



**SECONDARY SCHOOL TEACHERS' BELIEFS TOWARD
COMMUNICATIVE LANGUAGE TEACHING
IN MUKDAHAN PROVINCE**



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- เรื่อง : ความเชื่อของครูมัธยมที่มีต่อการสอนภาษาอังกฤษเพื่อการสื่อสาร ในจังหวัด
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งานวิจัยนี้เป็นงานวิจัยเชิงคุณภาพมีวัตถุประสงค์เพื่อสำรวจความเชื่อของครูมัธยมที่มีต่อการสอนภาษาอังกฤษเพื่อการสื่อสาร และศึกษาการนำทฤษฎีนี้มาประยุกต์ใช้ในการสอนการศึกษานี้ใช้วิธีการสุ่มการเลือกกลุ่มตัวอย่างตามความสะดวก จากกลุ่มครูระดับชั้นมัธยมศึกษาที่สอนภาษาอังกฤษเป็นภาษาต่างประเทศในจังหวัดมุกดาหารทำการเก็บข้อมูลปฐมภูมิจากการสัมภาษณ์และการสังเกตในห้องเรียน และข้อมูลทุติยภูมิจากบันทึกภาคสนามและข้อมูลเอกสารงานวิจัยนี้ใช้วิธีการวิเคราะห์แก่นสาระ

ผลการศึกษาพบว่า ครูส่วนใหญ่มีความเชื่อว่า ความรู้ทางด้านไวยากรณ์และศัพท์จะช่วยในการพัฒนาทักษะการสื่อสารของผู้เรียนนอกจากนั้น ครูยังมีความเข้าใจวิธีการสอนภาษาเพื่อการสื่อสารที่ใกล้เคียงกัน ซึ่งความเข้าใจนี้มีอิทธิพลกับแนวทางปฏิบัติในห้องเรียนนอกจากนี้ผลการศึกษาพบว่า ครูไม่สามารถประยุกต์ใช้แนวทางการเรียนการสอนทฤษฎีดังกล่าวนี้ควรมีการอบรมเพื่อการพัฒนาอาชีพครูในด้านความรู้และจัดกระบวนการเรียนการสอนตามแนวทางการสอนภาษาเพื่อการสื่อสาร

ABSTRACT

TITLE : SECONDARY SCHOOL TEACHERS' BELIEFS TOWARD
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MUKDAHAN PROVINCE

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KEYWORDS : TEACHERS' BELIEFS, COMMUNICATIVE LANGUAGE
TEACHING, PROFESSIONAL DEVELOPMENT

This qualitative research study aims to explore Thai secondary teachers' beliefs toward Communicative Language Teaching (CLT) and to study the adaptation of CLT. The convenience sampling technique was adopted to select a group of participants from Thai teachers who teach English as a foreign language at a secondary school in Mukdahan province. The primary data sources included interviews and classroom observations whereas secondary data was collected from field notes and related documents. This research study was analyzed using thematic analysis.

The results showed that the majority of teachers believed that gaining grammar and vocabulary knowledge promote students' communicative skills. Moreover, they also defined the concept of CLT using similar ideas, which influenced their classroom practices. Furthermore, teachers were unlikely to adapt CLT in their classrooms. In this regard, to improve the effectiveness of teachers' proficiency and teaching skills, they would need professional development training.

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CHAPTER 1

INTRODUCTION

1.1 Background

The role of beliefs in language learning and teaching has been spotlighted in educational field around the early 1970's (Richardson, 1996: 102) and has since been a common feature of research in education. Borg (2001: 187) defined the term "teachers' beliefs" as "teachers' pedagogic beliefs, or those beliefs of relevance to an individual's teaching". Moreover, Borg also mentions the relationship between beliefs and behaviours, noting that the belief can guide people's thinking and action. Therefore, the belief has a great impact on what teachers do in their classrooms.

A great number of research studies point out how beliefs drive the classroom behaviours and influence the teaching process (Eisenhart et. al.,1988: Pajares, 1992: Richarson, 1996). Xu and Chuaychoowong (2017: 264-279), for instance, studied teachers' beliefs and practice in an English as medium of instruction (EMI) context in at Mae Fah Luang University. They found that teachers knew and understood their EMI context. They, therefore, had positive teaching experiences in a EMI classroom. On the contrary, Sanbrina and Sansrisna (2017: 63-66) explored teachers' beliefs in practicing inclusive education in elementary school in Banda Aceh, Indonesia. Those teachers' beliefs about the practice of inclusive education was low. It had the negative impact on the implementation of inclusive education. These two studies point out the the important of beliefs were influential in their actual practices in both positive and negative way.

Moreover, Richardson (1996: 102) suggested that belief is an important concept in understanding teachers' classroom practice, how they learn to teach and change. Change can refer to belief because the changes in practices are the results from changes in belief (Richards et al, 2001: 41-58). Therefore, teachers are expected to change their beliefs, focusing on the policy implementation.

As a result, teachers' beliefs are connected to educational reform initiatives. Eisenhart et al.(1988: 51-52) pointed out that the relationship between teachers' beliefs and the current educational reform programs are often consistent across individuals who share similar circumstances. Teachers' beliefs systems guide the actions and

preferences of those teachers who hold them. This view suggests that if program change programs are likely to accomplish their goals, they must first be compatible with existing teacher belief systems. It seems that this statement of beliefs has an impact on the implementation of communicative language teaching (CLT) in Thailand.

Previous research studies explored teachers' beliefs toward the implementation of CLT in Thailand (Tayjasant and Bernard, 2010: 279; Fitzpatrick, 2011). These studies suggested that the implementation as a top-down policy of CLT was unlikely to be successful due to teachers' negative beliefs about and limited knowledge of CLT practices. To better understand about the importance of teachers' beliefs and their practice, in the following list of research studies will present example of the implementation of CLT in Thailand.

In regard to this change program, it seems that teachers struggled to adopt CLT in their classroom practices. Kwangsawad (2007; cited in Kustati, 2013: 272-273) pointed out four factors that make CLT unsuccessful in Thailand; (1) Thai teachers have heavy workloads, (2) the use of their first language in English classroom, (3) the preference of traditional methods in the classroom, and (4) teachers lack of time management in utilizing CLT in their classrooms. This study stated that these factors were from teachers' viewpoints on teaching in their classrooms. Utami (2016: 135-144) noted that what occurs in the classroom is influenced by what teachers believe and the beliefs they hold affect their instructional decisions and how they choose their materials and practices in their classrooms.

Moreover, Khunbankong and Abhakorn (2016:35-52) and Inprasit (2016) explored the perception of Thai teachers on applicability of CLT in different context. Khunbankong and Abhakorn applied mix method in their study, while Inprasit employed qualitative method. The former found that the majority of participants had positive attitudes toward the implementation of CLT and were more likely to acknowledge the principle of CLT. Moreover, both studies indicated the factors that had the impact on the applicability of CLT similarly which were; class size, lack of confidence in speaking, and an examination.

To sum up, these studies focus mostly on the factors which have effect on their implementation of CLT. However, a question on whether findings can be generalized

to other type of studies remain unanswered Therefore, the goal of this current study is to understand how teachers perceive the concept of CLT and how they adopt it in a rural area classroom context. It becomes an inspiration to study what teachers' belief in using CLT in their classroom and what actual teaching they used in their classroom practice in different contexts. This study employs qualitative method to understand teachers' thinking and action. To get rich information, multiple research sources will be employed in its entirety.

1.2 Research questions

1.2.1 What are secondary school teachers' beliefs toward communicative language teaching in a secondary school in Mukdahan province?

1.2.2 What are their actual classroom practices of teaching by adopting CLT approach?

1.3 Purpose of research

The aim of this study is to examine what Thai teachers of English believe on CLT and what actually occurs in their classroom practices in their context. Moreover, this study tends to gain a better understanding of what teachers experienced in their teaching and envision as a voice of Thai teachers to language policy makers.

1.4 Significance of study

The research findings in this area can provide significances for both pedagogical implication and theoretical perspectives. It is important for teachers to realize how they believe and teach in the classroom. In addition, it is also essential for policy makers to be aware of it and improve their policy effectively. Furthermore, this study will fill the research gap in language and literature in an education context.

1.5 Definitions of key terms

The following term will be used regularly in the research according to these definitions:

1.3.1 Teachers' beliefs refer to teachers' pedagogic beliefs or those beliefs of relevance to an individual's teaching strategies (Borg, 2001: 187).

1.3.2 Communicative Language Teaching (CLT) refers to a set of principles about the goals of language teaching, how a learner can learn a target language, what types of classroom tasks best facilitate learning, and the roles of teachers and learners in the classroom. The goal of CLT is communicative competence (Richards, 2006: 2).

1.3.3 Professional development refers to ‘activities that develop an individual’s skills, expertise and other characteristics as teacher’ (OECD, 2009: 49).

CHAPTER 2

LITERATURE REVIEWS

2.1 Introduction

The purpose of this chapter is to provide information and background knowledge concerning the study. The key concepts are the literature on Thai teachers' beliefs and communicative language teaching (CLT). The first section will begin with teachers' beliefs outlining of the definition of "beliefs," factors that shape teachers' beliefs and studies relating to the teachers' beliefs. The second section will review communicative language teaching by examining the principle of CLT, the implementation of CLT in Thailand and other contexts.

2.2 Teachers' beliefs

Recently teachers' beliefs have received a lot of attention from many researchers in the educational field because teachers' beliefs are important for understanding and improving educational processes (Richardson, 1996; Tayjasant& Barnard, 2010; Yook, 2010; Le, 2011; Cain, 2012).

2.2.1 Defining beliefs

There is no consensus on the conception to refer to the term 'belief' (Eisenhart et al., 1988: 52; Pajares, 1992: 313; Borg, 2001: 186). As noted by Pajares (1992; 308) beliefs are studied in diverse fields which have resulted in different meanings, including the educational research. This will be rely on Borg's (2001: 186) definition of belief; he determined the common features of beliefs and conceptualized the term belief as,

"a proposition on which may be consciously 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 behaviour".

Nespor (1987: 325-326) also mentioned about the role of beliefs in the practice of teaching, teachers' beliefs play a pivotal role that affects teacher's practice and pedagogy. In English language teaching, the term 'teachers' beliefs' refers to

teachers' pedagogic beliefs or those beliefs of relevance to an individual's teaching (Borg, 2001: 287).

Given the previous definitions, it can be concluded that beliefs have an impact on teachers' thought, behaviour, teachers' practice and pedagogy in their classrooms.

2.2.2 Factors that shape teacher's beliefs

Teachers' beliefs are an influential factor in shaping their pedagogic behaviour in their classrooms. According to Kindsvatter et al. (1988: 8-9), there are several factors that shaped teachers' beliefs systems such as teachers' experiences as language learners, teaching experiences, teaching styles, their understanding of principles in education, and adaptation of teaching methods in their classrooms. Richards and Lockhart (1996: 30-32) also mentioned that teachers formed their belief system over time and derived them from many sources: teachers' prior experiences, established practice, personality factors, educationally based or research-based principles and principles derived from a particular approach or method.

In addition, Richardson (1996: 102-119) stated that the concept of beliefs is very important to understand teachers' thoughts processes, classroom practices, change, and learning to teach. Richardson further indicated that teachers develop their beliefs and knowledge about teaching from their experiences which can be categorized into three stages.

2.2.2.1 Personal Experience: This refers to the experiences that form individuals' beliefs such as intellect and characteristics, beliefs about self in relation to others, understandings of the relationship between schooling and society, and other forms of personal, familial, and cultural understanding. Moreover, there are other factors that may affect individuals' belief in learning to teach and teaching such as ethnic and socio-economic background, gender, geographic location, religious upbringing, and life decisions.

2.2.2.2 Experiences with Schooling and Instruction: These experiences are defined in studies showing that beliefs are acquired from prior experiences; for example, pre-service teachers who acquired their beliefs from their own experiences as students, or student teachers who hold their perceptions of the role of teachers from observing a teaching model.

2.2.2.3 Experiences with Formal Knowledge: This refers to the experiences with formal pedagogical knowledge that pre-service teachers learn from schools as part of their formal education. Pedagogical knowledge relates to the specialized knowledge of teachers in practicing effective teaching and includes classroom actions.

While Borg (2003: 81-109) proposed the term “teachers’ cognitions” as “the unobservable cognitive dimension of teaching, it is what teacher think, know, and believe”. Borg also mentioned the relationships of these mental constructs to what language teachers teach in their classroom. According to Borg, three themes emerged from teachers’ cognition; cognition and prior language learning experience, cognition and teacher education, and cognition and classroom practice. Figure 1 below showed the diagram of teachers’ cognition in all aspects of their works as described by Borg (2003).

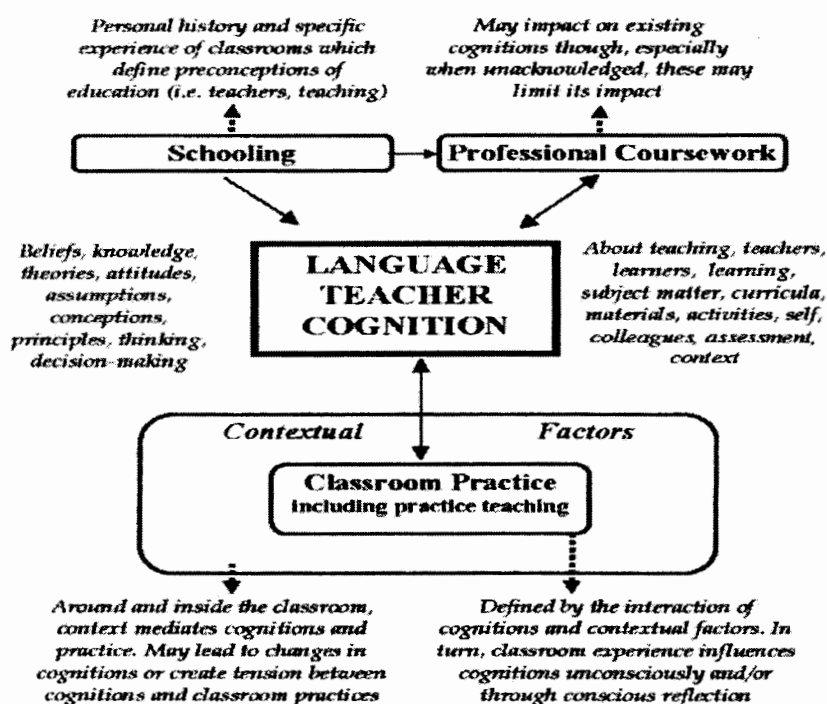


Figure 2.1 Teacher cognition in language teaching

Source: Borg, S. (2003: 82)

Moreover, Stergiopoulou (2012) also mentions that the strongest influence in teachers' beliefs is from their first schooling to the latest one, and it has an impact on their beliefs negatively or positively.

Besides the factors mentioned above, there are many other factors that also influence the teachers' beliefs. Saydee (2016: 23-48) examined factors that influence teachers' beliefs about effective teaching and learning strategies. Data was collected through interviews with twenty-five foreign-born teachers. The researcher found other factors that influence teachers' beliefs such as real life application, fixed curriculum, uniqueness of the language, data and results, and students' feedback.

Another study of teachers' beliefs conducted by Cain (2012) examined the relationship between teacher trainees' beliefs and classroom practice in Trinidad and Tobago. The researcher conducted a study with three primary teacher trainees at a teachers' training college by using a combination of field observations and in-depth interviews. Those participants shared their recollections of teachers who had taught them in schools, their childhood experiences in the home and their experiences as teacher in the language classroom. All factors shaped their beliefs about teaching and learning.

In conclusion, all factors are very vital in shaping the beliefs of teachers. To study teachers' thought and actions in their classrooms, therefore, it is helpful to have some understanding of those factors.

2.2.3 Teacher's beliefs and classroom practices

As mentioned earlier, beliefs have an impact on individual's thoughts and behaviours (Borg, 2001). As a matter of fact, a number of researchers have reported the relationship between teachers' beliefs and classroom practices in different aspects (Chiu, 2008; Devine et al, 2013; Pookchroen, 2016; Afshar and Ghsemi, 2017; Yenesew, 2019).

Chiu (2008) examined elementary school teachers' beliefs and actual practices in pronunciation teaching in Taiwan. This study aimed to explore the differences between native and non-native language teachers regarding the teaching approaches they adopted in pronunciation teaching. Qualitative research was applied in this study. The findings indicated that teachers adopted different teaching

approaches and the NESTs and the NNESTs interpreted pronunciation differently. Teachers' prior learning and teaching had the great impact on their current teaching.

In addition, Divine et al. (2013) explored the factors that shape teachers' beliefs in good teaching. Researchers focused on the importance of passion reflection, planning, love for students and social and moral dimension. Mixed method was employed in this study. The finding revealed that the other contextual and sociocultural factors also influenced how teachers construct and carry out their teaching.

Moreover, Pookcharoen (2016) studied teachers' beliefs and pedagogical practices about vocabulary learning strategies. English as Foreign Language(EFL) university teachers were asked about their most and least effective vocabulary learning strategies. Mixed methods were used in this study. It was found that what teachers did in the classroom was different from their beliefs due to various contextual factors.

Similarly, Afshar and Ghasemi (2017) investigated the difference between language teachers' beliefs and their practices in language learning in Iran. Researchers applied mixed methods across teachers from secondary schools and language institutes. The results showed that there was a mismatch between teachers' beliefs and their classroom practices.

Yenesew (2019) examined secondary school teachers' beliefs and practices for teaching listening skills. Qualitative research was utilized in this study. The results revealed that there was the significant mismatch between their beliefs and practices in teaching listening. The study mentioned that teachers should develop their teaching knowledge and use different techniques in teaching listening.

Interestingly, all researchers had similar results that indicated a mismatch between teachers' beliefs and their actual practices in language classroom.

2.3 Communicative language teaching approach

In this section, it will present the background of CLT, the adoption of CLT in Thailand, and previous research studies about CLT.

2.3.1 The concept and principle of CLT

Communicative Language Teaching (CLT) was first introduced as methods of language teaching in the 1970s (Richards, J.C. and Rodgers, 1986: 65). According

to Richard (2006), the goal of CLT is communicative competence that learners learn language through classroom activities.

Canale & Swain (1980) defined the term “communicative competence” as “the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of the rules of language use” (p.6).

The following section will provide the four components of communicative competence, proposed by Canale and Swain (1980: 29-31).

(1) Grammatical competence is the ability to express accurately the literal meaning of utterances such as the knowledge of lexical items and of rules of morphology, syntax and so on.

(2) Sociolinguistic competence is the ability to interpret utterances for social meaning. The primary focus of sociocultural rule involves with certain propositions and communicative functions that are appropriate in sociocultural context depending on contextual factors such as setting and norms of interaction. The second rules are the appropriate attitude and register that are conveyed by a particular grammatical form within a given sociocultural context.

(3) Discourse competence is the ability to produce coherent and cohesive utterances. This discourse is related to the combination of utterances and the communicative functions in a given context.

(4) Strategic competence is the ability to solve communication problems with two strategies; grammatical competence is how to paraphrase grammatical forms that the speaker has not mastered.

Canale and Swain (1980) also pointed out that if language learners need to achieve a sufficient level of communicative competence in language learning, they should have those four components of communicative competence. Thus, language teacher should to be aware communicative competence as the goal of communicative language teaching.

In an attempt to clarify the concept of communicative competence, Richard (2006) compared it with the concept of grammatical competence. According to him, grammatical competence refers to the ability to use knowledge as means of producing sentences and knowing how sentences are formed, while communicative competence

involves learner's ability to master grammar rule and use language for meaningful communication (Richard, 2006).

Moreover, Littlewood (1981) pinpointed two main sources of CLT which were a communicative perspective on language and learning. The former is the communicative perspective on language which is about what we learn. This refers to language 'functions' (how to 'do things with words') which are our primary way of learning. It has begun to play a main role in syllabus design and methodology. It is also used in functional or communicative courses in which students can practice expressing functions such as making suggestions. Students learn language through communicative activities such as pair work and role play. The second source is the communicative perspective on learning. It focuses on how we learn or how we acquire language through real communication without explicit instruction. These ideas are from many proposals such as natural approach by Krashen and Terrell's,(1983).

In real practice, it is important to understand the principle of CLT before adopting it in the classroom. Jack C. Richards(2006: 22) presented ten core assumptions of current communicative language teaching as follows:

- (1) Language learners acquire second language when they understand what the speaker is saying.
- (2) Communicative activities provide opportunities for students to apply target language in meaningful communication with others.
- (3) Communication is meaningful when students are engaged and find content to be purposeful, or interesting.
- (4) Communication is how to learn language with many language skills or modalities.
- (5) Language learning occurs when students are given activities that related to grammar rules and function, and language analysis and reflection.
- (6) Language learning is facilitated by creating use of language through, trial and error because the goal of communication is to use a target language both accurately and fluently.
- (7) Language learners have their own learning styles with different needs and motivations.

(8) Successful language learning occurs when learners use effective language learning strategies.

(9) The teacher plays the main role as facilitator in the language classroom, and provides opportunities for students to apply and practice the language and to reflect on language use and language learning through a positive classroom environment.

(10) The language classroom should be organized so that pupils can work together and share with others.

It is clearly that successful language learning occurs when learners are able to use language in meaningful communication. Language teacher also plays the vital role as facilitator who provides the effective learning tasks and communicative activities to their students. Language learners also have the opportunities to use the language and practice it in their classroom.

2.3.2 What are communicative activities?

After the implementation of CLT, many teachers may face the difficult times to formulate different types of classroom activities in language classrooms. There is no clear description of the meaning of “communicative” (Harmer, 1982; 164). Therefore, Harmer (1982) lists the characteristics of a communicative activity that showed the distinction between “communicative” and “non-communicative” activities as follows:

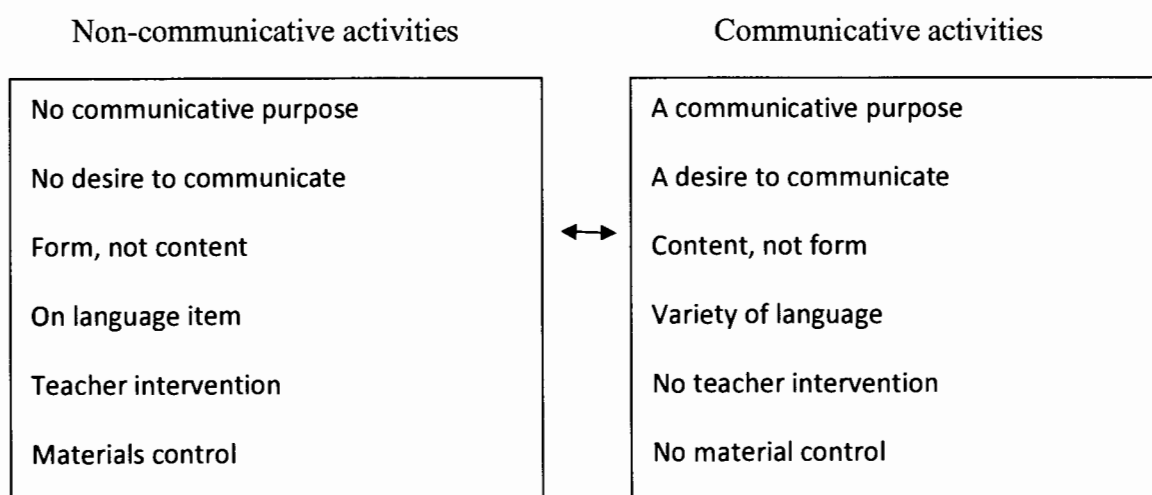


Figure 2.2 Continuum of Communicative activities

Source: Harmer, J. (1982:167)

Moreover, communicative activities should be those activities in which students can focus on their content rather than the form, they can select their own materials and make mistakes

2.3.3 Implementation of CLT in Asian context

The communicative approach has become the current English language teaching trend in Southeast Asia (Renandya et al., 2014). CLT stated to become popular in language teaching method used by teachers in Cambodia, Indonesia, Vietnam, Thailand, Laos, Myanmar (Kustati, 2013). Those countries expected that CLT could replace the traditional methods. However, it seemed that CLT approach was unsuccessful in some countries, while the others found that CLT can be implemented in some contexts.

Kustati (2013) reviewed literature from the period regarding the implementation of CLT in Southeast Asia, particularly Cambodia, Indonesia, Vietnam, Thailand, Lao, and Myanmar. The study revealed the difficulties in implementing CLT in schools in these countries. The majority of teachers agreed that it was unlikely to adopt CLT in practices because the method commonly used in schools was teacher-centered and their native languages were used in both inside and outside classrooms. Moreover, workshops, training and seminars on the CLT approach were limited. In Bangladesh, Ansarey (2012) identified problems that occurred when CLT was applied in language classrooms. Most Bangladesh teachers lacked the time and energy to embrace CLT in their teaching because they needed to create new communicative teaching materials. Furthermore, it was difficult to shift to CLT in classroom practice due to the need for grammar-based examination. Kim (2015) also reported the difficulties in implementing CLT in South Korea. To adopt CLT approach in South Korea, one of the key factors in implementing CLT was the countries' own EFL situations such as cross-cultural differences and social expectation.

While unsuccessful in many parts of Southeast Asia, the implementation of CLT is more likely to occur in some Asian countries. Ahmed and Rao (2013) reported the possibility of implementing CLT in higher secondary level in Pakistan. This research studied the perception of students and teachers toward the feasibility of applying the CLT approach. Pre-test and post-test methods were selected to study two groups of forty male students in 12th grade of local college. The research found that

students can increase their communicative skills if school provides suitable condition. Moreover, language teachers had a good understanding how to implement in their classrooms. In addition, researchers suggested that a teacher training programme should be provided to enhance teacher performance in classroom practice.

In conclusion, the implementation of CLT was adopted in many countries. However, some countries encountered the difficulties in using CLT in their context. In the following section will present further about the adaptation of CLT to the Thai context.

2.3.4 Implementation of CLT in Thailand

Communicative Language teaching (CLT) was introduced to Thai EFL teachers in the mid-1980s (Teng and Sinwongsawat, 2015; Kustati, 2013; Kwangsawad and Yawongsa 2009). It was implemented to teach English as foreign language (EFL) in schools (Ministry of Education, 2008). The main purpose of this implementation is to improve students' communicative skills in their daily life and real situations. Moreover, students should be able not only to use the target language inside and outside school but also to understand cultures of native speakers. Therefore, the role of Thai teachers of English has been changed from only a lecturer in a language classroom to other roles such as materials and facilitator. Moreover, they should understand the current approach, communicative activities and teachers also equip themselves with new syllabus, materials, activities, and assessment and evaluation (Prapphal, 2008: 12).

There are many problems that Thai government has to consider when introducing the change to using the CLT method in schools, such as unqualified teachers and students' low language skills. Hilado-deita (2015) revealed that unqualified teachers had misconceptions about CLT principles, they perceived that grammar and structure were not feature of CLT. Teachers concluded that CLT is about learning to speak English in their daily life activities and that there is no need to focus on grammar and structure. Punthumasen (2007) pointed out the main causes of low performance in Thai students. Most students said that the English subject is boring and difficult to learn, teaching methods are not engaging for students in the class, the environment in school does not meet their needs to practice English, the textbooks are not attractive and classroom technology use is insufficient.

It can be concluded that Thailand still faced many problems in adopting CLT. The next section provides the related studies that explored how Thai teachers applied CLT in their language classroom and what their perceptions are toward this teaching method.

2.4 Previous related studies

There are many research findings showing that support the notion that teacher's beliefs have an influence on classroom practice. Choi (1999), Sato and Kleinsasser (1999), Nishino (2009), Watanasin (2013), and Tootkaboni (2018) showed detailed insights into what teachers' beliefs affected their classroom practices in different context.

In Korea, Choi (1999) studied Korean EFL teachers' beliefs and practices about CLT in middle schools. Survey questionnaires were the main research method in this study. The findings revealed that although teachers supported the concept of CLT but in the actual practices were still teacher-dominated and drill-driven. Moreover, teachers had a misconception of CLT principles because they had low support in grammar teaching.

Sato and Kleinsasser (1999) aimed to understand the views and practices of CLT by Japanese in-service teachers. Mixed methods were applied in this study. They found that although the participants had learned about CLT in higher education, they still applied teaching methods derived from their personal ideas and teaching experiences.

Nishino (2009) investigated Japanese high school teachers' beliefs and practices regarding CLT and how their beliefs, their learning experiences, and their in-service training influence each other regarding the implementation of CLT. This study integrated both quantitative and qualitative methods. A survey, classroom observations, and interviews were conducted. The study began with a questionnaire of 139 Japanese teachers, and included interviews and classroom observations of four teachers who were part of the researcher's personal network of acquaintances. The quantitative results indicated that the respondent seemed to hold both CLT beliefs and traditional beliefs. While the qualitative results showed that the teachers' belief systems were contextualized.

Watanasin (2013) studied the relationship between teachers' perception and their actual practices. The study aimed to find the link between teachers' perspective toward their interpretation of CLT and their classroom practice. Two university teachers were selected in this study. Both teachers hold degree in English teaching and participated in conferences in teaching. The main data was drawn from interviews to evaluate the depth of teachers' understanding of CLT. The results revealed that both teachers were confused about the definition of CLT in classroom practice due to the many different interpretations. Their classroom practices were based on their views of CLT. The researcher did observe, however, that both participants were able, to some extent, to conceptualize CLT into their classroom practice.

Tootkaboni (2019) conducted a study at private English language institutes in Mozandaran and Tehran in Iran in order to investigate 154 EFL teachers' beliefs and practices in the expanding circle. The data were collected from questionnaire and classroom observation. The finding indicated that there was a mismatch between teachers' beliefs and practice. Teachers attended the training program which focused on transforming information about CLT. However, they interpreted it inappropriately to adjust to their classroom practices. While they believed that they were performing exactly what CLT calls for.

This literature has shown that teacher plays a crucial role in the classroom as instructors and facilitators. Therefore, teachers' beliefs have a great influence over their learners and their practices. Many years ago, communicative language teaching method was implemented in Thailand. Thai teachers have changed the way they teach from grammar-translation to communicative way. Many researches have been carried out on the implementation of CLT in different contexts. The findings from those researches have showed the difficulties in implementing of CLT. Most of them found that the understanding of the principle of CLT has a great impact on classroom practices. They also show that CLT can only be feasibly implemented through assistance from professional development programs which give teachers an accurate understanding of CLT methods. It leads the ideas to conduct this research study. It would be useful and provide great advantage to understand English teacher and echo the problem to policy maker from this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology adopted for this study. This research firstly seeks insights into teachers' beliefs about communicative language teaching (CLT) in secondary school in rural setting in Thailand. Secondly, it aims to observe how English teachers apply CLT in their classroom practice. In this study, semi-structured interviews and observational field notes would be my main research methods, video and documents are included as my supplementary data sources. Thematic analysis is employed in this study.

Qualitative approach will be used as a research method to answer the two questions:

3.1.1 What are English teachers' beliefs about communicative language teaching?

3.1.2 What are their actual classroom practices of teaching by adopting CLT approach?

3.2 Nature of Research

According to Creswell (2014) a qualitative research study is needed to explore and understand these questions from teachers' perspectives, and the researcher needs to collect data from teachers' points of views. In order to understand the dynamic relationship between teachers' beliefs and their classroom practice, the interpretive approach is adopted in this study because it tends to explore and understand the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014). The main purpose of qualitative research relies as much as possible on the participant's views of the situation being studied (Creswell, 2014). This research applies to the constructivist approach because it emphasizes the views, values, beliefs, feelings, assumptions, and ideologies of individuals (Creswell, 2014: 457).

The constructivist approach is one of three types of grounded theory design (Creswell, 2014) for research that involves contact with human subjects in specific situations (Bryant and Charmaz, 2007). This approach is based on observation about how people construct their own understanding and knowledge of the world, through experiencing events and reflecting on those experiences. Therefore, this approach will help us to understand teachers' beliefs in their natural setting. The data was collected by interviewing and talking directly to English teachers and seeing them behave and act within the context of their natural classroom setting.

3.3. A research framework

3.3.1 A research setting

This research setting is a public school located in Mukdahan Province. The school was founded in 1972 and according to Office of the Basic Education Commission (2019), it has 1068 pupils, accommodated in 33 classes. The students are competitively selected through entry examination. The school falls under the control of the local provincial educational board. They are a government-funded state school and follow the National Curriculum of Basic Education, BE 2551 (2008)). All pupils are required to achieve eight main subject areas, namely Thai language, Mathematics, Science, Social Studies, and Culture, Health and Physical Education (EP), Arts, Occupations and Technology, and Foreign Language. The school consists of two education levels as follows.

3.3.1.1 Lower Secondary Educational Level (Lower secondary education grades 1-3, also known as grades 7-9 or Matthayom Suksa 1-3)

There are five classes in each level, except 7th grade, in which students have six classes. The school programs is divided into two main programs: General and Intensive English Program (IEP).

3.3.1.2 Upper Secondary Education Level (Upper secondary education grades 4-6, also known as grade 10-12 or Matthayom Suksa 4-6)

There are five classes in each level. They are divided into two programs: General and Intensive English Program (IEP).

In the Foreign Language Department, there are nine teachers: six Thai, one Filipino, one German and one Chinese. In this study, six Thai teachers were selected to be my participants because they are English teachers.

3.3.2 Access and ethical considerations

3.3.2.1 Contacting gatekeeper

As an outside researcher, I needed to obtain permission from participants and the school site to conduct my research. Therefore, the first step was to contact my former English teacher who just retired from the school and was my gatekeeper. Initially, my former teacher introduced me to the head of English department. This gave me an opportunity to ask permission to observe and interview their teaching staff for the study. I then discussed some of the ethical issues surrounding the study, which mostly consisted of explaining the consent form to them. It was also necessary to ensure that any data would be treated in a confidential manner, that their private details would remain anonymous. Each of the teachers signed two copies of these forms, one for participant and another for researcher.

3.3.2.2 Ethical consideration

In qualitative research, it is very important to gain the trust from the participants because they have the right to withdraw at any time. Therefore, it is necessary to discuss ethical issues with participants beforehand. Creswell (2014: 252) suggests some guidelines for ethical practices such as explaining to participants of the aim of the research, refraining from deceptive practice, sharing information with participants (including your role as a researcher), being respectful of the research setting, reciprocity, using ethical interview practices, maintaining confidentiality, and collaborating with participants.

3.3.3 Sampling: Selecting participants

The key criterion for choosing participants in this research is easy accessibility and the willingness to volunteer. Dornyei (2007: 98-99) described convenience or opportunity sampling as “members of the target population [who] are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer”. I selected Thai English teachers from this school because I

am personally acquainted with most teachers who are willing participants. Therefore, it is possible to have easy access to a rich dataset (Dornyei, 2007: 129).

3.4 Research plan

It is necessary for a researcher to make a research plan in advance because it helps the researcher to organize their ideas and look for flaws and inadequacies, if any. Moreover, it allows a researcher to manage their time well. To work with time constraints, this research plan (see Table 3.1) was created to help me to manage my time and complete the data-collection phase within a single school.

Table 3.1 Research Plan

Duration	Tasks	Description
Week 1	Selecting research site and contacting gate keeper	<ul style="list-style-type: none"> - I contacted my former English teacher who used to teach in that school. - I first met the head of Foreign Language Department. - I then asked for permission to observe and interview English teachers. - I discussed the ethical issues with all participants.
Week 2	Gathering all data	<ul style="list-style-type: none"> - I collected data from school website and my acquaintances. - I had small talk with each participant, teachers and students, and observed the school site - I asked for documents from participants such as textbooks, lesson plans and assignments

Table 3.1 Research plan (Continued)

Duration	Tasks	Description
Week 3	Planning for interviews and observations	<ul style="list-style-type: none"> - All participants were asked to sign informed consent forms. - Interview guide was piloted with experts. - Interviews and observations were scheduled.
Week 4-5	Complete an interview with each participant.	<ul style="list-style-type: none"> - Interviews were scheduled. - Each interview lasted a maximum of one hour.
Week 5-6	Observing language classrooms	<ul style="list-style-type: none"> - Each teacher was scheduled to be observed two times. - They also were asked to be video recorded.
Week 6-8	Collecting all data	<ul style="list-style-type: none"> - All data were collected. - Some data were transcribed.
Week 8-11	Analyzing and interpreting all data	<ul style="list-style-type: none"> - Data was analyzed and interpreted with thematic analysis
Week 12	Writing discussion and conclusion	<ul style="list-style-type: none"> - Finding was reported and discussed. - I made conclusion, limitation and future research recommendations.

3.5 Research method used

3.5.1 Individual/Semi-structured Interview

A semi-structured interview was employed to gather data for qualitative research. It is valuable because it allows the researcher to explore subjective viewpoints (Flick, 2009) and experiences. I used open-ended questions as a guide, so that participants were encouraged to talk freely without being forced into response

possibilities (Creswell, 2014). As an interviewer, I used probes under some questions when I needed more information. I used Thai language with my participants for all interviews because they may be more comfortable using their first language to give more information. The interviews were recorded and transcribed to Thai text and translate to English.

3.5.1.1 Interview guides

To generate rich data and make interviews run smoothly, semi-structured interviews questions were designed by creating an agenda for the interview guide. According to Adams (2015: 492-505), many aspects of an interview guide should be considered: a list of potential topics is set up (the point to be covered), questions can be flexible if participants feel uneasy to answer, and questions should be tested by piloting. Semi-structured interviews consist of guiding questions that are supplemented by follow up and probing questions that depends on the interviewee's responses (DeJonckheere and Vaughn, 2019: 2). Moreover, the use of semi-structured interviews needs a certain level of previous study in research topic area because the central questions should be based on previous knowledge (Kallio et al, 2016). In this study, I adopted interview questions from relevant studies (Fitzpatrick, 2011).

3.5.1.2 Piloting the guide

Piloting for interviews was conducted primarily for qualitative research because it is important for the preparation of the main study. Majid et al. (2017: 1075) presented five steps in conducting the pilot study. In this study, I adopted for some steps which matched in my methods. To begin with, I collected all interviews questions from previous studies, then transcribed into Thai and determined clearly interviews questions as interview guidelines. Next, my initial semi-structured interview questions were reviewed by experts. After that, those questions were revised by selecting some questions which are appropriate in this study.

3.5.2 Observational field notes

Observations were scheduled after I had finished the interviews. Understanding teachers' beliefs is complex goal, so it was necessary to view more than one dimension when gathering data. Observations allow me to gain this

additional perspective. According to Mason (2002: 84), the term “observation’ refers to ‘methods of generating data which entail the researcher immersing herself or himself in a research ‘setting’ so that they can experience and observe at first hand a range of dimensions in and of that setting”.

My observational roles in this study were both overt and covert nonparticipant observer. An overt nonparticipant observation was used when I was in the classroom as teachers and students were aware of my presence. During the observations, I did not interfere in any class activities. After a short time, a covert nonparticipant observation was undertaken when I was outside the class. All participants were observed without them knowing that they are being observed.

Video recording and field notes were taken during observations. I used filed notes for text recording during classroom observation to collect data on the participants’ behaviour and actions within a particular context. Due to time constraints, each teacher is observed once. Field notes are text (words) recorded by researcher during an observation (Creswell, 2014: 238). They are divided into two kinds. Descriptive field notes are used to record description of the events, activities, and people, while reflective field notes are applied for record personal thought (Creswell, 2014:239). In this study, I used both to record what happened in and outside language classrooms.

3.5.3 Video recording

Video recording was a supplementary method in classroom observation. Creswell (2014: 246) pointed out that “images such as videotapes provide extensive data about real life as people visualize it” and directly share their perceptions of reality. I intended to use this method to record and replay the picture and sound of classroom setting. It extended to the view that words or text cannot express all of the elements of the visual in which we are interested (Mason, 2002: 107). Teachers were asked permission to video their class and informed consent forms were signed.

3.5.4 Documents (textbooks, lesson, assignments)

Documents such as textbooks, lesson plan, and assignments represent a growing data source for qualitative researchers. These supplements provide valuable information helping researchers understand central phenomena in qualitative studies (Creswell, 2014: 245).

Documents were my first research method in study because collecting documents could provide me with a rich source of information. I used them as supplements to gain understanding and develop empirical knowledge which was useful for the next research method.

3.6 Data analysis

Data was analyzed through thematic analysis. Interviews are the main method in this research to get various perspectives on the research questions. Interviews give insight into a phenomenon as they allow the participants to reflect and reason on a variety of subject in different ways (Jugder, 2016). Braun and Clarke (2006) stated that thematic analysis is used to answer research questions that related to people's experiences, views, and perceptions.

Braun and Clarke (2006) also presented six steps in qualitative data analysis and interpretations as follows;

Step 1: familiarizing yourself with your data

I collected all data from different sources, semi-structured interviews, field notes from classroom observation, video and documents. I needed to familiarize myself with all the data using my prior knowledge. The complexity and varied formats of qualitative data (e.g. audio recording, transcriptions, documents, and field notes) consistent structure but they are useful for conducting a comprehensive analysis. I read through the entire data set before I began coding. I may take note of initial thoughts, regarding analysis, interpretations, and questions during data collection. It is very important for researcher to familiarize themselves with the depth and breadth of the content (Braun and Clarke, 2006).

Step 2: generating Initial Codes

After I have read and familiarized with my data, I generated the preliminary list of ideas about the content and assigned a code label to different text segments. The process of coding helps the researcher to reduce a text to descriptions and themes of people, places, or events (Creswell, 2014: 285). I needed to work systematically through the entire data set and ensured that codes would not be interchangeable or redundant.

Step 3: Searching for themes

I used codes to develop description of people and places. A long list of different codes may combine to form a theme. These themes may be interconnected to describe the complexity of a phenomenon (Creswell, 2014: 266).

Step 4: Reviewing themes

This phase begins when a set of themes has been devised, and they require refinement (Braun and Clarke, 2006). It is necessary to review theme designations because some themes and subthemes may not have enough data to support them, while other themes may need to be broken down further.

Step 5: Defining and naming themes

I determined what aspect of the data each theme captures and identified what is of interest about them and why. After that I conducted and wrote a detail description of each theme. Each theme was then given the name to help the reader make sense of what the theme is about.

Step 6: Producing the report

The report was written by interpreting of the meaning of the research. It was included a concise, coherent, logical, non-repetitive, and interesting account of the story within and across the themes.

3.7 Ensuring the quality of research

To ensure the quality of research, appropriate strategies and methods will be adopted to ensure the quality of data collection and analysis.

3.7.1 Trustworthiness

Lincoln and Guba (1985) introduced the concepts for defining and examining quality of qualitative research with the criteria of credibility, transferability, dependability, and confirmability. In this research, appropriate strategies are adopted to ensure the quality of data collection and analysis. To begin with, multiple sources and methods were used to triangulate my data. Credibility is involved with the activities that make research produce credible findings include prolonged engagement, persistent observation, data collection triangulation, and researcher triangulation (Lincoln & Guba, 1985). To achieve confirmability, research findings should reflect the participants' perspectives without displaying any of the

researchers' bias, motivation, or interested. In conducting research, I am very aware that my subjectivity has played their role in their setting where I am an outsider researcher because the imbalance of status can lead to distorted data. Researcher positionality can influence some aspects and stages of the research process. As Foote and Bartell (2011: 46) identified that

“...the positionality that researchers bring to their work, and the personal experiences through which positionality is shaped, may influence what researchers may bring to research encounters, their choice of processes, and their interpretation of outcomes...”

Therefore, I needed to make sure I was giving participants a voice when completing in data analysis and interpretation.

3.8 Conclusion

This chapter has outlined the research plan of this study in order to understand about teachers' beliefs about CLT. It was designed to explore more about classroom practices and beliefs by adopting an interpretive research framework that employs multiple methods in the data collection. Thematic analysis was used to interpret data. Chapter 4 will present the findings of teachers' interviews and the discussions of the application of their beliefs to the classroom practices for these five teachers.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter reports on the outcomes which were analyzed from thematic analysis. The finding is based on data gathered from field notes, classroom observations and semi-structured interviews to describe teachers' belief and practice and their understanding of CLT. In this chapter is divided into two sections. First, context information provides a brief summary of participants' background. The next section highlights two main themes emerging from analysis: ways of teaching to promote communication in their classroom and teachers' beliefs in CLT.

4.2 Thai teachers of English

There were five Thai teachers who teach English involved in this study: Nira, Saijai, Suda, Thipa and Thep. The analysis will narrate interview with five teachers who participate. Thep is an English teacher with more than 30 year of experiences. Suda, Saijai, Nira and Thipa have taught for 20, 18, 10 and 8 years, respectively. Nira, Saijai, Suda, Thipa and Thep are the former students from this school, although, everyone was born in this town and they hold a bachelor degree in Education. Saijai received her master's degree in curriculum and instruction while Nira received her certificate in English teaching. In terms of teachers' training, most teachers attended professional development programs sponsored by Ministry of Education such as Coupon, ERIC, and Boot Camp, except Thep who has become a trainer. The next section will present the teacher' prior experiences in learning and teaching.

4.2.1 Prior Experiences as language learner

Language learners' experiences have the significant impacts on the language learning (Richardson, 1996) The analysis of the data showed that teachers in this context had different learning experiences and attitudes towards English. For

instance, Nira emphasized that she was not interested in learning English when she was young. English did not interest her. She rarely realized the value of language learning as shown in her verbatim data below:

“I learnt it [English] with Thai teacher of English, studying for a test. Looking back at that time, I didn’t know what I had learnt.” (Nira, interview data, 31 July 2019, my translation)

And

“I just studied English for a test. I never met foreigners when I was in high school.” (Nira, interview data, 31 July 2019, my translation)

As an English teacher, she said that her students have struggled the same problem she had.

“...When I look back on my past, my English skills were the same as my current students...so how could I teach them.? Um... how to say...I cannot tell them to see the importance of English. As it can be seen from our context, they rarely use English in their daily lives...” (Nira, interview data, 31 July 2019, my translation)

The verbatim data from Nira suggests that her perspective in the value of English influences her belief, i.e. teaching ability. Moreover, it also influences her belief in teaching.

Unlike Nira, Thep recalled his experience as language learner. Being a language teacher role model for pupils is very important in building intrinsic motivation and inspiration in their language learning. Sometimes it had an effect on students’ learning. Moreover, their teaching would be a powerful part as role models. Thep said,

“My first language teachers who inspired me to be a teacher is teacher Chariya. She was my English teacher. I liked her. She taught English through song named “The End of the World”.” (Thep, interview data, 30 July 2019, my translation)

And

“I was lucky that I met many good teachers such as Christina. She was one of the best teachers in Thailand. This was an advantage for us. She was also my teacher role model. I feel that I was influenced in language teaching by Christina. She used to teach me with games and songs...”(Thep, interview data, 30 July 2019, my translation)

According to Bandura (1977), learning can occur within social context and people learn from one another via observational learning, imitation, and modeling. From his learning experiences, Thep emphasized that he had the positive experiences from English teachers. They were his role models. It is evident that Thep used songs as teaching strategies in his language classroom. He also showed me his CD-ROM that he recorded his songs for language teaching and distribution.

This section sheds light two factors which impact their attitude and role model.

4.2.2 Perspectives of teachers as being an English teacher

The role of teacher in the classroom is to provide communicative activities and encourage learner to participate in classroom activities (Richard, 2006). Moreover, teacher plays the different roles in their classes such as motivator and facilitator (Richard and Lockhart, 1996). However, Suda often emphasized that she did not like English teaching and she was not good in English. The thought of her low ability in English discouraged her belief in teaching.

“...When I was in university, I chose a dual degree in Educational Technology and English. I can tell you that I didn’t like it[English] and I was not good at English...” (Suda interview data, 31 July 2019, my translation)

According to her negative attitude towards English when she was in the university, it had predominantly affected her problems when she became an English teacher.

“...I used to teach English at B school. At that time, I had to teach lower and upper secondary levels. I was under a lot of stress because those students were so smart. I was afraid they would ask me some questions...” (Suda interview data, 31 July 2019, my translation)

The problems Suda has encountered also influenced her decision to change her career as explained in the verbatim data below:

“Oh...I might change my career to be an educator in a subdistrict or provincial administrative organization. So I decided to study Political Science Two out of sixty students were teachers while the others were police officers and soldiers. ‘why do you study here?’ ‘I want to change my job.’ I hoped it would change my life. I don’t want to be a teacher anymore, I was bored...” (Interview data, 31 July 2019, my translation)

To conclude, teacher’s attitudes affected their teaching (Ulug et.al, 2011). It was unlikely that Suda wanted to be an English teacher and she also made an attempt for career interruption. This attitude influenced her teaching and behaviour in her classroom. Moreover, teachers’ attitudes might have an impact on students’ performance such as supporting, motivating and encouraging participation in the classroom.

Following this section is four main themes that emerged from the data gathered. These themes suggest their beliefs in English language teaching, especially approaches or ways to promote communication.

4.3 Ways of teaching to promote communication in their classroom

4.3.1 Knowledge of grammar

The findings in this study also showed a similarity, regarding their beliefs on the role of grammar in promoting communication; for instance, Nira, Thep, Saijai and Thipa.

They said in their interviews that their students needed to learn grammar structure and rules because it was the foundation of language. For example, Nira pointed out that the role of grammar can help her students to apply the rules in their speaking and also master them to communicate more effectively.

“...If learners don’t know about grammar, they will produce the same sentence structure as ‘I go [to the] market yesterday’, ‘I go [to the] market tomorrow.’, or ‘I go [to the] market today’. I don’t know how to teach English for communication

if my students do not understand about sentence structure...” (Nira, interview data, 31 July 2019, my translation)

Furthermore, Nira believed that her students would have access to knowledge of grammar that they have learnt from her explicit grammar teaching. The following quote reveals difficulties Nira faced in using English in her classroom.

“I asked them with the question ‘what are you doing?’ They didn’t know how to answer it. Oh...how would you answer this question if I ask you like this? Is it the past, the present or the future? If it is the present, so could it be Simple, Continuous or Perfect? The first thing they didn’t know is structure. It then is the meaning because they didn’t understand what I am talking about. They didn’t know how to answer with the continuous tense...” (Nira interview data, 31 July 2019, my translation)

As evidenced in the data above, grammar teaching/learning plays a key role in her English class and her belief in teaching grammar and her students’ language competence. It also emphasizes students’ low language proficiency in their language improvement. In addition, her verbatim data also reflects her beliefs on how to promote communication through grammar teaching and memorization as shown below.

“...It happened in this morning when I taught grade 12. I already taught them about Tense. They could not remember! They should memorize, remember and apply it. Oh...my god, it has become a problem. I have to step back and teach the grammar rules again...” (Nira, interview data, 31 July 2019, my translation)

Teachers in this context have strong beliefs about the importance of grammatical knowledge in language learning, they realized a limited role of implicit knowledge. Therefore, from teachers’ perspectives on the role of grammar in developing students’ communication, explicit grammar knowledge is another aspect that makes teachers favourable toward grammar teaching.

Furthermore, sometimes teacher use technique in language teaching. They contended that he wrote the ‘English rule’ song (See Figure 2 below) as a teaching material to teach English grammar. He said that learning with songs will help students memorize and absorb the grammar structures subconsciously.

“...Recently I teach English grammar by using songs to help students learn language subconsciously. Lately, twenty students can pass the exam. So I use this technique ‘play and learn’ to help them memorize grammar rule subconsciously. For example, the song said ‘กฎเหล็กอังกฤษ พิชิตแกรมมาร์ ครูผู้นำพา สรรหามาบอก โย โย Verb1 ปัจจุบัน Verb 2 นั้นอดีต อนาคต Will Will Will หลัง will verb 1 โย โย’ [...Using English grammar rules, Nat teacher pays attention to and seek through, Yo Yo present Verb 1, Verb 2 is the past, will will will behind will is verb1, Yo Yo] So students would understand that ‘verb 2’ is the past and we use ‘verb 1’ after ‘will’ when we talk about the future...then they can adapt this song when they produce the sentence...” (Thep, interview data, 30 July 2019, my translation)



Figure 4.1 ‘the grammar rule’ song written by teacher Thep

My observation data also reveals how They apply this teaching approach to promote grammar learning.

They started his lesson by asking all students sang ‘the English rule song.’ together. Afterward, he asked some questions about all 12 tenses. Students then were divided into groups, they needed to match 12 tenses with English sentences. (They, Observation data, 2 August, 2019)

This is ample evidence in the interviews and observation data that teachers held strong beliefs toward grammar knowledge in language learning. Language teacher also favoured in songs as pedagogical tools. They believed that the song could motivate student to remember grammar rules and structure, then students are more likely to produce the sentence.

The next section will discuss about the belief of teachers in vocabulary knowledge and its promotion of students’ communication.

4.3.2 Vocabulary knowledge

Apart from the role of grammar in communication, vocabulary also plays the vital role in language learning. Vocabulary is an essential tool in communication because a speaker cannot understand others or express their ideas if they have insufficient knowledge of vocabulary (Lessard-Clouston, 2009).

Nira explained that she had struggled in English teaching because her students were inadequate knowledge of vocabulary.

“... They[students] have a poor vocabulary as well...I asked my students to make a sentence from the topic ‘Smart housing’. What do you come up with an idea about smart housing? They took their time to think about only one word...” (Nira, Interview data, 31 July 2019, my translation)

She also mentioned about the importance of vocabulary in foreign language learning in that they should have the storage of vocabulary to be used for their communication.

“...I have been teaching English for twenty years, half of my career. I still have many problems with my students. They don’t have the storage of vocabulary.

Therefore, we cannot use any teaching method with them. We might get back to basic of English. Students should memorize vocabulary a hundred words a day. It can make them communicate without being teach grammar..." (Saijai, interview data, 25 July, 2019, my translation)

Apparently, Saijai believed that vocabulary teaching helps her pupils to communicate. She also did not believe that students' communicative skills could be developed before they were taught vocabulary.

Echoing Saijai, Thipa also agreed that the knowledge of vocabulary can enhance students using English in their communication even though they are lower in grammar knowledge. She said:

"...It should be fine if we know the word 'hungry' only. We don't need to use 'I' with 'am' and add adjective after. Actually, I teach students to communicate by using the keyword 'hungry.' Then, they can speak. (Thipa, Interview data, 1 August 2019, my translation)

Their beliefs in vocabulary knowledge also affect their way of teaching in a classroom context in which vocabulary teaching plays a key role. For example, Nira, Suda, Saijai and Thipa suggested that vocabulary knowledge underpins communicative ability.

For example, Nira, Suda and Saijai spent their time focusing on teaching vocabulary in reading task in the textbook. They explained the meaning of vocabulary directly as evidenced in my field note:

Nira started her lesson by asking the meaning of the title 'What do you do for living?' She gave students a few minutes to talk about the topic. Then, she introduced the new vocabulary on the power point. She also translated those words into Thai and explained the meaning with example. Learning vocabulary took half of the lesson time before it was led to the reading task. (Nira, Observation data, 19 August 2019)

While Saijai and Suda translated the reading passage (See Figure 4.2 below) and also explained the meaning of the vocabulary.

Sajjai was waiting for her students got in the class and sat in group of eight. She started her lesson by asking for homework in the textbook. After that students were asked to read the story in reading task. Sajjai used a textbook as the main teaching tool. Reading passage was translated line by line and given the meaning of the vocabulary. Sometimes she explained the culture that was behind the story. Finally, she concluded the story and asked students to do vocabulary exercises in the textbook. (Sajjai, Observation data, 25 July 2019)

Figure 3 and Figure 4 show reading task and activities in the textbook below.

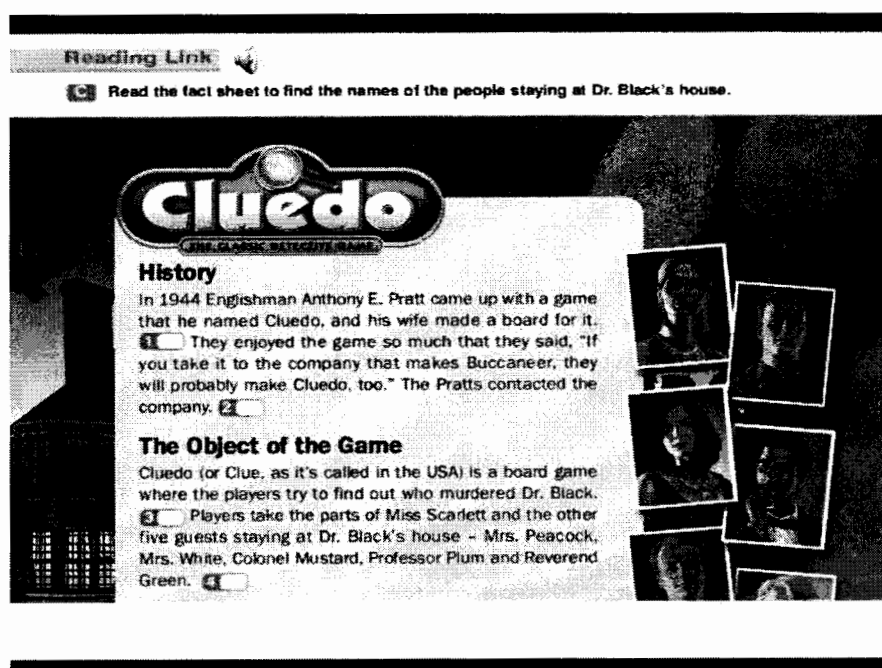


Figure 4.2 Reading Passage

Source: Adams, et. al.(2019: 18)

D There are five sentences missing from the fact sheet in C. Read the fact sheet again and decide which sentence, a or b, best fits in each blank.

1. a. They played the game with their friends, Mr. and Mrs. Bull, but they didn't really like it.
 b. They played the game with their friends, Mr. and Mrs. Bull, who were the inventors of a game called Buccaneer.

2. a. They were interested – and Chiedo now sells in over forty countries worldwide!
 b. They liked Buccaneer better.

3. a. One of the game's characters, Miss Scarlett, finds his body at the bottom of the stairs.
 b. She is the woman who is guilty of committing the crime.

4. a. This person is the murderer.
 b. One of these people is the murderer.

5. a. They move around the board and try to find out where the murder happened, what the murder weapon was, and who killed Dr. Black.
 b. An envelope in the center of the board contains the answer.

Vocabulary Link

E Match the words from the fact sheet and task D with their meanings.

Words	Meanings
1. contacted (para 1) c	a. aim, point
2. object (para 2) a	b. show or be a symbol of
3. murdered (para 2) f	c. wrote to or called someone
4. represent (para 3) b	d. responsible for doing something bad
5. weapons (para 3) e	e. guns, knives, etc.
6. guilty (task D: 3b) d	f. killed

Figure 4.3 Reading Activities

Source: Adams, et. al. (2019: 19)

To conclude, majority of teachers believed that vocabulary is likely to promote students' communicative skills. Therefore, they provided more vocabulary activities in their classroom practices.

In the next section, I will report the findings from the analysis of my data collected based on teachers' beliefs in CLT.

4.4 Teachers' beliefs in CLT

The goal of communicative language teaching is to improve and develop student's communicative skills. To employ a new teaching method, Thai teachers of English need to understand the concepts of this method. Therefore, the section below will show how participants defined CLT in their practice and what they faced during the implementation of CLT.

4.4.1 Definitions of CLT

All teachers were asked about the definitions of CLT and some defined CLT to be related "communication" (Nira, Thep, Thipa). For example, Nira defined CLT as an approach that promotes communication:

“It is English teaching method that focuses on communication. Learner can analyze and synthesize by themselves. We don’t need to teach grammar. We just give them the knowledge of chunk and let them study by themselves...” (Nira, Interview data, 31 July 2019, my translation)

Nira also added her failure in using CLT in her classroom. She mentioned that she derived the concept of CLT from her master degree programme. At that time, she had high expectation for this teaching method that would improve her students. In her practice, she found that it was useless when her students had low language proficiency.

“ When I was in master degree program, I learned a lot about the concept of CLT. I used to think that it[CLT] is the new teaching method that would improve my students’ communicative skills. After I applied this approach in my class, I found that it was impossible to use it with my pupils when they have limited knowledge of grammar and vocabulary. Now, I become anti CLT.” (Nira, field notes, 28 July 2019, my translation)

And

“It is communication. As an ideal teacher, I don’t mind about teaching theory which has a perfect curriculum or lesson plan. For me, I just want to my students to communicate. So I designed daily English conversation such as conversation at the market, at the hospital, at the police station and at the bank because it should be used in a daily life...” (Thep, Interview data, 30 July 2019, my translation)

And

“...It is communicative language teaching that helps students to communicate. In my opinion, students are able to communicate with me...” (Thipa, Interview data, 1 August 2019, my translation)

In addition to communication, some teachers define CLT as vocabulary learning. For instance, Suda said:

“...I will teach them vocabulary, five words a day. Afterward, they(students) apply those words in their daily lives...” (Suda, Interview data, 31 July 2019, my translation)

It is evident that most teachers defined the term CLT in different ways but they emphasized on the importance of grammar and vocabulary in promoting communicative skills.

4.4.2 Difficulties in using CLT in the classroom

Data gathered from field notes, classroom observations and semi-structured interviews have shown that Thai teachers of English agreed that they were implemented CLT in their classroom practices but they faced many obstacles in using it as follows:

4.4.2.1 Limited knowledge of CLT

In the previous section, the concept of CLT was interpreted by teachers' perception which based on their understanding of CLT. They agreed that they have insufficient knowledge of CLT such as principles and teaching method. For instance, Saijai mentioned in her interview that:

“...Everybody said they used CLT in their classes but I don't know what it is. I think whatever we used in our class is CLT but I don't know in details about the process. When I was in university, I recalled that it has warm up, presentation and wrap up. That's all! Nobody told me what CLT is. I know that the goal of the curriculum is CLT but they don't know how to teach. You know! They are a plenty of teaching methods and each method has its process. So how about CLT?..” (Saijai, Interview data, 25 July 2019, my translation)

This verbatim data suggests that there was the failure of understanding of CLT. It is evident that Saijai struggled to employ CLT method in her class because of her understanding of CLT.

4.4.3 Teachers' participation in professional development programmes

After CLT was implemented in Thailand, the government provided the training program for Thai teachers of English in Thailand (Punthumasen, 2007;

Kustati, 2013). According to Office of the Basic Education Commission (OBEC), they have provided English Resource and Instructional Centre or ERIC in every province in order to develop teachers of English in their areas (Punthumasen,2007). Saijai, Suda, Nira and Thipa said they attended the training courses such as Coupon, ERIC and Boot Camp (Interview data,25 July, 31 July, and 1 August 2019, respectively). Thipa, Saijai and Nira accepted that these training programs enhanced them to improve and develop their language teaching as shown below.

“...I think it [CLT training program] encouraged me to see the opportunities to use it. I attended Coupon Project. I participated in Villawood training program, which is English learning online. It is a great program and I want students to learn with it...” (Nira, interview data, 31 July 2019, my translation)

Regarding the CLT training program, Nira said this program urged her to understand English learning process in the actual practice. It would enable her pupils to have the knowledge and skills in language learning. Nira mentioned about the definition of CLT (see section 4.4.1) but in the real practice, she still used grammar-translation.

The verbatim data below shows Saijai’s positive attitude about training program. However, she suggested that the government should implement CLT training program consistently.

“...I think training program is great. I never denied it. Boot Camp, for example, should be held more often at least every two years. Teacher should review every two years. The teaching technique and method are good. I think British Council project is the best training program. It should be funded for English teacher...” (Saijai, Interview data, 25 July 2019, my translation)

In contrast, Suda pointed out that the training program is a time-consuming task. In regard to Regional English Training Centres –teacher training programme, it took part in a three-week intensive programme (British Council, 2018).

“...Many years ago, English camps were popular when we were in school holidays. It was held for a week. So we have learnt a lot from Native speaker of

English. Lately, I didn't attend Boot Camp because of time consuming.." (Suda, Interview data, 31 August 2019, my translation)

According to training program, Boot Camp is organized by British Council which has agreement with the Ministry of Education while ERIC is managed by regional organization. Suda mentioned in their interview that this project was useful for English teachers in term of language teaching but it should operate continually.

"...For this centre (ERIC), I think it was successful at the beginning but it is already gone now. It is teachers' training centre. This training was held on the weekend so it didn't take our teaching time. It is different from Boot Camp. So I missed CLT training..." (Suda, Interview data, 31 August 2019, my translation)

Thipa has adopted what she has learnt from the training program in classroom practice, especially the lesson plan. The importance of lesson plan is to help teachers to synthesize their understanding of language teaching pedagogy with their knowledge and pupils in their context (Ashcraft, 2015).

In the Foreign Language office, Thipa showed me her lesson plan that was adapted from Boot Camp training program. She said that it is an actual lesson plan that can be used in the classroom practice. (Thip, field note data, 10 July 2019)

In conclusion, the data suggested their view on training that it brought many benefits to their teaching. For example, Thipa has learnt about how to write lesson plan effectively which organized her teaching process and meet the curriculum objectives. Moreover, other teachers agreed that training programs have improved and developed their performance in their classrooms.

To summarize, the analysis of the data collected reveals how teachers' beliefs in their teaching affect their classroom practice: the importance of grammar and vocabulary knowledge and the actual practice in the classroom, In addition, their perception in CLT (communication) reflects their understanding of CLT and classroom practice because their practices were based on their interpretation of CLT. It is apparent that those teachers were not able to adapt CLT method in their classroom due to the principles of CLT were unclear. In following chapter will discuss these issues in more depth.

CHAPTER 5

DISCUSSION AND CONCLUSION

The purposes of this chapter are to analyze the main findings in reference to the research questions and interpret them. This chapter is divided into four sections: discussion, implication, limitations of the study and conclusion.

This study examined what teachers' beliefs are toward CLT in their actual practices in a rural context. Data from main data sources, interviews, classroom observations, and field notes showed that the adaptation of CLT was likely to be unsuccessful in this research context especially in rural area. Below I will discuss aspects of why the implementation of CLT may not occur.

5.1 Discussion

5.1.1 Misinterpretation of CLT

Responding to the first research question, the findings implied that there was the mismatch between teachers' beliefs and practices. This mismatch may occur due to the interpretation of each participant. The findings from vetabim data showed that the participants may interpret CLT in different ways based on their prior knowledge and background knowledge of CLT.

For example, Richard (2006) and Canale and Swain (1980) explained the principles of CLT into different aspects (see section 2.3). As shown in evidence, teachers applied CLT to only one aspect of four components of communicative competence which are sociolinguistic competence, discourse competence, strategic competence. Based on thier competence, they focused on grammar and vocabulary. This can explain their actual practices where grammar and vocabulary were heavily taught.

Previous research investigated language policy which aims to implement CLT in Thai schools (Tayjasanat and Barnard, 2010). The results revealed that there was the failure of top-down policy on actual implementation of CLT. This study also pointed out the incongruence between teachers' beliefs and practice regarding the adaptation of CLT. The findings from this study echoed the likeness in this field of this paper.

5.1.2 Previous successful in teaching

Another factor that may impact on the participants' actual practices in CLT implementation is teachers' success in teaching, especially successful teachers who relied on grammar teaching (Thep). Moreover, their prior language learning also influenced on their practices, although they participated in teacher training programs. The findings suggested that prior successful learning and teaching have a significant impact on their implementation of CLT. Richards and Lockhart (1996) suggested that some teachers believed in the effectiveness of a particular teaching methods and consistently apply those methods in the classroom.

5.1.3 Attitude

Attitude is another aspect that influences what teachers do in the classroom. It is shown in the findings that the participant had negative attitude on English language and teaching methods (Suda). As a result, it seems clear that participant's attitude had a negative impact on their actual practices by avoiding the adaptation of CLT. Therefore, they tended to apply grammar and vocabulary teaching instead of teaching from a communicative approach. According to Richardson (1996; 103), attitude and beliefs are very important in driving a person's behaviours. Attitude is different from beliefs, while attitude involves emotion and belief is about cognition.

5.1.4 Lessons for the policy makers

It is evident from various data sources in this study that there is a failure in implementing CLT in Thai rural context because of the mismatch between theory and actual practices. Teachers still favor traditional teaching methods whereas the goal is communicative competence. The implementation of CLT was unlikely occur in this school, although most teachers attended the professional development training several times. This is supported by Tayjasanat and Barnard (2010; 305), they found that there was the wide gap between the goals and methodologies proposed by policy makers and the actual practices in school classrooms. In addition, Kaur et. al (2016) studied English education policy in Thailand and revealed that there was slow progress in Thai education reform and policies due to teachers' unwillingness to accept education reform and policies. According to Organization for Economic Co-operation and development (2019), who presented an education policy outlook, improving teacher qualifications and reducing skills mismatches are the top five of key policy priorities

among education systems. To promote the implementation of CLT and improve teachers' teaching skills, the government should provide training program which focus on the understanding of the concepts of CLT and follow up on what teachers do in the classroom after the training.

5.2 Implication

The findings of this study suggest that the value of qualitative method provides significant insights into teachers' experiences in implementing CLT in their classroom contexts. All the stakeholders including school administrators, policy makers and curriculum planners should be aware of the CLT being implemented in secondary school in Thailand. Finally, the government should consider the problems of teachers' misunderstanding of CLT and provide the professional development training program.

5.3 Limitations of the study

There are some limitations in this study which are listed below. According to the limited of time in the classroom observation was only one month. The collected data may not yield more evidence in the classroom practices. Moreover, the finding of this study cannot be transferred to other EFL learners until a larger sample size is tested since this was a small-scale case study involving on five teachers from rural context which cannot generalize to whole population of English teachers in Thailand. In addition, this study is also limited to data in terms of teachers' perspectives. As I am an outsider observer, the participants may feel wary and provide only some information.

5.4 Conclusion

It can be concluded that some teachers interpreted the definition of CLT in different ways, but they have similar beliefs. They believed that ability in linguistic competence will promote communication in classroom practice. The majority of them mostly use grammar-translation approach in their classroom practices because they believed that language learners should learn a foundation of English. However, the findings have showed that the implementation of CLT is unlikely to be successful in rural setting. As mentioned earlier that teachers perceived meanings of CLT in

different ways which influenced their classroom practices due to their limited knowledge of CLT, especially the principles of CLT. According to Richard (2006), the CLT principles can be applied in different ways, depending on school context, the age of learners, their language level and their learning goals. It means that CLT can be implemented in any context depending on the understanding of CLT principles

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APPENDICES

APPENDIX A
Interview Guide

Interview guide

Introduction

Thank you for agreeing to participate in this interview. I am interviewing you to better understand and share about the experience of teaching English by adopting CLT in your language practice. I am a graduate student at Ubon Ratchathani University. My research focuses on what you believe about CLT in your classroom. This study will bring new insights into the ways language teachers' beliefs about CLT, which can be useful for language teaching policy.

Because your statements are important and I want to make sure to cover everything you say, I would like to record our conversation. In the meantime, I will also take written notes during the interview. However, our interview will be confidential and pseudonym will be used in my research.

This interview will take no longer than one and half hour. You can skip any question if you do not want to answer. Before we start our interview, do you have any questions?

ก่อนอื่นต้องขอขอบคุณอาจารย์ที่เข้าร่วมการสัมภาษณ์ในครั้งนี้ค่ะ การสัมภาษณ์ เพื่อที่จะเข้าใจและแบ่งปันประสบการณ์ในการนำวิธีการสอนภาษาเพื่อการสื่อสารมาใช้ ดิฉันนักเรียนปริญญาโท มหาวิทยาลัยอุบลราชธานี ได้ทำวิจัยเกี่ยวกับ ความเชื่อของอาจารย์ที่มีต่อ การสอนภาษาอังกฤษโดยใช้วิธีการสอนภาษาเพื่อการสื่อสารในห้องเรียน โดยหวังว่า การศึกษานี้จะช่วยให้เห็นมุมมอง ในความเชื่อของครูที่มีต่อ การสอนภาษาเพื่อการสื่อสาร และอีกทั้ง งานวิจัยนี้จะมีประโยชน์ต่อนโยบายทางการศึกษา

ดิฉันต้องขออนุญาตอัดเทปในการสัมภาษณ์ เพื่อแน่ใจว่า ได้รวบรวมคำสัมภาษณ์ที่มีความสำคัญเอาไว้ทั้งหมด ในขณะเดียวกัน ดิฉันก็จะบันทึกบางส่วนไว้ระหว่างสัมภาษณ์ อย่างไรก็ตาม คำให้สัมภาษณ์นี้จะถูกเก็บไว้เป็นความลับและชื่อของผู้ถูกวิจัยจะใช้นามแฝง การสัมภาษณ์จะใช้เวลาประมาณหนึ่งชั่วโมงครึ่ง โดยอาจารย์สามารถข้ามบางคำถาม ที่อาจารย์ไม่สะดวกจะตอบ ก่อนที่เราจะเริ่มการสัมภาษณ์ อาจารย์มีคำถามอะไรไหมคะ

1. Interviewee Background

1.1 Please tell me a little about your educational background./ กรุณาบอกประวัติการศึกษาโดยคร่าวๆ

1.1.1 How long have you been teaching English?/ คุณสอนภาษาอังกฤษมาเท่าไรแล้วคะ

2. Teaching Experiences

2.1 How did you teach English?/ คุณสอนภาษาอังกฤษอย่างไรคะ

2.2 Could you tell me about any past teaching experience you remember?/ กรุณาเล่าประสบการณ์การสอน เท่าที่คุณจำได้

3. Professional development

3.1 Have you ever attended any teaching training programs, workshops, or seminars?/ คุณเคยเข้าร่วมการฝึกการสอน การประชุมเชิงปฏิบัติการ หรือสัมมนาไหมคะ If not, why?

3.1.1 Do you think it these training/workshops/seminars help you to develop your language teaching? How?/คุณคิดว่า การฝึกอบรมเหล่านั้นช่วยให้คุณพัฒนาการสอนภาษาไหมคะ

4. Role of CLT in the classroom

4.1 What do you think adopting this approach in language classroom?/ คุณคิดอย่างไรกับการนำวิธีการสอนแบบนี้มาใช้ในห้องเรียน

4.2 What is Communicative Language Teaching (CLT) in your opinion?/ ใน

ความคิดของคุณมองว่า การสอนภาษาเพื่อการสื่อสารคืออะไรคะ

4.3 Have you applied CLT in your classroom? How? คุณเคยใช้การสอนเพื่อการสื่อสารในห้องเรียนไหมคะ /อย่างไร If not, why?

APPENDIX B
Consent form

Consent form

หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัย โดยได้รับการบอกกล่าวและเต็มใจ

วันที่..... เดือน..... พ.ศ.....

ข้าพเจ้า.....อายุ.....ปี อาศัยอยู่บ้านเลขที่.....

ถนน.....ตำบล.....อำเภอ.....จังหวัด.....

รหัสไปรษณีย์.....โทรศัพท์.....

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัย เรื่องความเชื่อของครุมัธยมไทยเกี่ยวกับการสอนภาษาเพื่อการสื่อสารในจังหวัดมุกดาหาร

โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่าง ๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจจะเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตรายขึ้น ค่าตอบแทนที่จะได้รับค่าใช้จ่ายที่ข้าพเจ้าจะต้องรับผิดชอบจ่ายเองโดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัยโดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว โดยไม่มีสิ่งใดปิดบังซ่อนเร้น

ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้ :

ข้าพเจ้าได้ทราบถึงสิทธิ์ที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัยและสามารถถอนตัวหรืองดเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่มีผลกระทบต่อหน้าที่การทำงานและการศึกษาที่ข้าพเจ้าจะได้รับต่อไปในอนาคตและยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่

ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น

หากข้าพเจ้ารู้สึกอึดอัดใจ ไม่สบายใจ หรือมีผลกระทบต่อจิตใจของข้าพเจ้าเกิดขึ้น ระหว่างวิจัยข้าพเจ้าจะแจ้งผู้วิจัยโดยเร็วที่สุด และหากข้าพเจ้ามีข้อข้องใจเกี่ยวกับขั้นตอนของการวิจัยหรือหากเกิดผลข้างเคียงที่ไม่พึงประสงค์จากการวิจัยขึ้นกับข้าพเจ้า ข้าพเจ้าจะสามารถติดต่อกับ นางสาวกัลยาณี ศรีประทุมวงศ์ โทร. 097 016 6620 ได้ตลอด 24 ชั่วโมง

หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย ข้าพเจ้าจะสามารถติดต่อกับประธานคณะกรรมการจริยธรรมการวิจัยในมนุษย์หรือผู้แทน ได้ที่สำนักงานส่งเสริมบริหารงานวิจัยฯ มหาวิทยาลัยอุบลราชธานี หมายเลขโทรศัพท์ 086 471 0582

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้

ลงชื่อ.....ผู้เข้าร่วมการวิจัย

(.....)

วันที่.....

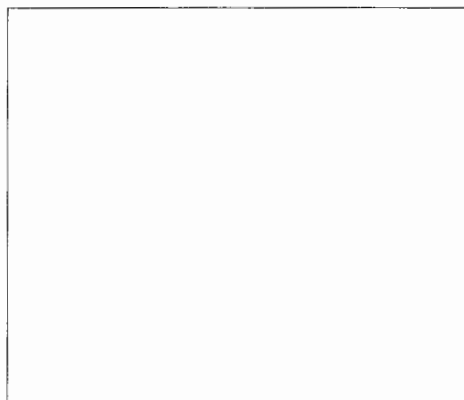
ลงชื่อ.....ผู้ให้ข้อมูลและขอความ

ยินยอม/หัวหน้าโครงการวิจัย

(.....)

วันที่.....

กรณีที่อาสาสมัครไม่สามารถอ่าน-เขียนหนังสือได้



หมายเหตุ :

- (1) พยานต้องไม่ใช่แพทย์หรือผู้วิจัย
- (2) ในกรณีที่อาสาสมัครไม่สามารถ อ่านหนังสือ/ลงลายมือชื่อ ได้ ให้ใช้การประทับลายมือแทน

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