐ 16-20 ปี

☐ 21-25 ปี ☐ 26-30 ปี ☐ มากกว่า 31 ปี

9. ท่านเคยเข้าร่วมอบรมการสอนภาษาอังกฤษหรือไม่ ☐ เคย ☐ ไม่เคย

<u>ตอนที่ 2 :</u> ความเชื่อของครูที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสาร

<u>ตอนที่ 2.1</u>: ประสบการณ์ของครูเกี่ยวกับการสอนภาษาเพื่อการสื่อสาร

<u>คำชี้แจง</u> : โปรดตอบคำถามต่อไปนี้โดยทำเครื่องหมาย ✓ลงในช่องที่ตรงกับคำตอบของท่าน

1. ท่านให้ความสำคัญกับวิธีการสอนที่ใช้ในการสอนภาษาอังกฤษ

☐ ใช่ ☐ ไม่ใช่

2. ท่านใช้วิธีการสอนภาษาเพื่อการสื่อสารในห้องเรียนบ่อยแค่ไหน

☐ ตลอดเวลา ☐ บ่อย ☐บางครั้ง ☐ ไม่ค่อยบ่อย ☐ ไม่เคย

3. ท่านเคยเข้าร่วมการอบรมวิธีการสอนภาษาเพื่อการสื่อสารมาก่อนหรือไม่

☐ เคย ☐ ไม่เคย

ถ้าเคย โปรดระบุจำนวนครั้งที่เข้ารับการอบรม

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ มากกว่า 5 ครั้ง

4. ท่านมีความเชื่อว่าวิธีการสอนภาษาเพื่อการสื่อสารมีประโยชน์ในการสอนภาษาอังกฤษในปัจจุบันหรือไม่

☐ ใช่ ☐ ไม่ใช่

<u>ตอนที่ 2.2:</u> ความเชื่อของครูเกี่ยวกับการสอนภาษาเพื่อการสื่อสาร

<u>คำชี้แจง:</u> โปรดอ่านข้อความและทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นท่านมากที่สุด ระดับความคิดเห็นมีรายละเอียดดังนี้

5 = มากที่สุด 4 = มาก 3 = ปานกลาง 2 = น้อย 1 = น้อยที่สุด

ข้อที่	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
1. ความสำคัญของไวยากรณ์						
1	ความถูกต้องตามไวยากรณ์เป็นเกณฑ์สำคัญที่ใช้ในการวัดความสามารถในการใช้ภาษา					
2	ครูควรสอนไวยากรณ์แบบอุปนัยหรือสอนจากการใช้ภาษาจริงมาสู่กฎเกณฑ์ทางภาษาและควรสอนไวยากรณ์ในฐานะที่เป็นเครื่องมือเพื่อให้บรรลุเป้าหมายในการสื่อสาร ไม่ใช่สอนเฉพาะตัวกฎเกณฑ์ทางภาษา					
3	ความรู้เรื่องกฎเกณฑ์ทางภาษาไม่อาจรับประกันความสามารถในการใช้ภาษา					
4	เมื่อนักศึกษามีความรู้ความเข้าใจในไวยากรณ์แล้ว จะสามารถสื่อสารกับเจ้าของภาษาได้อย่างเต็มที่					
5	การสอนกฎเกณฑ์และคำศัพท์ที่เกี่ยวข้องกับไวยากรณ์เป็นสิ่งสำคัญถ้าผู้เรียนต้องเรียนเพื่อให้สื่อสารได้อย่างมีประสิทธิภาพ					
2. กิจกรรมกลุ่ม/คู่						
6	กิจกรรมกลุ่มเป็นสิ่งที่สำคัญในการสร้างโอกาสให้นักศึกษาได้พัฒนาทักษะการใช้ภาษาอังกฤษในสถานการณ์จริง					
7	กิจกรรมกลุ่มช่วยให้นักศึกษารู้ปัญหาของตนเองและหาวิธีการในการจัดการปัญหาได้ด้วยตนเอง					
8	กิจกรรมกลุ่มเป็นกิจกรรมที่ใช้เวลามากทั้งในแง่การจัดการห้องเรียนและเวลาสอน					
9	กิจกรรมกลุ่มเล็ก หรือ งานคู่สามารถกระตุ้นปฏิสัมพันธ์ในห้องเรียนระหว่างนักศึกษาและเพื่อนร่วมชั้น					
10	กิจกรรมกลุ่มมีประโยชน์น้อยเพราะเป็นการยากที่ครูจะควบคุมการใช้ภาษาและระวังไม่ให้นักศึกษาใช้ภาษาแม่ในห้องเรียน					
11	นักศึกษาสามารถพัฒนาทักษะการสื่อสารได้ด้วยการใช้กิจกรรมกลุ่มหรือคู่					

ข้อที่	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
3. คุณภาพและปริมาณของการแก้ไขข้อผิดพลาด						
12	ครูไม่ควรเน้นความถูกต้องทางโครงสร้างภาษาและหลักภาษาศาสตร์ แต่ควรยึดความสามารถในการสื่อสารของนักศึกษาเป็นหลัก					
13	เมื่อนักศึกษาใช้ภาษาอังกฤษในการสื่อสารเสร็จสิ้นลง หากมีข้อผิดพลาดทางไวยากรณ์ ครูควรแก้ไขข้อผิดพลาดนั้น เพราะหากครูเพิกเฉยย่อมส่งผลต่อการเรียนภาษาอังกฤษของนักศึกษา					
14	เนื่องจากข้อผิดพลาดเป็นส่วนหนึ่งของการเรียนรู้ภาษาอังกฤษตามธรรมชาติ การแก้ไขข้อผิดพลาดจึงเป็นการสูญเปล่าทางเวลา					
15	การสอนภาษาเพื่อการสื่อสารทำให้นักศึกษาสามารถใช้ภาษาได้คล่อง แต่เป็นการใช้แบบไม่ถูกต้อง					
16	เมื่อแต่ละกิจกรรมสิ้นสุด ครูควรแก้ไขข้อผิดพลาดในการใช้ภาษาของนักศึกษา					
17	ครูควรเน้นความคล่องในการใช้ภาษามากกว่าความถูกต้องของภาษา					
4. บทบาทของครูในห้องเรียนสอนภาษา						
18	ในห้องเรียนภาษา ครูไม่อาจทำหน้าที่เป็นผู้มีอำนาจและผู้สอน					
19	บทบาทการเป็นผู้ถ่ายทอดความรู้ เป็นเพียงหนึ่งในหลายๆ บทบาทที่ครูต้องแสดงตลอดระยะเวลาการสอน					
20	บทบาทของครูในห้องเรียนภาษาคือการส่งผ่านความรู้สู่นักศึกษาผ่านกิจกรรมต่าง ๆ เช่น การอธิบาย การเขียน และการยกตัวอย่าง					
21	การใช้ตำราเรียนเพียงอย่างเดียว ไม่สามารถตอบสนองความต้องการและความสนใจของนักศึกษาได้ ครูจึงควรใช้สื่อ อุปกรณ์การสอนอื่น ๆ เพื่อให้ตรงกับความต้องการที่หลากหลายของนักศึกษาได้					
22	ครูควรทำหน้าที่เป็นผู้ให้ความช่วยเหลือ (facilitator) ในห้องเรียน					
23	ครูควรใช้ภาษาอังกฤษในการสอนมากขึ้น					
24	ครูควรสร้างกิจกรรมการสื่อสารที่หลากหลายเพื่อจัดกิจกรรมฝึกทักษะแบบรวม (whole-task practices) เพิ่มแรงกระตุ้นในการเรียนและสร้างบริบทที่ส่งเสริมการเรียนภาษา					
25	ครูควรลดกิจกรรมที่ใช้ครูเป็นตัวนำ					
5. บทบาทและการมีส่วนร่วมของนักศึกษาในกระบวนการเรียนรู้						
26	นักศึกษาขาดความรู้ จึงไม่อาจให้คำแนะนำในส่วนของเนื้อหาและ					

ข้อที่	รายการ	ระดับความคิดเห็น				
		5	4	3	2	1
	กิจกรรมในห้องเรียนที่เป็นประโยชน์					
27	การฝึกให้นักศึกษามีความรับผิดชอบต่อการเรียนของตัวเอง เป็นเรื่องที่บรรลุผลได้ยาก เพราะเป็นวิธีการที่นักศึกษาไม่คุ้นเคย					
28	การสอนภาษาที่ยึดผู้เรียนเป็นสำคัญช่วยกระตุ้นให้นักศึกษามีความรับผิดชอบ มีวินัยต่อตนเอง และทำให้ผู้เรียนแต่ละคนสามารถพัฒนาขีดความสามารถในการเรียนรู้ด้วยตนเอง					
29	ครูไม่สามารถจัดการเรียนการสอนที่ตอบสนองความต้องการของผู้เรียนทุกคนได้หากมีนักศึกษาจำนวนมาก					
30	นักศึกษาสามารถเรียนรู้ภาษาอังกฤษได้อย่างมีประสิทธิภาพสูงสุด เมื่อภาษานั้นถูกใช้เป็นเครื่องมือในการทำสิ่งต่าง ๆ ในทางกลับกัน นักศึกษาจะไม่สามารถเรียนรู้อะไรเลยผ่านการสอนที่ยึดกฎเกณฑ์ทางภาษาเป็นหลัก					
31	ภาระงานและกิจกรรมของนักศึกษาควรมีความยืดหยุ่น ต่อรองได้ และสามารถปรับตามความต้องการของผู้เรียนได้					
32	ในการเรียนภาษาอังกฤษ นักศึกษาควรเรียนรู้ด้วยตนเอง					
33	นักศึกษาควรมีส่วนร่วมในการตัดสินใจเกี่ยวกับกิจกรรมในห้องเรียน และควรมีโอกาสเลือกเรื่องที่จะอ่านด้วยตนเอง					
6. สื่อการสอน						
34	ครูควรใช้วัสดุการสอนจากแหล่งต่าง ๆ ในการสอนภาษาอังกฤษ					
35	ครูควรให้นักศึกษาเรียนรู้วัฒนธรรมตะวันตก โดยยึดตามแบบเรียนที่ใช้ในห้องเรียน					
36	ครูควรผสมผสานวัฒนธรรมไทยในเนื้อหาที่สอนเพื่อให้นักศึกษามีความรู้เกี่ยวกับวัฒนธรรมของตนเอง					
37	ครูควรใช้สื่อเทคโนโลยีที่หลากหลายในการสอนภาษาอังกฤษ					

<u>ตอนที่ 3 :</u> วิธีการสอนภาษาอังกฤษที่ใช้ในปัจจุบัน

<u>คำชี้แจง</u> : โปรดทำเครื่องหมาย ✓ลงในช่องที่ตรงกับคำตอบของท่าน และตอบคำถามในบางข้อที่กำหนด

1. ปัจจุบันท่านใช้วิธีการสอนแบบใด (สามารถเลือกได้มากกว่า 1 วิธีการสอน)

☐ การสอนแบบฟัง-พูด (Audio Lingual Method)
☐ การสอนแบบเน้นไวยากรณ์และการแปล (Grammar-Translation Method)
☐ การสอนแบบตรง (Direct Method)
☐ การสอนภาษาตามสถานการณ์ (Situational Language Teaching Method)
☐ การสอนภาษาเพื่อการสื่อสาร (Communicative Language Teaching, CLT)
☐ การสอนภาษาที่เน้นภาระงาน (Task-based Language Teaching)
☐ การสอนที่เน้นครูเป็นสำคัญ (Teacher-centered)
☐ การสอนที่เน้นผู้เรียนเป็นสำคัญ (Learner-centered)
☐ อื่น ๆ (โปรดระบุ) _____
_____

2. วัตถุประสงค์ในการสอนรายวิชาภาษาอังกฤษทั่วไป (GE) คืออะไร (สามารถเลือกได้มากกว่า 1 ข้อ)

☐ เพื่อพัฒนาทักษะการสื่อสารภาษาอังกฤษของนักศึกษา
☐ เพื่อพัฒนาทักษะทางภาษาอังกฤษของนักศึกษา (ทักษะการฟัง การพูด การอ่าน และการเขียน)
☐ เพื่อเพิ่มสมรรถนะทางภาษาอังกฤษของนักศึกษาและเตรียมความพร้อมสู่การประกอบอาชีพในอนาคต
☐ เพื่อให้นักศึกษาสามารถใช้ภาษาอังกฤษในสถานการณ์จริงได้
☐ เพื่อเพิ่มความมั่นใจของนักศึกษาในการใช้ภาษาอังกฤษสื่อสารกับเจ้าของภาษา
☐ อื่น ๆ (โปรดระบุ) _____
_____

3. ขณะจัดกิจกรรมการสอนภาษาอังกฤษ บทบาทของท่านคืออะไร (สามารถเลือกได้มากกว่า 1 ข้อ)

☐ ผู้ให้ความบันเทิง ☐ ผู้ให้การช่วยเหลือ ☐ ผู้ให้คำปรึกษา
☐ ผู้สอนภาษา ☐ ผู้นำ ☐ นักวิเคราะห์ความต้องการ
☐ อื่น ๆ (โปรดระบุ) _____
_____

4. ท่านใช้กิจกรรมใดต่อไปนี้ในการจัดการเรียนการสอน (สามารถเลือกได้มากกว่า 1 ข้อ)

☐ งานคู่ (Pair Work) ☐ กิจกรรมจิ๊กซอว์ (Jig-saw)
☐ งานกลุ่ม (Group Work) ☐ กิจกรรมการรวบรวมข้อมูล (Information-Gathering)
☐ กิจกรรมบทบาทสมมุติ (Role Plays) ☐ กิจกรรมการแสดงความคิดเห็น (Opinion Sharing)

☐ การนำเสนองาน (Presentation) ☐ การทำภารกิจให้สมบูรณ์ (Task-completion)

☐ การอภิปรายกลุ่ม (Group Discussion) ☐ กิจกรรมการเติมข้อมูลที่หายไป (Information gap completion)

☐ อื่น ๆ (โปรดระบุ) _____

_____

5. ท่านใช้สื่อการสอนใดต่อไปนี้ในห้องเรียน (สามารถเลือกได้มากกว่า 1 ข้อ)

☐ ตำราเรียน

☐ วัสดุการสอนที่ได้จากแหล่งต่าง ๆ เช่น หนังสือพิมพ์ นิตยสาร รายการภาษาอังกฤษที่เผยแพร่ทางโทรทัศน์ ยูทูบ ข่าววิทยุ ภาพยนตร์ เพลง เว็บไซต์ คลิปวิดีโอ และ โฆษณา

☐ ใบงานเพิ่มเติม

☐ PowerPoint

☐ แอพพลิเคชั่นในมือถือ

☐ อื่นๆ (โปรดระบุ) _____

_____

6. ท่านใช้ภาษาใดเป็นสื่อในการสอนภาษาอังกฤษ (สามารถ**<u>เลือกได้ 1 ข้อเท่านั้น</u>**)

☐ ใช้ภาษาไทย ☐ ใช้ภาษาอังกฤษ

☐ ใช้ภาษาอีสาน ☐ ใช้ทั้งภาษาไทยและภาษาอังกฤษ

☐ ใช้ทั้งภาษาไทย ภาษาอังกฤษและภาษาอีสาน

☐ อื่น ๆ (โปรดระบุและบอกเหตุผลประกอบ) _____

_____

<u>ตอนที่ 4 :</u> ความเชื่อของครูที่มีต่อการประยุกต์ใช้กระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารต่อการพัฒนาทักษะการสื่อสารของนักศึกษา

<u>คำชี้แจง :</u> โปรดอ่านข้อความและทำเครื่องหมาย ✓ลงในช่องที่ตรงกับคำตอบของท่านมากที่สุดและแสดงความคิดเห็นในช่องที่กำหนดให้

1. ท่านเชื่อว่าวิธีการสอนภาษาเพื่อการสื่อสารสามารถนำมาปรับใช้ในบริบทของประเทศไทยได้หรือไม่

☐ ได้ ☐ ไม่ได้

2. ท่านเชื่อว่าวิธีการสอนภาษาเพื่อการสื่อสารมีความเหมาะสมในบริบทของประเทศไทยหรือไม่

☐ เหมาะสม ☐ ไม่เหมาะสม

3. ท่านเชื่อว่าวิธีการสอนภาษาเพื่อการสื่อสารสามารถช่วยพัฒนาทักษะการสื่อสารของนักศึกษาได้หรือไม่

☐ ได้ ☐ ไม่ได้

ข้าพเจ้าขอขอบพระคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามในครั้งนี้ คำตอบของท่านจะเป็นประโยชน์ในงานวิจัยของข้าพเจ้าเป็นอย่างมาก หากท่านยินดีเข้าร่วมการสัมภาษณ์เพื่อให้ข้อมูลเพิ่มเติม กรุณากรอกข้อมูลด้านล่างนี้ เพื่อทำการนัดหมายเวลาสัมภาษณ์ตามที่ท่านสะดวกเป็นลำดับถัดไป อนึ่ง ข้าพเจ้ารู้สึกซาบซึ้งใจเป็นอย่างมากที่ท่านได้สละเวลาและให้ข้อมูลที่เป็นจริงในงานวิจัยครั้งนี้

ชื่อ-สกุล_____

เบอร์โทรศัพท์_____ อีเมล์ _____

ขอขอบพระคุณเป็นอย่างสูงสำหรับความร่วมมือในการตอบแบบสอบถามค่ะ

Appendix B

Semi-structured Interview Questions

Thai EFL Teachers' Beliefs and Practices in CLT in a Thai University Context: A Study of Rajabhat Universities in Lower Northeastern Area

<u>Section 1</u>: Demographic Information of the Participants

Instructor's Name:……..
Date: …….. **Starting Time:** …….. **Finishing Time:** ……..
Subject: …… **Semester:** ……
Department: …….. **University:** ……..
1. Age …….. **years old.**
2. Gender ☐ Male ☐ Female
3. Education Background
☐ Bachelor's Degree ☐ Master's Degree ☐ Doctoral Degree
4. Academic Title
☐ Instructor ☐ Assistant Professor ☐ Associate Professor ☐ Professor
5. Years of Experience in Teaching English: ……
6. Years of Experience in Teaching General English (GE): ……
7. Years of Experience in CLT-based Teaching: ……

<u>Section 2:</u> Teachers' Beliefs about the CLT Principles

2.1 The Importance of Grammar

2.1.1 Do you believe that teaching English grammar in GE classrooms is important? How?

2.1.2 Do you believe that not emphasizing on the importance of grammar usage in your language teaching will be the main barrier in implementing the CLT approach? Why?

2.1.3 What do you think about the statement "Grammar is not important in English language learning through the CLT approach"?

2.2 Group/Pair Work Activities

2.2.1 How do you teach an English class? What kinds of teaching methods/activities do you believe that help promote the CLT approach?

2.3 Quality and Quantity of Error Corrections

2.3.1 Do you believe that errors are natural and error corrections should be done during the students' communicative practices? Why?

2.4 Roles of Teachers in the Language Classroom

2.4.1 What teachers' roles are important in your English class? Why?

2.5 Roles of Students in the English Learning Process

2.5.1 What are the students' roles that you believe would help develop students' English skills?

2.5.2 Do you believe that the students' initiative language learning can help develop their communicative skills? Why?

2.6 Teaching Materials

2.6.1 Do you believe that authentic teaching materials can help promote the GE classrooms? Why?

2.6.2 What kinds of teaching materials that you often use in the classroom? Why?

Section 3: Teachers' Current CLT Practices

3.1 What teaching approaches are you using in the classroom?

3.2 What are your goals for teaching English to Thai students?

3.3 What is your role in classroom?

3.4 What classroom activities do you use in classroom?

3.5 What teaching materials do you use in classroom?

3.6 Which language is used as a medium of instruction when using the CLT approach? Why?

Section 4: Teachers' Beliefs about the Possibility to Integrate the CLT Approach for Students' Communicative Skill Development

4.1 Do you believe that there are possibilities that the CLT approach can be implemented in your EFL context? Why and How?

4.2 Do you believe that the CLT approach is appropriate for teaching English in Thai context? How? Why?

4.3 How could you apply the use of the CLT approach in your EFL context?

<u>Section 5:</u> Teachers' Beliefs about CLT in General

5.1 What is the Communicative Language Teaching approach (CLT)?

5.2 Do you believe that there is a relationship between teachers' beliefs and their teaching practices? How? Do you believe that beliefs about English language teaching and the CLT approach can be changed?

5.2.1 What are the factors that influence the change of beliefs (e.g. classroom teaching experiences, sharing opinions with fellow teachers, attending teacher training sessions or teacher education programs, and participating in research)? If beliefs can be changed, do you think that teaching practices can be changed too? Why?

5.3 Do you believe that the CLT approach incorporates the instruction of the four basic language skills? Why and How?

5.4 Are traditional teaching approaches sufficient for English language learning for Thai students? What kinds of teaching approaches lead to effective teaching practices?

5.5 What particular teaching approaches do you believe could help support the ELT for Thai students and contribute to successful language teaching?

<u>Section 6:</u> Difficulties in Implementing the CLT Approach in General English (GE) Classrooms

6.1 Difficulties Caused by Teachers

6.1.1 What are the difficulties in implementing the CLT approach in your classrooms? Why?

6.1.2 Do you believe that teachers' insufficient spoken English proficiency is a problem in implementing the CLT approach in GE classrooms? How?/Why?

6.1.3 Do you believe that teachers' lacking experiences in attending CLT training courses could result in difficulties in GE classrooms? How?/Why?

6.1.4 Do you believe that teachers' workloads and a lot of administrative jobs obstruct the way in which you implement the CLT approach in your GE classrooms? How?/Why?

6.2 Difficulties Caused by Students

6.2.1 What are the difficulties in implementing the CLT approach in your classrooms caused by the students? Why?

6.2.2 Do you believe that the students' low English proficiency could be difficulty in implementing the CLT approach in English classes? How?/Why?

6.2.3 Do you believe that the students' lacking exposure to authentic language uses could be a difficulty in participating in an English class with the CLT approach? How?/Why?

6.3 Difficulties Caused by Classroom Management System

6.3.1 What are the difficulties caused by the classroom management system in your teaching context?

6.3.2 Do you believe that having a large number of students in GE classrooms is one of the problems relating to the implementation of the CLT approach? Why?

6.3.3 Do you believe that grammar-based examinations cause difficulties in managing GE classrooms? Why?

6.4 Difficulties Caused by CLT Itself

6.4.1 What are the difficulties caused by the CLT itself?

6.4.2 Do you believe that the principles of the CLT approach are difficult to understand/apply? How? Why?

6.5 Difficulties Caused by Other Factors

6.5.1 Do you believe that the current context provides a very supportive learning environment conducive to the development of the students' communicative skills? Why and How?

คำถามสัมภาษณ์ (ภาษาไทย)

ความเชื่อและการสอนของครูผู้สอนภาษาอังกฤษชาวไทยที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารในบริบทมหาวิทยาลัยไทย: กรณีศึกษามหาวิทยาลัยราชภัฏอีสานใต้

<u>ตอนที่ 1:</u> ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ชื่ออาจารย์ : .....

วันที่ : ..... **เวลาเริ่ม :** .....**เวลาจบ :** .....

รายวิชา : ..... **ภาคเรียนที่ :** .....

สาขาวิชา : .....**มหาวิทยาลัย :** .....

1. อายุ ..... ปี

2. เพศ ☐ ชาย ☐ หญิง

3. ระดับการศึกษา

☐ ปริญญาตรี ☐ ปริญญาโท ☐ ปริญญาเอก

4. ตำแหน่งทางวิชาการ

☐ อาจารย์ ☐ ผู้ช่วยศาสตราจารย์ ☐ รองศาสตราจารย์ ☐ ศาสตราจารย์

5. ท่านมีประสบการณ์การสอนภาษาอังกฤษ จำนวน .....ปี

6. ท่านมีประสบการณ์ในการสอนรายวิชาภาษาอังกฤษทั่วไป (GE) จำนวน .....ปี

7. ท่านมีประสบการณ์โดยใช้วิธีการสอนภาษาเพื่อการสื่อสาร .....ปี

<u>ตอนที่ 2:</u> ความเชื่อของครูเกี่ยวกับหลักการสอนภาษาเพื่อการสื่อสาร

2.1 ความสำคัญของไวยากรณ์

2.1.1ท่านเชื่อหรือไม่ว่าการสอนไวยากรณ์ภาษาอังกฤษในชั้นเรียนรายวิชาภาษาอังกฤษทั่วไปมีความสำคัญ อย่างไร

2.1.2 ท่านเชื่อหรือไม่ว่าการไม่เน้นความสำคัญของการใช้ภาษาตามหลักไวยากรณ์ในการสอนภาษาของท่านจะเป็นอุปสรรคสำคัญของการใช้แนวการสอนภาษาเพื่อสื่อสาร เพราะเหตุใด

2.1.3 ท่านคิดอย่างไรเกี่ยวกับข้อความว่า “ไวยากรณ์ไม่สำคัญต่อการเรียนภาษาอังกฤษผ่านแนวการสอนภาษาเพื่อการสื่อสาร”

2.2 กิจกรรมกลุ่ม/กิจกรรมคู่

2.2.1 ท่านสอนชั้นเรียนภาษาอังกฤษอย่างไร วิธีสอนหรือกิจกรรมใดที่ท่านเชื่อว่าจะช่วยส่งเสริมแนวการสอนภาษาเพื่อการสื่อสาร

2.3 คุณภาพและปริมาณของการแก้ไขข้อผิดพลาด

2.3.1 ท่านเชื่อหรือไม่ว่าข้อผิดพลาดเป็นเรื่องธรรมชาติ และครูควรแก้ไขข้อผิดพลาดขณะที่นักศึกษากำลังฝึกสื่อสารหรือไม่ เพราะเหตุใด

2.4 บทบาทของครูในชั้นเรียนภาษา

2.4.1 บทบาทใดของครูที่สำคัญต่อชั้นเรียนภาษาอังกฤษของท่าน เพราะเหตุใด

2.5 บทบาทของนักศึกษาในกระบวนการเรียนรู้ภาษาอังกฤษ

2.5.1 บทบาทใดของนักศึกษาที่ท่านเชื่อว่าจะช่วยพัฒนาทักษะภาษาอังกฤษของนักศึกษา

2.5.2 ท่านเชื่อหรือไม่ว่าการเริ่มต้นเรียนรู้ภาษาด้วยตนเองสามารถช่วยพัฒนาทักษะการสื่อสารของนักศึกษา เพราะเหตุใด

2.6 สื่อการสอน

2.6.1 ท่านเชื่อหรือไม่ว่าสื่อการสอนที่เป็นวัสดุจริงสามารถช่วยส่งเสริมชั้นเรียนรายวิชาภาษาอังกฤษทั่วไป เพราะเหตุใด

2.6.2 ท่านใช้สื่อการสอนประเภทใดในชั้นเรียนบ่อยที่สุด เพราะเหตุใด

<u>ตอนที่ 3:</u> การสอนภาษาเพื่อการสื่อสารในปัจจุบันของครู

3.1 ปัจจุบันท่านใช้วิธีสอนแบบใดในชั้นเรียนรายวิชาภาษาอังกฤษทั่วไป

3.2 วัตถุประสงค์ในการสอนภาษาอังกฤษให้แก่นักศึกษาของท่านคืออะไร

3.3 บทบาทของท่านในชั้นเรียนคืออะไร

3.4 กิจกรรมในชั้นเรียนที่ท่านใช้มีอะไรบ้าง

3.5 สื่อการสอนที่ท่านใช้ในชั้นเรียนมีอะไรบ้าง

3.6 เมื่อท่านใช้แนวการสอนภาษาเพื่อการสื่อสาร ท่านใช้ภาษาใดเป็นภาษาสื่อในการสอน เพราะเหตุใด

<u>ตอนที่ 4:</u> ความเชื่อของครูเกี่ยวกับความเป็นไปได้ในการบูรณาการแนวการสอนภาษาเพื่อการสื่อสารมาพัฒนาทักษะการสื่อสารของนักศึกษา

4.1 ท่านเชื่อหรือไม่ว่ามีความเป็นไปได้ในการนำแนวการสอนภาษาเพื่อการสื่อสารมาใช้ในบริบทภาษาอังกฤษในฐานะภาษาต่างประเทศของท่าน เพราะเหตุใด อย่างไร

4.2 ท่านเชื่อหรือไม่ว่าแนวการสอนภาษาเพื่อการสื่อสารเหมาะสมกับบริบทในประเทศไทยอย่างไร เพราะเหตุใด

4.3 ท่านจะประยุกต์ใช้แนวการสอนภาษาเพื่อการสื่อสารในบริบทภาษาอังกฤษในฐานะภาษาต่างประเทศของท่านได้อย่างไร

<u>ตอนที่ 5:</u> ความเชื่อของครูเกี่ยวกับแนวการสอนภาษาเพื่อการสื่อสารในภาพรวม

5.1 แนวการสอนภาษาเพื่อการสื่อสารคืออะไร

5.2 ท่านเชื่อว่าความเชื่อของครูกับการปฏิบัติการสอนของครู มีความสัมพันธ์กันหรือไม่อย่างไร ท่านเชื่อว่าความเชื่อเกี่ยวกับการสอนภาษาอังกฤษและแนวการสอนภาษาเพื่อการสื่อสารสามารถเปลี่ยนแปลงได้หรือไม่

5.2.1 ปัจจัยที่มีผลทำให้ความเชื่อเปลี่ยนแปลงมีอะไรบ้าง (ยกตัวอย่างเช่น ประสบการณ์การสอน การแลกเปลี่ยนความคิดเห็นกับเพื่อนร่วมงาน การอบรมหรือหลักสูตรการศึกษาสำหรับครู รวมถึงการมีส่วนร่วมในการทำวิจัย) ถ้าความเชื่อสามารถเปลี่ยนแปลงได้ ท่านคิดว่าการปฏิบัติการสอน สามารถเปลี่ยนแปลงได้เช่นกันหรือไม่ เพราะเหตุใด

5.3 ท่านเชื่อว่าแนวการสอนภาษาเพื่อการสื่อสารเป็นการใช้ทักษะทั้ง 4 ของการสอน หรือไม่ เพราะเหตุใด อย่างไร

5.4 ท่านคิดว่าแนวการสอนภาษาแบบดั้งเดิมเพียงพอต่อการเรียนภาษาของนักศึกษาชาวไทยหรือไม่ แนวการสอนแบบใดจึงจะนำไปสู่การปฏิบัติการสอนที่มีประสิทธิภาพ

5.5 ท่านเชื่อว่าแนวการสอนภาษาแบบใดจะช่วยสนับสนุนการสอนภาษาอังกฤษให้แก่นักศึกษาชาวไทยและทำให้การสอนภาษาประสบความสำเร็จ

<u>ตอนที่ 6:</u> ปัญหาในการนำแนวการสอนภาษาเพื่อการสื่อสารไปปฏิบัติในชั้นเรียนรายวิชาภาษาอังกฤษทั่วไป

6.1 ปัญหาที่เกิดจากครู

6.1.1 ปัญหาในการนำแนวการสอนภาษาเพื่อการสื่อสารไปใช้ในชั้นเรียนของท่านมีอะไรบ้าง เพราะเหตุใด

6.1.2 ท่านเชื่อว่าการที่ครูขาดความสามารถในการพูดภาษาอังกฤษเป็นปัญหาในการนำแนวการสอนภาษาเพื่อการสื่อสารไปใช้ในชั้นเรียนรายวิชาภาษาอังกฤษทั่วไปของท่านหรือไม่อย่างไร เพราะเหตุใด

6.1.3 ท่านเชื่อว่าภาระงานสอนและงานบริหารอื่น ๆ ของครูเป็นอุปสรรคในการนำแนวการสอนภาษาเพื่อการสื่อสารไปใช้ในชั้นเรียนภาษาอังกฤษของท่านหรือไม่ อย่างไร เพราะเหตุใด

6.1.4 ท่านเชื่อว่าการขาดประสบการณ์ในการอบรมเรื่องแนวการสอนภาษาเพื่อการสื่อสารของครูเป็นอุปสรรคต่อการนำแนวการสอนภาษาเพื่อการสื่อสารไปใช้ในชั้นเรียนรายวิชาภาษาอังกฤษทั่วไปของท่านหรือไม่ อย่างไร เพราะเหตุใด

6.2 ปัญหาที่เกิดจากนักศึกษา

6.2.1 ปัญหาในการนำแนวการสอนภาษาเพื่อการสื่อสารไปใช้ในชั้นเรียนของท่านที่เกิดจากนักศึกษามีอะไรบ้าง เพราะเหตุใด

6.2.2 ท่านเชื่อว่าสมิทธิภาพทางภาษาอังกฤษระดับต่ำของนักศึกษาเป็นอุปสรรคในการนำแนวการสอนภาษาเพื่อการสื่อสารไปใช้ในชั้นเรียนภาษาอังกฤษของท่านหรือไม่ อย่างไร เพราะเหตุใด

6.2.3 ท่านเชื่อว่าการขาดโอกาสในการใช้ภาษาอังกฤษในสถานการณ์จริงของนักศึกษาเป็นอุปสรรคในการมีส่วนร่วมในชั้นเรียนที่ใช้แนวการสอนภาษาเพื่อการสื่อสารหรือไม่ อย่างไร เพราะเหตุใด

6.3 ปัญหาที่เกิดจากระบบบริหารจัดการชั้นเรียน

6.3.1 ปัญหาที่เกิดจากระบบบริหารจัดการชั้นเรียนในบริบทการสอนของท่านมีอะไรบ้าง

6.3.2 ท่านเชื่อว่าการมีนักศึกษาจำนวนมากในชั้นเรียนรายวิชาภาษาอังกฤษทั่วไปเป็นปัญหาหนึ่งของการใช้แนวการสอนภาษาเพื่อการสื่อสารหรือไม่ อย่างไร เพราะเหตุใด

6.3.3 ท่านเชื่อว่าการสอบที่เน้นไวยากรณ์เป็นปัญหาของการบริหารจัดการชั้นเรียนรายวิชาภาษาอังกฤษทั่วไปหรือไม่ อย่างไร เพราะเหตุใด

6.4 ปัญหาที่เกิดจากแนวการสอนภาษาเพื่อการสื่อสาร

6.4.1 ปัญหาที่เกิดจากแนวการสอนภาษาเพื่อการสื่อสารมีอะไรบ้าง

6.4.2 ท่านเชื่อว่าหลักการของแนวการสอนภาษาเพื่อการสื่อสารเป็นสิ่งที่เข้าใจยากหรือนำไปปฏิบัติยากหรือไม่ อย่างไร เพราะเหตุใด

6.5 ปัญหาที่เกิดจากปัจจัยอื่น ๆ

6.5.1 ท่านเชื่อว่าบริบทปัจจุบันของท่านมีสภาพแวดล้อมที่ส่งเสริมการเรียนรู้อย่างดียิ่งอันเอื้ออำนวยต่อการพัฒนาทักษะการสื่อสารของนักศึกษาหรือไม่ เพราะเหตุใด อย่างไร

Appendix C

Classroom Observation Protocol

Thai EFL Teachers' Beliefs and Practices in CLT in a Thai University Context: A Study of Rajabhat Universities in Lower Northeastern Area

Part I: Demographic Information of the Participants

Instructor's Name:……..

Date: ……..…. **Start Time:** ….…… **Finish Time:** ……..…..…

Subject: …… **Topic:** ……

Semester:……**Research Location:** ……..……..

1. Age ……. **Years Old**

2. Gender ☐ Male ☐ Female

3. Education Background

☐ Bachelor's Degree ☐ Master's Degree ☐ Doctoral Degree

4. Academic Title

☐ Instructor ☐ Assistant Professor ☐ Associate Professor ☐ Professor

5. Years of Experience in Teaching English: ……..……

6. Years of Experience in Teaching General English (GE): ……

7. Years of Experience in CLT-based Teaching: ……

Themes	Observed Teaching Practices	Yes	No
English Teaching Approach	It is a student-centered classroom.		
	It is a teacher-centered classroom.		
	It is lecture-based classroom.		
	Language teaching is focused on functions rather than forms.		
	The teacher integrates all four skills in his/her class (Listening, Speaking, Reading, Writing).		
	The teacher aims to develop the students' communicative ability.		
	The vocabulary teaching is focused.		
	Direct grammar teaching is taught and explained.		
Classroom Activities of Oral and	The students practice the use of language communicatively through oral activities.		
	The students practice the use of language		

Themes	Observed Teaching Practices	Yes	No
Written Communicative Practices	communicatively through written activities.		
	The students engage and interact with peers in pair and group work in various activities.		
	The teacher focuses on activities more on meanings than linguistic forms.		
	The teacher engages students to participate in real-life situations.		
Teaching Materials	The teacher uses authentic materials to promote communicative language use.		
	Commercial textbooks are used.		
	The teacher uses audio-visual aids or various multimedia tools.		
Teachers' Roles	The teacher functions as a facilitator of communication patterns.		
	The teacher creates a supportive learning environment.		
Students' Roles	The students perform as active and self-autonomous learners.		
	The students are on their own initiative in English language learning.		
Error Corrections	Errors can be tolerated during the class and the teacher provides feedback and corrects it after class.		
	The teacher corrects errors with an explanation.		
	The teacher has a high frequency of error correction.		
Language Use	The teacher uses Thai as a medium language in a classroom.		
	-Thai was used to instruct.		
	-Thai was used to explain.		
	-Thai was used to translate.		
	The teacher uses a dialect as a medium language in a classroom.		
	The teacher uses English as a medium language in a classroom.		

Appendix D

Informed Consent Form for the Teacher Participants

แบบแสดงความยินยอมเข้าร่วมการวิจัย

วันที่.....เดือน.....พ.ศ. 2562

ข้าพเจ้า ซึ่งได้ลงนามท้ายหนังสือนี้ ขอแสดงความยินยอมเข้าร่วมการวิจัยและให้ข้อมูลที่เป็นประโยชน์สำหรับงานวิจัยเรื่อง “ความเชื่อและการสอนของครูผู้สอนภาษาอังกฤษชาวไทยที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารในบริบทมหาวิทยาลัยไทย: กรณีศึกษามหาวิทยาลัยราชภัฏอีสานใต้” โดยก่อนที่ข้าพเจ้าจะลงนามในแบบแสดงความยินยอมเข้าร่วมการวิจัยและให้ข้อมูลเพื่อเป็นประโยชน์แก่งานวิจัยเรื่องดังกล่าวนี้ ข้าพเจ้าได้รับทราบและเข้าใจวัตถุประสงค์ของการวิจัย วิธีการวิจัย และยอมรับข้อตกลงต่าง ๆ ดังต่อไปนี้เป็นอย่างดีแล้ว

1) ผู้วิจัยรับรองว่าจะตอบคำถามต่าง ๆ ที่ข้าพเจ้าสงสัยด้วยความเต็มใจ ไม่ปิดบังซ่อนเร้น จนข้าพเจ้าพอใจ
2) ข้าพเจ้ามีสิทธิ์ที่จะบอกเลิกการเข้าร่วมการวิจัยนี้เมื่อใดก็ได้และเข้าร่วมการวิจัยนี้โดยสมัครใจ และการบอกเลิกการเข้าร่วมการวิจัยนั้นจะไม่มีผลกระทบในทางใด ๆ ต่อข้าพเจ้าทั้งสิ้น
3) ผู้วิจัยรับรองว่าจะเก็บข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้าเป็นความลับ จะเปิดเผยได้เฉพาะในรูปแบบที่เป็นสรุปผลการวิจัย การเปิดเผยข้อมูลของตัวข้าพเจ้าต่อหน่วยงานต่าง ๆ ที่เกี่ยวข้องต้องได้รับอนุญาตจากข้าพเจ้าแล้วจะกระทำได้เฉพาะกรณีจำเป็นด้วยเหตุผลทางวิชาการเท่านั้น
4) ข้าพเจ้าได้อ่านข้อความข้างต้นแล้วและมีความเข้าใจดีทุกประการและได้ลงนามในใบยินยอมนี้ด้วยความเต็มใจ

ลงนาม.....ผู้เข้าร่วมการวิจัย
(.....)
ลงนาม.....พยาน
(.....)
ลงนาม.....ผู้วิจัย
(นางสาวชญาณ์นันท์ ปิติกรพวงเพชร)

Appendix E

Certificate of Exemption (IRB Form)

COE No. 2019/0003 Protocol ID No. ECNIDA 2019/0004

NIDA
WISDOM for Change

เอกสารรับรองการยกเว้นการพิจารณาจริยธรรมการวิจัยในมนุษย์

Certificate of Exemption

คณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ ขอรับรองว่าโครงการวิจัยตามที่ระบุด้านล่างได้ผ่านการพิจารณาจริยธรรมการวิจัยในมนุษย์ และได้รับการยกเว้นการพิจารณาจริยธรรมการวิจัยในมนุษย์ ตามแนวทางหลักจริยธรรมการวิจัยในมนุษย์ที่เป็นมาตรฐานสากล ได้แก่ ประกาศเฮลซิงกิ แนวทางการปฏิบัติการวิจัยทางคลินิกที่ดี และรายงานเบลมองต์

This is to certify that the research project identified below has been successfully reviewed and granted an exemption on human research protection by the Ethics Committee in Human Research, National Institute of Development Administration, which is in full compliance with international guidelines of human research protection such as Declaration of Helsinki, CIOMS Guidelines, and the Belmont Report.

ชื่อโครงการ:	ความเชื่อและการสอนของครูผู้สอนภาษาอังกฤษชาวไทยที่มีต่อกระบวนการจัดการเรียนการสอนภาษาเพื่อการสื่อสารในบริบทมหาวิทยาลัยไทย: กรณีศึกษามหาวิทยาลัยราชภัฏอีสานใต้
Project Title:	Thai EFL Teachers' Beliefs and Practices in CLT_in a Thai University Context: A Study of Rajabhat Universities in Lower Northeastern Area
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Chairperson of the Ethics Committee in Human Research,
National Institute of Development Administration

วันที่รับรอง: 25 มิถุนายน 2562
Approval Date: June 25th, 2019

โครงการวิจัยนี้ได้รับการรับรองจริยธรรมการวิจัยในมนุษย์จากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ แล้ว

หากผู้วิจัยต้องการปรับเปลี่ยนรายละเอียดบางส่วนของโครงการวิจัย ขอให้ผู้วิจัยแจ้งมายังศูนย์ประสานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ โดยกรอกแบบฟอร์ม "แบบขอปรับเปลี่ยนรายละเอียดโครงการวิจัยที่ได้รับการรับรองจากคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์ แล้ว (Approved Protocol Amendment Request Form)" เพื่อขอรับการพิจารณารับรองก่อนเริ่มดำเนินการวิจัย เมื่อคณะกรรมการจริยธรรมการวิจัยในมนุษย์พิจารณารับรองแล้ว จะมีหนังสือตอบรับแจ้งไปยังผู้วิจัย โดยระบุวันที่รับรอง ผู้วิจัยจึงสามารถเริ่มดำเนินการวิจัยต่อไปได้

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This research project has been certified by the Ethics Committee in Human Research, National Institute of Development Administration.

If the principal investigator needs to amend some details of the research project, he/she has to inform the Center of the Ethics Committee in Human Research, National Institute of Development Administration (CECNIDA) by completing the Approved Protocol Amendment Request Form for ECNIDA consideration before carrying out the research project. After the amendment is reviewed, the acceptance letter with the approval date will be sent to the principal investigator. Then the research project can be continued.

ศูนย์ประสานคณะกรรมการจริยธรรมการวิจัยในมนุษย์ สถาบันบัณฑิตพัฒนบริหารศาสตร์
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Appendix F

Goals of English Language Teaching

English Teaching Goals	Teacher Interviewees
☑ The students can use English in their everyday lives, e.g., providing basic information in different situations.	T1, T2, T5, T7, T10, T14, T17
☑ The students can use English for their future career.	T3, T8, T11, T15
☑ The students are proficient in all four skills; listening, speaking, reading, and writing.	T4, T6, T9
☑ The students can use English to explain what they want to convey/communicate.	T12
☑ The students can communicate clearly.	T13
☑ The students can be successful in their examinations.	T15

Appendix G

Teachers' Roles

Roles of Teachers	Teacher Interviewees
Controller	T1
Guide	T2, T5, T8, T14, T15, T17
Actor	T3
Facilitator	T1, T2, T4, T6, T7, T9, T16
Assistant/Supporter	T10, T11
Mentor	T12
Counsellor	T3, T13

Appendix H

GE Classroom Activities

Activities	Teacher Interviewees	Types of Classroom Activities
Pair work	T5, T8, T10	**T5:** Role-plays by practicing conversations **T8:** Role-plays, watching video clips, asking/answering questions **T10:** Role-plays
Group work	T11, T15	**T11:** Group work **T15:** Playing games, reciting vocabulary
Both Pair/Group work	T1, T2, T3, T6, T7, T9, T12, T13, T14, T16, T17	**T1:** Group discussions and presentations in front of class **T2:** Discussion, exchanging information **T3:** Practicing the conversations, exchanging information **T6:** Role-plays, listening to songs, watching video clips, asking/answering questions **T7:** Role-plays in both pair/group work **T9:** Role-plays in tales, simulation scenarios, watching video clips **T12, T13, T14:** Role-plays, group presentations **T16:** Role-plays, group work (think, pair, share), playing games, technological aids, mobile applications (Kahoot, Quizlet) **T17:** Role-plays, asking/answering questions for the whole class
Individual work	T4	**T4:** Monologue videos (self-directed learning), playing games

Appendix I

Teachers' Beliefs toward the Possibility of the CLT Approach in a Thai EFL Context

CLT Approach's Applicability and Possibility in a Thai EFL Classroom Context	Teacher Interviewees
■ It must be incorporated in some activities, e.g., role plays.	T1, T3
■ The class size should be smaller in order to have more participation between the teachers and the students throughout the class.	T2
■ It must be applied to be suitable in the Thai context, somehow with the integration of the technology.	T4
■ It must emphasize the students' practicing listening and speaking skills. The teachers create the environment and allow them to see various situations from audio-visual aids.	T5, T6, T7, T12, T13
■ The students should be exposed to real language communication or native speakers. They can play their roles and express their opinions.	T11, T15
■ The students must remember the vocabulary.	T8, T10
■ The teachers adapt the content to be suitable to everyday life and they can use this approach in the class properly.	T9, T16
■ The government should support teaching aids, innovation or multimedia. It should be a smart classroom to attract the students' attention. In language teaching, the use of package software or multimedia teaching aids can help support teaching and learning in the classroom more effectively.	T14
■ The teachers must use mainly English to communicate with students.	T17

Appendix J

Teachers' Beliefs toward the Appropriateness of the CLT Approach in a Thai EFL Context

The CLT Approach is…	Supporting Reasons	Teacher Interviewees
appropriate.	■ It depends on the teachers who can apply it and guide the students. **(Factor: Teachers)**	T1, T3
	■ It is appropriate for modern Thai education.	T2
	■ Thais are EFL learners, so they must study this approach. If they study other approaches, they are not able to communicate.	T4
	■There are no other situations that allow the students to communicate like the CLT approach.	T6
	■ The teachers must create the environment such as opening video or audio aids to support the communicative situations. **(Factor: Teachers)**	T7
	■ The CLT approach should be taught since the primary and secondary level to motivate students in learning so that when they study at university, they can speak naturally and fluently. **(Factor: Curricula)**	T8
	■ English is not used every day in Thailand, so the CLT approach is the best approach to allow the students' opportunities to communicate in English.	T9
	■ The students have a chance to practice English. Listening and speaking skills are learned by practicing; if not, they are not in communicative situations.	T10, T12
	■ It depends on the regions or university context. **(Factor: Regions)**	T11
	■ We are not in an environment surrounded by native English speakers; therefore, in English teaching, students are required to use the language in the classroom as much as possible to acquire English proficiency.	T13

The CLT Approach is…	Supporting Reasons	Teacher Interviewees
	■ The CLT approach emphasizes the use of students' communicative ability in different situations. Since we have engaged in the ASEAN community, Thai students must be able to keep up with the world.	T14
	■ The CLT approach cannot be used for everyone. Students who live in the northeastern area or attend local schools feel that it is unnecessary to study with this approach because they hardly encounter real English language use. **(Factor: Regions)**	T15
	■ Most people will not use English in their future education, but due to their future career options, the CLT approach is appropriate.	T16
	■ In Thailand, teaching students to communicate with foreigners is an important issue but it should not be emphasized over other skills in the Thai context. The persistent problems are that learning English for 12 years from primary school to secondary school or even at university, the students are afraid to speak English with foreigners. They cannot communicate or they do not understand because they have not been taught communication skills.	T17
not appropriate.	■ Thai people have insufficient background knowledge of English due to the fact that Thai students have not primarily been taught the English learning curriculum at primary and secondary levels with this approach. When they study at the tertiary level, it causes them problems.	T5

Appendix K

Teachers' Beliefs toward the Application of the CLT Approach to Students' Development of English Communicative Skills

How the CLT approach can develop students' English communicative ability?	Effective or not (Supported Reasons)	Teacher Interviewees
-	The teachers need to put their beliefs into practices.	T1
■ The students can practice and develop their English skills.	✓	T2
■ The students are used to this approach and they are confident to use English.	✓	T3
■ The students know the way to communicate correctly based on the CLT approach, and it helps them to learn English faster.	✓	T4
■ The students can communicate basic conversation in everyday life. They can possibly meet foreigners at the bus stop so they can use English with those who cannot speak Thai.	It is limited by the curriculum, course syllabus, content, lesson plans, tests and time constraints.	T5
■ It is useful.	✓	T6
■ The students have a chance to practice and learn from practicing so they can become used to using English language.	It depends on many factors such as amount of time studying and the frequency of learning.	T7
■ If the students remember how to pronounce words and when they listen to the correct pronunciation, they can communicate correctly.	Around 50% depending on the students' learning ability.	T8
■ The students can speak naturally and smoothly without being concerned about communication. They are not afraid of making errors, and they can have flowing communication.	✓	T9
■ The students have a chance to practice which makes them feel more confident. When they have more practice and confidence, they can use it in real situations which is more useful for them than the traditional approach.	✓	T10
■ The students are familiar with the CLT approach because it has a pattern so they can speak English.	It is not 100% suitable because they have only three hours a day/a	T11

How the CLT approach can develop students' English communicative ability?	Effective or not (Supported Reasons)	Teacher Interviewees
	week to learn, and they are rarely exposed to English language with foreigners.	
■ The CLT approach helps develop the language to meet the objectives or the speakers' intention and the students learn how to present things around them.	Yes, but the teachers need to use techniques to help students communicate in the classroom.	T12
■ The students can develop their skills if they practice language use frequently. If possible, she would like them to study for 30 minutes every day.	Yes, but it needs to be mixed with traditional approaches.	T13
■ The students can use English for communication in various situations. They dare to think and have more self-esteem in English communication.	If teachers know a number of teaching techniques or methods of this approach, it would be effective. They need to be innovative to attract students' attention.	T14
■ It helps the students in language use. When they encounter real-language situations, they dare to communicate.	It cannot be implemented 100% depending on many factors; e.g., teachers and students (how much they can understand).	T15
■ The students have frequent practice, so they are confident to speak. When they speak frequently, they are used to it and finally, they can communicate.	✓	T16
■ The students can develop their listening and speaking skills of which they have limited opportunities to use English outside the classroom.	✓	T17

Appendix L

Effective Language Teaching Practices

Teaching Approach and Effective Teaching Practices	Supporting Reasons	Teacher Interviewees
1) Use of the CLT approach		
1.1 The practice of English communication for listening and speaking skills in real contexts	■ CLT is the approach that teaches the students in listening-speaking skills in real contexts in daily life with little focus on grammar. Grammatical rules can be provided later. The teacher should highlight communication such as situation-based learning, or project-based learning to engage students to practice.	T2, T3, T5, T6, T7, T8, T9, T10, T11, T12, T14, T16, T17
1.2) The use of technological aids helps to be self-autonomous learner	■ The students should be self-language learners because they can practice English by themselves by various kinds of media channels on the Internet such as YouTube channels, TED Talks and mobile phone applications.	T4, T15
1.3) Using English more frequent in the class	■ The teachers should use English as a medium language of instruction as much as possible. It can be a bilingual classroom depending on the type of class and students' major.	T13
2) Having no effective approach	■ No single method works well in language teaching. It depends on many factors, e.g., teaching content, level of English proficiency, and class size.	T1

Appendix M

Supportive Teaching Approaches to Successful English Language Teaching

Teaching Approach	Supporting Reasons
1) The CLT Approach	
1.1) Practicing in real language use in listening-speaking skills	■ The CLT approach provides more opportunities for English practice. (T3, T13) ■ They seldom use English listening which makes them unable to speak and lose self-confidence in speaking which are the problems of Thai students. (T5) ■ English should be taught naturally, and teachers should speak English to engage the students in English listening. (T6) ■ The students practice using English, record video clips and share this communicative ability among classmates. (T8) ■ The CLT approach is useful but it takes some time because it requires students to have adequate English proficiency. (T10) ■ The teachers motivate students to speak out and communicate in English. (T14) ■ Engaging students in real situations and occasionally meeting native speakers (T15) ■ If students can communicate in English, they can use it for future careers or going abroad. (T16) ■ The CLT approach teaches students to be able to communicate. (T17)
1.2) Activities-based teaching and learner-centered classroom	■ Playing games and listening to songs can help students be more relaxed in classroom. (T2) ■ The CLT approach focuses on group work, role-plays, and drama activities. (T11) ■ Group work and role-plays can help students have more practice in different situations. (T12) ■ The students can decide on learning activities and share their ideas about learning content. (T9)

Teaching Approach	Supporting Reasons
1.3) Self-directed learning	■ This method helps the students learn, plan and search for information by themselves and leads to the students' learning achievement. (T4)
2) Mixed-teaching approach	■ The traditional approach is sometimes used along with the CLT approach because students need to have drill practice. (T1) ■ It depends on factors such as students' English proficiency or learning characteristics. (T7)

BIOGRAPHY

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