ความเข้าใจและการประยุกต์แนวคิดการสอนภาษาอังกฤษเพื่อการสื่อสารของครูในโรงเรียนมัธยมศึกษา
ในเขตพื้นที่การศึกษาจังหวัดนครปฐม

นางสาวพลอยส่องแสง พานโพธิ์ทอง

THE UNDERSTANDING AND APPLICATION OF THE COMMUNICATIVE LANGUAGE TEACHING

APPROACH OF SECONDARY SCHOOL TEACHERS IN NAKHONPATHOM

EDUCATIONAL SERVICE AREA

Miss Ploysongsang Panpothong

A Thesis Submitted in Partial Fulfillment of the Requirements

for the Degree of Master of Education Program in Teaching English as a Foreign Language

Department of Curriculum, Instruction, and Educational Technology

Faculty of Education

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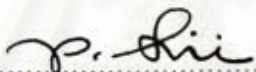|	
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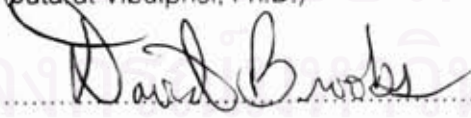
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ภาษาอังกฤษเพื่อการสื่อสารของครูในโรงเรียนมัธยมศึกษาในเขตพื้นที่การศึกษาจังหวัด
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TEACHING APPROACH OF SECONDARY SCHOOL TEACHERS IN NAKHONPATHOM
EDUCATIONAL SERVICE AREA) อ. ที่ปรึกษา: อ.ดร.จุฑารัตน์ วิบูลผล,
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การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความเข้าใจเกี่ยวกับแนวคิดการสอนภาษาอังกฤษเพื่อการ
สื่อสารของครูภาษาอังกฤษในโรงเรียนมัธยมศึกษาในจังหวัดนครปฐม และเพื่อศึกษาการนำแนวคิด
การสอนภาษาอังกฤษเพื่อการสื่อสารไปประยุกต์ใช้ของครูภาษาอังกฤษในโรงเรียนมัธยมศึกษาใน
จังหวัดนครปฐม ประชากรของการวิจัยครั้งนี้คือ ครูภาษาอังกฤษ 242 คนในโรงเรียนมัธยมศึกษาใน
เขตพื้นที่การศึกษาจังหวัดนครปฐม การวิจัยนี้ประกอบด้วยการสำรวจและสังเกตชั้นเรียน ครูทั้ง 242
คนได้ทำแบบวัดความรู้ความเข้าใจแนวคิดการสอนภาษาอังกฤษเพื่อการสื่อสารซึ่งแบบวัดปรับแก้ไข
จากนางสาวอุไรวรรณ ศฤงคาร์นันต์ (2526) แบบวัดประกอบด้วยข้อคำถามแบบเลือกตอบ 22 ข้อใช้
วัดความเข้าใจของครูเกี่ยวกับแนวคิดการสอนภาษาอังกฤษเพื่อการสื่อสาร 6 ด้าน ได้แก่ ด้าน
จุดประสงค์ เนื้อหา การจัดกิจกรรมการเรียนการสอน บทบาทของครูและผู้เรียน สื่อการสอนและการวัด
และประเมินผล นอกจากนี้ ผู้วิจัยได้เข้าสังเกตชั้นเรียนของครูที่เป็นประชากร จำนวน 4 คน และ
สัมภาษณ์ครู ทั้ง 4 คนหลังการสังเกตชั้นเรียนแต่ละครั้ง เพื่อศึกษาการประยุกต์ใช้แนวคิดการสอน
ภาษาอังกฤษเพื่อการสื่อสารของครูทั้ง 4คน

ผลจากแบบวัดแสดงว่า ครูภาษาอังกฤษในจังหวัดนครปฐมมีความรู้ความเข้าใจแนวคิดการ
สอนภาษาอังกฤษเพื่อสื่อสารอยู่ในเกณฑ์ดี ค่าคะแนนเฉลี่ยคือ 17.63 ส่วนเบี่ยงเบนมาตรฐาน 2.63
จากคะแนนเต็ม 22 คะแนน และพบว่าครูมีความเข้าใจในด้านจุดประสงค์ของแนวคิดการสอน
ภาษาอังกฤษเพื่อการสื่อสารมากที่สุด และมีความเข้าใจในด้านบทบาทของครูและผู้เรียนน้อยที่สุด

จากการสังเกตชั้นเรียนพบว่าครูที่มีความเข้าใจแนวคิดการสอนภาษาอังกฤษเพื่อสื่อสารนำ
แนวคิดไปประยุกต์ใช้ได้มากกว่าครูที่มีความเข้าใจน้อยกว่า

ภาควิชา หลักสูตร การสอนและเทคโนโลยีการศึกษา　　　ลายมือชื่อ ....

สาขาวิชา การสอนภาษาอังกฤษเป็นภาษาต่างประเทศ　　　ลายมือชื่ออาจารย์ที่ปรึกษา ....

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KEY WORD: COMMUNICATIVE LANGUAGE TEACHING /TEACHERS' UNDERSTANDING / TEACHERS' APPLICATION

PLOYSONGSANG PANPOTHONG: THE UNDERSTANDING AND APPLICATION OF THE COMMUNICATIVE LANGUAGE TEACHING APPROACH OF SECONDARY SCHOOL TEACHERS IN NAKHONPATHOM EDUCATIONAL SERVICE AREA. THESIS ADVISOR: JUTARAT VIBULPHOL, Ph.D. THESIS CO-ADVISOR: Mr.DAVID BROOKS, 110 pp.

The objectives of the study were to examine English teachers' understanding and application of Communicative Language Teaching. The population of the study was 242 English secondary school teachers in schools in Nakhonpathom educational service area. The study consisted of two phases: survey and observation, the participants of the study were divided into two groups as well. In the survey, all 242 teachers completed the Communicative Language Teaching Knowledge and Understanding Test. The test was adapted from Uraiwan Saringkanan (1983). It consisted of 22 multiple choice items. The test was used to assess the participants' understanding of Communicative Language Teaching in six aspects: objectives, content, teaching and learning activities, teachers' and learners' roles, materials and assessment. Then, the researcher observed four classes of four participants from the survey phase. COLT was used as an observation checklist. An interview was conducted after each observation. The observation and interview were used to examine the participants' application of Communicative Language Teaching in their classes.

The test results showed that teachers in Nakhonpathom understood the concept of Communicative Language Teaching well. The average score was 17.63 (S.D. = 2.53). The total score was 22 points. The participants appear to understand the objective of Communicative Language Teaching the best whereas they understood the aspect of teachers' and learners' roles worst. The results from the observations showed that the participants who had better understanding of Communicative Language Teaching applied the approach more than those who had poorer understanding.

Department of Curriculum, Instruction, and Education Technology   Student's signature........................

Field of study Teaching English as a Foreign language   Advisor's signature........................

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Acknowledgements

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CHAPTER I

INTRODUCTION

This chapter describes background of the study; the role of English in Thailand from the past until now, how the Thai national curriculum focuses on English for communication, and how English teachers affect English teaching in Thailand and other countries in Asia. In addition, this chapter explains why the researcher was interested in studying about teachers' understanding and their application.

Background of the study

English is an important language in the world. It is used as an international language. Knowing English, we in Thailand and in other countries can access useful information and use it as a tool to acquire knowledge. Knowing English can help us catch up with what is going on in the world. People who know English will be able to understand ideas, attitudes and culture of other countries. In the same way, we can use English as a bridge to express our ideas, attitudes and culture to the world. Moreover, we can use English for careers which require using English such as tour guides, flight attendants, hotel receptionists, and so on.

As English is a very important tool for people nowadays, the Thai government tries to promote students' ability to use English. The current national curriculum, Basic Education Curriculum B.E.2544 (A.D. 2001), states that English instruction shall promote students' competence in using English for communication. According to the curriculum, teachers in Thailand are required to provide opportunities for students to use language to communicate (Ministry of Education, 2001). Students are expected to be able to interpret messages derived from listening and reading all kinds of written words from various media and to be able to apply

knowledge critically. They are required to understand speaking as well as writing process efficiently and aesthetically. In addition, the curriculum goals promote teachers to encourage students to use English as a tool for communication effectively. For instance, teachers should design the class to make students understand language and their own culture relationship to achieve the goal of Strand 2, that is, students should use language with an awareness of culture. Moreover, Strand 3 requires students to use language for studying other subjects. Finally, Strand 4 requires students to use language to acquire knowledge, to work, to earn living, to stimulate co-operation and to live together in society. All of the strands emphasize students' ability in using language to communicate for various purposes.

Considering the goal for English Language Teaching in the national curriculum, Communicative Language Teaching (CLT) seems to be the most appropriate approach for English classrooms in Thailand as it aims to enhance students' ability to use language to communicate with others. CLT classes usually involve activities in which students need to use English to convey messages to achieve the goal of communication.

With the emphasis of English for communication in the Communicative Language Teaching Approach, English teachers in Thailand as well as those in other countries are now encouraged to use this approach as a framework for designing their language classrooms. However, some research has shown that Communicative Language Teaching was rarely applied in the classroom although teachers claimed to teach communicatively (Liao, 2003). Previous studies conducted in many countries, especially in Asia such as Hong Kong (Wong, 2004), China (Liao, 2003; Zhang, 2004), Korea (Hyn, 1998; Kim, 2002), and Japan (Sakui,

2004), showed that Communicative Language Teaching was not successfully adopted.

Several studies have revealed that teachers are the main factor that can determine the success or failure of any teaching and learning (Maurice, 1985; Teerawit Pinyonattakarn, 2007). In Thailand, particularly, Pranee Kunthawanit (2005) and Nongnuch Sinhondaecha (2003) stated that the cause of the problem in English learning for Thai students was teachers. Similarly, Arin Saiidee (1997) found that the main cause for students' lack of ability to use English for communication was the inefficacy of teachers. The teachers in her study were found to lack of knowledge in English language as well as in teaching methodology. Earlier, Arin Saiidee et al. (1989) found that English teachers in three southern provinces lack knowledge in content, method of teaching, materials usage and experience in choosing appropriate activities. Some studies focused on the application of Communicative Language Teaching in particular and found that English teaching in Thailand is not successful because teachers' lack of understanding of Communicative Language Teaching (Uraiwan Saringkanan, 1983; Wasan Wansahawetwisit, 1987).

Although the curriculum requires students to practice English for communication, this will not happen if teachers do not conduct communicative activities in the class. Therefore, teachers should have a good understanding about Communicative Language Teaching (CLT) and conduct it appropriately. They should know how to promote English in order to make a genuine communicative class.

Since there are still complaints from the government and the society that English teaching in Thailand cannot help students to use English as a

communication tool, it is important to reexamine teachers' understanding of Communicative Language Teaching Approach. Also, teachers' understanding was examined in relation to their classroom practices.

Research questions

According to the previous studies presented earlier, this study aimed to investigate whether teachers' understandings of CLT affected their application of CLT in their classrooms. The researcher attempted to find answers to the following questions:

1. How did secondary school English teachers understand the concept of Communicative Language Teaching Approach?

2. How did secondary school English teachers apply the CLT approach in their classroom?

Research objectives

1. To examine English teachers' understanding of Communicative Language Teaching Approach

2. To examine English teachers' application of Communicative Language Teaching Approach

Scope of the study

The population of this study was English secondary school teachers in schools in Nakhonpathom educational service area.

The variables were teachers' understanding and teachers' application of Communicative Language Teaching Approach.

Definitions of terminology

- Teachers' understanding refers to how teachers know the concept of Communicative Language Teaching Approach (CLT). To assess teachers'

understanding of CLT, the researcher adapted the Communicative Language Teaching Approach Knowledge and Understanding Test from Uraiwan Saringkanan (1983). The test included 22 multiple choices items. The test was constructed to measure teachers' understanding of Communicative Language Teaching Approach in the six aspects: objectives, content, teaching and learning activities, teachers' and learners' roles, materials, and assessment (see details in chapter 3).

- Teachers' application refers to teachers' in-class behaviors that show how they apply the Communicative Language Teaching Approach in their classrooms. Teachers' application was examined using an observation checklist "COLT". The observation checklist "COLT" developed by Spada and Fröhlich (1995) was used to record teachers' behaviors in their classes. The checklist included seven main features: activities and episodes, participant organization, content, content control, student modality, materials, and teacher verbal interaction (see details in Chapter 3).

- Communicative Language Teaching Approach (CLT) is a language teaching approach that aims to enhance students' ability to use the target language for communication purposes. In the present study, CLT was characterized using six main aspects as follows:

  1. Objectives

     CLT focuses on improving learners' language use to real-life situations and having students learn how to use sentences appropriately to achieve a communicative purpose (Widdowson, 1983).

  2. Content

CLT focuses on teaching four skills but can emphasize the certain depending on learners' needs (Littlewood, 1985)

3. Teaching and learning activities

CLT activities support students to learn English and have real communication. In addition, these activities encourage students to use language for carrying meaningful communicative tasks (Richards and Rodgers, 2001).

4. Teachers' and learners' roles

Breen and Candlin (1980, mentioned in Richards and Rodgers, 2001) described teachers' role in CLT as follows:

The teacher has two main roles: to facilitate the communicative process between all participants in the classroom and between these participants and various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These role apply a set of secondary roles for the teacher; first, as an organizer of resource and as a resource himself, second as a guide within the classroom procedure and activities….A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organization capacities (1980:99).

Richards and Rodgers (2001) also stated that being a needs analyst, a counselor, and a group process manager are assumed to be a teacher's role.

In addition, Breen and Candlin (1980, mentioned in Richards and Rodgers, 2001) described learners' roles in CLT as follows:

The role of learner as negotiator- between the self, the leaning process, and the object of learning- emerge from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as

much as he gains, and thereby learn in an interdependent way (1980:110).

5. Material

CLT focuses on using authentic texts such as games, drama, newspapers, magazines, or pictures (Hymes, 1975; Savignon, 1982; and Brown, 1987); however, textbooks can also be used (Richards and Rodgers, 2001).

6. Assessment

Based on CLT, learners' ability to use the target language fluently and appropriately in contexts is assessed rather than their ability to use discrete sentences accurately (Brumfit, 1983; Nunan, 1989; Richard and Rodgers, 2001). The assessment techniques can be varied including portfolio, interview, or role play project (Richards and Rodgers, 2001).

Significance of the study

English classrooms in Thailand have not yet fully adopted Communicative Language Teaching though the national curriculum is promoting English learning for Communication in the class. The reason why genuine communicative classes do not exist may be caused by the teachers as the findings shown in previous studies. This study showed how English teachers in Thailand nowadays understood the concept of Communicative Language Teaching and how they applied the theory into practice. The findings from the study can be used as a guideline to develop English language teaching and learning in Thailand.

Organization of the chapters

This thesis report is divided into five chapters. Chapter one, introduction, describes the role of English in Thailand from the past until now. This chapter shows how the national curriculum in Thailand focuses on English for communication and also shows why Thai English teachers have been encouraged to use Communicative Language Teaching in their classes. Also, this chapter explains why the researcher was interested in studying about teachers' understanding and their application. Chapter two, the review of the literature, presents a review of the characteristics of Communicative Language Teaching Approach and relevant research studies in Thailand and other countries. Chapter 3 presents the methods of this study. This chapter describes the population and participants of the study, how the research instruments were constructed, and how the data were collected and analyzed. The research findings are presented in Chapter four. The last chapter presents the discussion of the major findings. Suggestions for English teaching and learning in Thailand at the present time based on the findings of the present study are presented as well.

CHAPTER II

LITERATURE REVIEW

The researcher aimed to study how Thai English teachers at the time understand Communicative Language Teaching and how they apply the approach to their practice. The related documents of the study were two phases. The first phase was background, definition and characteristics of Communicative Language Teaching (CLT). The characteristics of CLT was divided into three parts; approach, design and procedure. The second phase was the research that had done with English teachers and teaching using Communicative Language Teaching.

Background of Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) began in the late 1960s in Britain. It was replaced to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistics, such as Firth and Halliday, as well as American sociolinguists, such as Hymes , Gumperz and Labov and the writings of Austin and Searle on speech acts (Richards and Rodgers (2001).

Definition of Communicative Language Teaching (CLT)

Many authorities defined the definitions of CLT in different ways. Following are some definition of CLT.

Littlewood (1981) described the CLT approach that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language.

Richards and Rodgers (2001) described CLT as:

An approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Brown (2001) stated that it is hard to offer a definition of CLT. However, he presented six characteristics as a description of CLT. The six characteristics are as follows: 1) the classroom goals which focused on grammatical, discourse, functional, sociolinguistic and strategic 2) language techniques which are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. 4) Students have to use language productively and receptively. 5) Students have opportunities in choosing their learning process according to their learning styles and strategies. 6) The roles of teachers are facilitator and guide.

In sum, those authorities stated that CLT is an approach, not a method of teaching

The following are the characteristics of CLT defined by approach, design, and procedure.

Characteristic of Communicative Language Teaching (CLT)

Approach

The approach of Communicative language Teaching based on characterization of Richards and Rodgers (2001) , the approach consist of theory of language and theory of learning.

Theory of language

Communicative Language Teaching (CLT) starts from a theory of language as communication. As Hymes (1972) stated that learning language to develop what is called 'communicative competence'.

There was a psycholinguist who argued about theory of language. Krashen (1981, cited in Grenfell&Harris: 1999) noted that language is acquired, not learned. In addition, he also stated that learning a second language is quite like learning a first language. It will be successful if the learner learns without self-consciousness as a baby. However, many writers on CLT were explicitly critical of what Krashen was arguing (Brumfit, 1984).

Theory of learning

The theory of learning of CLT can be described into four points as Breen & Candlin (1980), Morrow (1977) and Widdowson (1978) identified. First, communication is used and acquired in social interaction. People need to use and be good in communicative skill when they have an interaction in any social context. Next, communication always has a purpose. Anytime people communicate, they have to make it for achieving their goals. Third, communication involves appropriate language use in discourse and sociocultural contexts. When people communicate, they need to choose the suitable language function depends on the context they were. Finally, communication is the exchange and negotiation of information between at least two people through the use of verbal and non-verbal language. The last statement is related to what Maurice (1985) mentioned that communication emphasizes on language used for interaction between human being. In addition, Littlewood (1981) mentioned that

CLT attention on language functional as well as structural aspects and combine these into communication. Moreover, he also stated that language carried functional meaning as well as social meaning.

In addition, Richards and Rodgers (2001) presented the three key elements that a CLT class should be based on. The first is the communicative principle which means the activities support students to learn English and have real communication. The second is the task principle which focuses on the activities encourages students to use language for carrying meaningful tasks. The third element is the meaningfulness principle that is the meaningful language which supports learners in their learning process.

Design

The design of Communicative Language teaching can be defined as objectives, the syllabus, types of learning and teaching activities, the roles of learners, the roles of teachers, types of materials and assessment.

Objectives

The objective of CLT can be summarized as four main points. Firstly, CLT aims to promotes learners to improve their communicative competence (Johnson & Morrow, 1981; Brown, 1981; Hymes,1978; Savignon, 1982; Finocchiaro and Brumfit, 1983). The term communicative competence can be defined in several ways. Hymes (1972) noted that communicative competence is the personal competence both of rules of grammar, vocabulary, and semantics, and rules of speaking to bring and interpret messages for negotiating information. While Savignon (1983) noted that communicative competence is the process of conveying meaning of people in

communication. Not only that, Canale and Swain (1983) defined communicative competence into four aspects. First is grammatical competence which is referred to the ability about linguistic of a language; lexical, morphology, syntax, sentence-grammar semantics, and phonology. Second aspect is discourse competence. Discourse competence focuses on how people can indicate the relationship between sentences in speaking and writing. The next one is sociolinguistic competence which is the ability to understand the social context which language should be used. Fourth aspect is strategic competence. Strategic competence is the ability to use own strategies for solving problem in conveying messages. The second goal of CLT is to encourage learners to create and construct utterances which convey meaning (Wilkin, 1983). Learners should build meaningful message both in speaking and writing. Thirdly, CLT aims to improve the learners' ability in communication (Littlewood, 1985). Fourthly, CLT aims to teach learners how to use language structure and other skills which relate to use language structure in using communicative function appropriately (Littlewood, 1985; Kirkpatrick, 1985).

The syllabus

Finocchiaro and Brumfit (1983) and Nunan (1989) presented that CLT focus on meaning rather than form while Brown (1987), Hymes (1975) and Savignon (1982) mentioned that CLT focus on language in real life, authentic text and communicative notions and functions. Littlewood (1981) and Richards & Rodgers (2001) stated that CLT pays attention to functional as well as structural aspects of language and combines these into fully communicative view.

Types of learning and teaching activities

The activity in the class is one of the key in promoting CLT to learners. Littlewood (1985) presented the two models of communicative activities as:

1. Part skill training which might be called pre-communicative activities

2. Whole task practice or communicative activity, which also provides opportunities for the kind of natural acquisition by the natural learning model.

Moreover, some additional suggestion for constructing learning and teaching activities can be described as follows. Teachers can use classroom as a social context and set the situation that learners might face outside the classroom as the activities (Littlewood, 1985). The message that learners have to convey is hard to predict will be better (Littlewood, 1985). The learners may sometimes practice the separate parts of the total skill he or she is aiming to improve (Littlewood, 1985). Teachers can prepare learner in whatever skill; listening, speaking, reading, writing, they need to improve more separately. The activity should associate with other subjects on the school curriculum (Littlewood, 1985; Widdowson, 1983)**.** Teacher can choose the topic of negotiation meaning which is the topic learners are studying in other subjects.

The role of learners in Communicative Language Teaching (CLT)

Learners are the most active person in CLT. The learners conduct the interaction and conclude it (Littlewood, 1981). They have to be the main person who builds the interaction between each other. Then, they should be the one to summarize the lessons, not the teacher. In addition, the learners should to interact with other

people through the activities (Finocchiaro and Brumfit,1983). Every learner should have a chance to interact until the activities are done.

The role of teachers in Communicative Language Teaching (CLT)

There are many authorities who defined the role of teachers in CLT. Breen and Candlin presented three key roles for the CLT teacher that is facilitator of the communication process, participant within the learning- teaching group, and researcher-learner (Breen and Candlin, 1980). To be a facilitator is to be a helper of learners when they need someone to continue their communication. Teacher can sometimes help them whenever they need. To be participant within the learning-teaching group is to be one of the models at the beginning of such activities. Teachers may ask some students to make a teacher's group to complete the activities as example. To be a researcher-learner is to be the person who does the research about the learners. Teacher should observe and take note during doing activities or even ask learners to express their feeling or thinking after finishing any activities. As Littlewood (1981) mentioned that the teacher should become a passive observer in doing communicative activity. Moreover, Patten (2003) noted that CLT teachers can be seen as organizer and guide. This statement seems to be the same sense as what Breen and Candlin mentioned about facilitator. Teachers are the one who organize the activities and sometimes be a guide for learners to make any activities continue. In addition, the teacher's task is to interact. Teachers are not absolutely passive person. Sometimes teachers should be the one who interact with the students in the class. When the whole class can not achieve the goal of an activity, teachers are the person who can lead the class to make them have an interaction properly. Furthermore, teacher's task is to teach

language structure and language usage; how to select word (Widdowson, 1983). Learners need to improve their knowledge to make them be able to communicate effectively. The teachers, hence, also have to prepare them structure lessons, not only activities. Teachers sometimes enclose the grammar point within the activities and point out it after they had done the activities. Not only that, teachers are language authorities or expert and ought to be the central figures in the classroom (Patten, 2003). Next, teachers provide the opportunities for communication that is, using the language to interpret and express real-life messages (Patten, 2003). Moreover, teachers need to be particularly resourceful, perceptive, self-confident and organized (Andrews, 1985). Nevertheless, teachers need to know about British and/ or Americans institution, social customs, and traditions and so on (Widdowson, 1983). Teachers should not know about language but need to know all about the things of any countries that language belong to. To know that, teachers can guide learners how language should be used in any social context. Furthermore, the teachers can monitor learners' strength and weakness while they are performing (Littlewood, 1981).

Type of materials

Brown (1987), Hymes (1975) and Savignon (1982) mentioned that CLT materials should be authentic text.

Assessment

As Communicative Language Teaching is an approach, the assessments according to its suggested are various. The types of assessment can be portfolio or interviews (Richards and Rodgers, 2001).

Procedure

Richards and Rodgers (2001) stated that the classroom procedure used in Communicative Language Teaching is not feasible as it can be applied to the teaching of any skills and at any level. However, Savignon (1983, mentioned in Richards and Rodgers, 2001) suggested some classrooms activities such as group activities, language games and role play. The following section presents some research about English teachers' understanding and application.

The research about English teacher, teaching and CLT in different context

Most of the research revealed that CLT has not successfully in many countries. The main reason is the teachers' understanding of CLT. Those studies showed the relationship between teachers' understanding and teachers' application.

Research about teachers' understanding

Several researches revealed that teachers' understanding affect teachers' practices.

In Korea, Kim (2002) studied Communicative Language Teaching in a secondary classroom. The study revealed that the difficulties perceived in implementing CLT is to a large extent resultant from misunderstanding of CLT as an approach to language teaching and learning, and less adequately informed classroom practices in terms of tasks and materials.

In China, Liao (2003) conducted a study about teachers' attitudes toward Communicative Language Teaching and their classroom practices. The study showed that the majority of participating teachers held very favorable attitudes toward Communicative Language Teaching. However, beyond the major findings about

attitudes, Liao found that some teachers had misconceptions of Communicative Language Teaching and that situational constraints were a serious hindrance to their use of Communicative Language Teaching. Liao also suggested that in order for Chinese EFL teachers to use Communicative Language Teaching successfully, they need accurate knowledge of Communicative Language Teaching theory and practice.

There were other findings about misconception of CLT in China. Zhang (2004) who studied about CLT in China found that some Chinese teachers think that CLT was in opposition to the traditional teaching approaches Chinese teachers had to conform to in the past. Teachers thought that CLT was the training of oral English. Some thought that grammar teaching was unnecessary in CLT. Still others thought that CLT was an unattainable goal that only the English native speakers could reach. These beliefs and misconceptions were found to affect English teaching in China. In sum, Chinese teachers viewed the CLT in two ways; it was not feasible because of China's specific traditions and CLT could be the approach that solves the teaching problem as it served China's needs.

In Thailand, Saringkanan (1983) also studied about teachers' understanding and opinion on CLT. The findings showed that most teachers agreed with CLT but the still need to participate any seminar about CLT as some of them have misconception of CLT.

Research about teachers' application

In South Africa, Barkhuizen (1998) presented that the implementation of Communicative Language Teaching has been weak although it has been discussed in South Africa for a long time. He stated that Communicative Language Teaching rarely

takes place in ESL classrooms there. South African English teachers shared opinion with Barkhuizen that they had heard about Communicative Language Teaching through the syllabus but they had never designed a course based on CLT before.

In Hong Kong, Wong (1996) did the research titled "Teachers' perception of Communicative Language Teaching in Hong Kong Secondary language classroom: An investigation into the implementation of the Syllabus for English". He found that teachers favored CLT in theory, but they followed the traditional approach more in practice.

In Japan, Sakui (2004) studied about language teaching. The results showed that the instructional practices of Japanese English teachers are different from the government curriculum. The Ministry of Education in Japan states that English education should foster students' abilities to comprehend and express basic English as well as foster interest in foreign languages and cultures. In contrast, Sakui found that the central part of overall actual classroom teaching was grammar instruction. Sakui also stated that one influence directing teachers' teaching practices is their interpretation of CLT characteristics. This is one of the reasons why CLT was not implemented in Japan.

In Thailand, there were some researches which focus on teachers and CLT for a long time. Noppamas Preedakul (1980) studied about opinion of English teacher on CLT. The finding showed that most teachers agreed with the approach but they sometimes could not be able to promote effectively as they had a lot of teachers' tasks in school. Moreover, As the research year shown above, there were some research on CLT for a long time but it still has not been completely successful yet. As the study of

Sangboon (2003), he found that University English teachers do not understand the applications of CLT. They relied primarily on traditional teaching method.

In sum, the results of the studies almost showed that teachers' understanding in CLT is the main factor of making unsuccessful communicative class. Those are the research that study about application in CLT. Then, they found that it was not successful because of teachers' understanding. For this study, the researcher first studied at the understanding of teachers to prove that CLT has not been successful in Thailand because of teachers' understanding or not. The research tended to find out the reason why Thai English teachers still have not succeeded in promoting CLT even it was promoted in Thailand for a long time.

Some misconceptions about CLT

Although CLT has been defined in many different descriptions, many teachers still have some misconceptions on it. Thompson (1996) presented four misconceptions on CLT. Firstly, most teachers thought that CLT means not teaching grammar as most of language textbooks nowadays presented functions of English, no explicit teaching grammar. Thompson noted that though teaching grammar is not necessary part of CLT, there have always been theorists and teachers stating that grammar is necessary for effective communication. Next, Byram (2001) mentioned the same as Thomson that some teachers got the concept that CLT means teaching only speaking. Communication is not succeeded only to speak to others but also to read and to write. The principles of CLT apply equally to reading and writing activities that involve readers and writers engaged in the interpretation, expression and negotiation of meaning. The third misconception is CLT means pair work, which mean role play. CLT does not required

small group or pair work. Small group and pair work is used to increase learners' opportunity and motivate them to communicate. The last one is that CLT means expecting too much from the teachers. For this one, Thomson not that it may not be true to label this one as misconception since there is a great deal of truth in the argument. However, he also stated that this misconception may sometimes be fostered by teachers who may have other reasons for not wishing to change their current practices.

In sum, the results of the studies almost unanimously showed that teachers' understanding in CLT is the main factor of making an unsuccessful communicative class. For this study, the researcher first studied the understanding of teachers to prove that CLT has not been successful in Thailand because of teachers' understanding or not. The research tended to find out the reason why Thai English teachers still have not succeeded in promoting CLT even though it has been promoted in Thailand for a long time.

The research about using Communicative Orientation of Language Teaching Observation Scheme (COLT)

Communicative Orientation of Language Teaching Observation Scheme (COLT) used in this study was developed by Spada and Fröhlich in 1995. It consisted of two parts. Part A describes classroom events at the level of episode and activity. Part B analyses the communicative features of verbal exchanges between teachers and students as they occur in each episode and activity. The examples of research using COLT are as follows.

Vandergrift (1992) used COLT to investigate the use of listening comprehension strategies in language learning. The main focus was on the use of listening strategies by high school students in a core French program and COLT was used to document the classroom for use in analysis. Although COLT has two part; Part A and Part B, Vandergrift used only Part A to reach her research objective. Data were collected over a period of one week in each of four classes. The detailed record, consisting of coding sheets and field notes, was stored for later reference during the analysis and interpretation of the data. The result showed that these class no authentic documents was used and there was little emphasis on global listening and listening for meaning.

Yohay and Suwa (1994) used COLT in a study of English teaching in Japanese elementary schools. The COLT was used to determine how consonant the actual classroom activities were with the stated goals of promoting communicative skills in the target language. Three schools were participated and a total of seventeen grade 3-6 classes were observed once. They used only some part of the Part A and used only categories "the use of L1" in Part B.

This study, the researcher also used COLT only part A as the objectives aimed to study about teachers' practice in class, not deeply study in relationship between teacher verbal interaction and student verbal interaction.

The next chapter will presented the methods of research study.

CHAPTER III

METHOD

This study is a descriptive research study which aimed to examine English teachers' understanding and application of Communicative Language Teaching Approach. The study consisted of two phases: a survey phase and an observation phase. The survey phase was conducted to find answers to the first research question which aimed to investigate secondary school English teachers' understanding of the concept of Communicative Language Teaching Approach. The observation phase was conducted to answer the second research question which aimed to study how English teachers apply Communicative Language Teaching Approach in their classroom. The details about the participants, research instruments, data collection and data analysis procedure in each phase are presented in two separate sections in this chapter.

Phase I: Survey Phase

The survey phase was used to investigate how English teachers in secondary schools in Nakhonpathom educational service area understood the concept of Communicative Language Teaching Approach.

Participants

The population consisted of 242 English teachers in twenty-nine secondary schools in Nakhonpathom (see the table of the school name in Appendix 1). All the teachers were asked to participate in the survey; however, only 168 teachers completed the test. The participated teachers included 14 males and 129 females (twenty-nine participants did not answer this question). Regarding their educational background, 133 participants had bachelor's degree while 31 participants had

master's degree (four people did not answer this item). Most of the participants (105 teachers) graduated more than ten years ago. Only 24 participants graduated less than ten years ago (fifty-nine participants did not answer this item). In terms of the educational field most participants had degree in education whereas 39 participants graduated from other fields such as arts, liberal arts, and humanities (five participants did not answer this item). When being asked about CLT, 70 participants reported knowing Communicative Language Teaching Approach from their study. However, 116 of the participants have reported knowing about Communicative Language Teaching Approach from a training program after they started their career. 89 of participants had taught in secondary schools for more than twenty years. More details about constructing the instrument: Communicative Language Teaching Approach Knowledge and Understanding Test are presented below.

Instrument

In the survey phase, the research instrument was Communicative Language Teaching Approach Knowledge and Understanding Test which was used to examine English teachers' understanding of Communicative Language Teaching. The test was adapted from Saringkanan (1983).

The test items were constructed to cover six aspects that describe Communicative Language Teaching Approach such as objectives, content, teaching and learning activities, teachers' and learners' roles, materials and assessment. The concept in these aspects were based on the review of the following works: Hymes,1975; Morrow, 1977; Breen & Candlin, 1980, 1981; Savignon, 1982; Widdowson, 1983; Brumfit, 1983; Littlewood, 1985; Brown, 2001; and Richards and Rodgers, 2001 (see table of specification in Appendix 2). The description of each aspect used in the test is as follows.

The first aspect 'objectives' in this test measures teacher' knowledge and understanding about the goal of Communicative Language Teaching Approach. The next aspect 'content' measures teachers' knowledge and understanding of management and design lesson for students based on Communicative Language Teaching Approach. The third aspect 'teaching and learning activities' measures teachers' knowledge and understanding about preparing activities in the classes based on Communicative Language Teaching Approach. Next, the aspect of 'teachers' and learners' role' measures teachers' knowledge and understanding whether they understand their roles in the Communicative Language Teaching classes. The fifth aspect, 'materials', measures teachers' knowledge and understanding about how they prepare and use appropriate authentic materials for learners based on Communicative Language Teaching Approach. The last aspect 'assessment' measures teachers' knowledge and understanding about how the learners' language skills are evaluated appropriately according to Communicative Language Teaching Approach.

The test items were written in Thai. As mentioned earlier, the test was adapted from Saringkanan (1983). The adaptation included rewriting some choices for some items and deleting one item. The revisions of some choices were made to make the choices less obvious. The item that was taken out was the item describing the objective of CLT that focus on using language in real communication appropriately. The researcher did not include this item in the present study because it measured the same point as the first item of the Communicative Language Teaching Approach Knowledge and Understanding Test. Most of the questions remained the same (see Appendix 3).

The completed test included 22 questions with four multiple choices each. Three experts who were experienced English teachers were asked to check the validity and the clarity of the language of the test items (see Appendix 4). Overall, the experts suggested revision of some questions and choices as those questions were ambiguous and those choices were obvious. Then, the test was tried out with twenty secondary school English teachers who had similar characteristics with the population. Alpha Coefficient's Cronbach was used to check the reliability of the test. The results yielded high reliability (α =0.8) (see the test in appendix 5).

Data Collection Procedure

To study the participants' understanding of CLT, The Communicative Language Teaching Approach Knowledge and Understanding Test was administratered to 242 secondary schools English teachers from 29 secondary schools in Nakhonpathom by the researcher in early February 2007. The teachers were asked to complete the test on their own. The researcher collected the test back within one or two weeks after sending them to the schools. 70 % of the adminstratered tests were completed and returned. The completed tests were then checked for the correct answers by the researcher.

Data Analysis

The data from the 168 returned test were analyzed using SPSS version 15 (try out version) to calculate the arithmetic mean ($\overline{X}$), standard deviation (S.D.), percentage of the participants' scores, and the percentage of the participants who answered each item correctly. The test scores were used to examine the understanding of secondary schools English teachers about Communicative Language Teaching Approach and were used as the criteria to choose the participants for the second phase of the study, the observation phase.

Phase II: Observation Phase

The second phase of the study was conducted to investigate English teachers' application of Communicative Language Teaching practices in their classes. Observations were used to collect the data. Additional data were obtained through interviews.

Participants

The participants for the observations and interviews were based on the scores they received from the survey phase. At first the researcher planned to observe six English teachers in their classes. Three of those were teachers who received less than 16 points from the Communicative Language Teaching Approach Knowledge and Understanding Test in the survey phase. The other three were those who received more than 17 points.

The following criteria were used to determine the level of understanding of the participants.

Table 1

The criteria of level of understanding of CLT

Scores	Percentage of participants got the scores	Level of understanding
0-10	1.8	very poor
11-13	5.4	poor
14-16	15.6	fair
17-19	55.8	good
20-22	21.4	very good

However, the participants were asked to be observed on the voluntary basis. To elaborate, the researcher asked all the teachers whose scores from the test fell into the range specified earlier and the teachers had an opportunity to refuse the request to observe their classes. Unfortunately, all the participants who were indicated do having 'very poor' understanding refused to be observed and none of the participants who had 'very good' understanding felt uncomfortable to be observed. Finally, for the low understanding group, one participant who had 'poor' understanding and one with 'fair' understands were willing to participate in the observations. For the high understanding group, two teachers who had 'good' understanding were willing to be observed and interviewed as high understanding of CLT participant group. The four participants were observed and interviewed four times. At the time of the observations, no one knew their scores from the Communicative Language Teaching Approach Knowledge and Understanding Test nor which group they were in. The following table presents the four participants' personal information.

L1 refers to the first participant who was in the low understanding of CLT group. L2 refers to the second participant in the low understanding of CLT group. H1 refers to the first participant in the high understanding of CLT group. H2 refers to the second participant in the high understanding of CLT group.

Table 2

Demographic information of the participants in observation phase

_____

Participants	Test scores	Gender	Educational degree	Field of study	Years of teaching exp.	CLT training exp.
L1	13	female	Bachelor	Education (Eng)	10	Yes
L2	16	female	Master	Linguistics	32	Yes
H1	19	female	Bachelor	Humanity (Eng)	16	Yes
H2	19	female	Bachelor	Education (Eng)	16	No

_____

All the four participants were female teachers. Three of them had bachelors'

degree. The other participant had a master's degree. All of them had their degrees in

related fields to English Language Teaching and had taught English for more than

ten years. During the time of the study, L1 was teaching listening and speaking

courses. L2 was teaching fundamental English at the time of the study. H1 was

teaching fundamental English courses and H2 was teaching fundamental English

and listening and speaking courses. Although H1 did not graduate from the

education field directly, she had participated in a CLT training program. L2 and H2

were in the same school at the time study. The instrument used to record teachers'

behavior is presented below.

Instruments

The instruments used in the observation phase consisted of an observation

checklist and interview questions.

Observation checklist

For the class observations, the researcher used Communicative Orientation of Language Teaching Observation Scheme (COLT) as a tool to record the classroom practices of the participants. COLT was an observation checklist designed specifically for class observations of CLT. The checklist was developed by Spada and Fröhlich in 1995. It consists of two parts. Part A describes classroom events at the level of episode and activity. Part B analyses the communicative features of verbal exchanges between teachers and students as they occur in each episode and activity. For the present study, the researcher used only Part A of the checklist since Part B would elicit data irrelevant to the scope of this study. However, two categories from feature 'Teacher verbal interaction' from Part B which are language usage in class and giving feedback were included in the checklist in the present study (see Appendix 6).

The checklist used in the present study included seven main features from part A: Time, Activities and Episodes, Participant organization, Content, Content control, Student modality and Materials, and one feature from Part B: Teacher verbal interaction. Each feature contains some categories and subcategories.

The following section presents the description of each feature.

The first two features, Time and Activities and Episodes, were used to provide the context for the other features and were recorded first. A mark (✓) is checked under a particular subcategory when the teacher did things that match with the description of that category.

Time

To record the first feature 'Time', the researcher recorded the starting time

of each activity or episode in terms of hours and minutes. Please look at the Table 3 to make easier understanding.

Table 3

An example of coding using COLT from 8.05-8.25 a.m. (excerpt only 'Participant organization' feature)

TIME	Activities& Episodes	PARTICIPANT ORGANIZATION						
		Class			Group		Individual	
		T↔ S/C	S↔ S/C	Choral	Same task	Different task	Same task	Different task
8.05	Greeting	✓		✓				
8.07	Ask a s. To report what she learned yesterday and ask other ss.to elaborate more	✓					✓	
8.10	Ask ss. To work in pairs and practice a dialog studied yesterday				✓			
8.20	Teacher teaches ss. how to give direction	✓						
8.25	Teacher ask some ss. to read the dialog		✓					

As seen in Table 3, the episode 'greeting' started at 8.05 and 'reminding students what was taught previously' started at 8.07. Time has to be recorded first

when using the checklist. The time differences between any two consecutive episodes was the amount of time spent doing things in the earlier activity. Percentages of time spent doing things in each subcategory were calculated and used to discuss the teachers' classroom practices in each subcategory.

In the second column of COLT, the researcher wrote down the description of what the teacher was doing in the class. 'An activity or an episode' was noted by changes during the period of class time. The researcher described the activity or episode as detailed as possible so that the observed lesson can be reconstructed easily by someone who was not present during the observation.

The descriptions of the other six main features are presented below.

Participant organization

"Participant organization" refers to the way in which students are organized. This column included three basic patterns of organization: 'Class', 'Group', and 'Individual'. Each basic pattern consisted of sub categories. 'Class' included three sub categories: 'Teacher to student or class' (T◄►S/C) which means one central activity led by the teacher, or the teacher interacts with the whole class and/or with individual students within the central activity; 'Student to student or student to class' (S◄►S/C) which means one central activity is led by a student or students; and 'Choral' work by students which means the whole class or individual group participate in choral work. 'Group' included two sub categories: 'Same work' means groups or pairs of students work on the same task and 'Different tasks' means groups or pairs of students work on different tasks. Individual included the same as Group: Same task and Different tasks which mean students work on their own but on same task and on different tasks. "Participant organization" feature was used to investigate how the teachers' apply the understanding in the aspect of

teachers' and learners' role based on Communicative Language Teaching Approach to their classes.

Content

"Content" refers to the subject matter or theme of activities that the teacher and students are talking, reading or writing about what they are listening to. "Content" included three major content areas: 'Management', 'Language', and 'Other topics'. Each area consisted of sub categories as well. 'Management' included 'Procedure' which is procedural directive such as 'open your book' and 'do the exercise' and 'Discipline' which is disciplinary statement and directives such as 'I am going to get more frustrated with the noise level in this class'. 'Language' included four sub categories. First, 'Form' refers to grammar, vocabulary, pronunciation and son on. Second, 'Function' refers to function or communicative acts such as requesting, apologizing and explaining. Third, 'Discourse' refers to the way in which sentences (spoken or written) combine into cohesive and coherent sequences such as describing a process. Last, 'Sociolinguistics' refers to forms or styles (spoken or written) appropriate to particular context. 'Other topics' refer to the topics which can arise in classroom. 'Other topics' included Narrow which refers to personal information or routine school and Broad which refers to international events or subject-matter instruction. "Content" was used to investigate how the teachers' apply the understanding in the aspect of content based on Communicative Language Teaching Approach to their classes.

Content control

"Content control" refers to the person who selects the topic or task that is focus of instruction. It consisted of three main areas: 'Teacher/Text',

'Teachers/Text/Student' and 'Student'. 'Teacher/Text' means that the topic or task is determined by the teacher and/or text. 'Teachers/Text/Student' means that the topic or task is jointly decided by teacher, students and/or text. 'Student' means that the topic or task is determined by the students. "Content control" was used to investigate how the teachers' apply the understanding in the aspect of teachers' and learners' roles and source of teaching and learning activities based on Communicative Language Teaching Approach to their classes.

Student modality

"Student modality" identifies the various skill involved in a classroom activity. "Student modality" included five sub categories: 'listening', 'speaking', 'reading', 'writing' and 'others' which covers the activities such as drawing, acting or arranging classroom displays. "Student modality" was used to investigate how the teachers' apply the understanding in the aspect of teaching and learning activities based on Communicative Language Teaching Approach to the classes.

Materials

The last column of Part A is "Materials". This feature identifies classroom materials in term of text type and source of materials. 'Type' of material included 'Minimal' (written text: captions, isolated sentences, word list, etc.), 'Extended' (written text: stories, dialogs, connected sentences), 'Audio' (recorded material for listening), 'Visual' (pictures or cartoons). This feature allows films or videos as double-coded: Audio and Visual. "Source" of material included four sub categories. First, 'L2-NNS' (L2-Non-nativer speaker) refers to material which is specifically designed for second language teaching such as a course book and teacher-prepared exercises. Second, 'L2-NS' (L2-Native speaker) refers to material originally intended for native speakers of the target language such as a newspaper, brochures,

and any advertisement. Third, 'L2-NSA' (L2-native speaker-adapted) refers to native speaker materials which have been adapted for second language purposes such as linguistically simplified or annotated stories and other texts. Last, 'Student' made refers to material created by the students. Materials feature was used to investigate how the teachers' apply the understanding in the aspect of material used based on Communicative Language Teaching Approach to the classes.

As mentioned above, two categories of "Teacher verbal interaction" feature from Part B were added to the checklist. They are teachers' language usage and giving feedback.

Teachers' language usage

Teachers' language usage refers to language that the participants use in the class: first or second language. The first language in this study was Thai and the second language was English.

Giving feedback

Giving feedback identified the incorporation of student utterance: correction, repetition, paraphrase, comment, expansion, clarify request and elaborate request. These two columns were used to investigate how the teachers' apply the understanding in the aspect of teachers' role to the classes. The following will present how these features are coded.

Coding Procedures

The first two features in COLT: Time and Activities and Episodes were used to provide the context for the other six features and have to be recorded first. A mark (✓) was checked under a subcategory when the teacher did things that match with the description of the particular subcategory mentioned in the previous section.

Examples of how class activities were recorded in COLT are shown in Table 3. The explanation is presented in the following section.

As seen in table 3, the first episode 'greeting' was conducted as a whole class activity in which the teacher led (T ⟷ S/C) and the students did things together (choral). In this episode, the teacher conducted the activity with two equal focus; therefore two marks were checked under the categories.

In the second episode, reminding students what was taught previously, the teacher lead the activity (T⟷ S/C) but the same time assigned students to do the same work individually (Individual). The teacher did the activity with two focuses as well, so two marks were checked. However, the individual work recorded more attention and the teacher spent more time on it. The individual work focused was indicated as the primary focus of this episode and a circle was drawn around the check (✓).

The third episode was practicing dialogs, only had one exclusive focus. To record the activity in which the teacher assigned students to work in pairs to practice the dialog learned previously, and all pairs did the same task practice, a mark was checked under the category 'Group' in the subcategory 'Same task'.

The fourth and fifth episode also had one exclusive focus and thus received only one mark. The other features in the checklist were coded the same way.

Communicative Language Teaching Approach interview questions

The interview questions were constructed by the researcher. The interview was a semi-structure interview. The purpose of the interview was to obtain supplementary information about teachers' behaviors and activities conducted in the class. Seven main questions were prepared to be used. Additional questions were

added during the interviews depending on the content of the conversation with each

participant. The seven main questions were follows:

1. What kind of teaching method/approach did you use today?

2. Why did you choose to use this approach?

3. Which language skill did you tend to focus today?

4. Why did you choose to use that activity (the activity seen in the class)?

5. How do you think it can help your students learn English?

6. Do you think that today's lesson is successful?

7. Was there any problem of teaching and learning activity today?

Data Collection Procedure

After studying how to use COLT, the researcher practiced using COLT with

eight classes before the actual observations to become familiar with how to code all

the features in COLT before the real observations occurred. After checking

consistency of the coding, the researcher started observing the participants in their

classes.

Each participant was observed and interviewed four times for forty minutes

each time. The average number of students in each class was 45 students. The

researcher's role in the class was a non-participant observer. She usually sat in the

back of the class. All the classes were audio taped in order to recheck the

observation coding. After each observation, the participants were interviewed for

approximately five minutes using the seven prepared questions. The data obtained

by COLT were analyzed in terms of percentages. The data obtained from the

interviews were used to discuss the findings from the observations. The results from

the observations and interviews were used to answer the second research question to

find out how secondary school English teachers applied the CLT approach into their classes.

Data Analysis

The data from the observation phase consisted of the data from the observations and the data from the interviews. The data from observations using COLT were analyzed in terms of percentage in order to find out how much time the teachers spent in each subcategory compared with the total class time. The data from the interviews were analyzed using content analysis. The following section describes the procedures to analyze the data obtained from COLT in details.

The data from COLT were analyzed for each subcategory separately.

The total time spent for each subcategory was calculated as follows. First, count the time for all the marks in each subcategory including marks that represent 'exclusive focus' and 'equal focus'. For the episode that had multiple focuses but one category was the primary focus, signified by $(\checkmark)$, only the subcategory that was the primary focus was counted. Then, the time spent in each subcategory was converted into percentages.

Using the data shown in Table 3 as an example, to calculate the time spent in the subcategory 'Teacher-led' whole class activity (T ⟷ S/C), only the time spent in the first and fourth episode was counted. The time spent in the third episode was not counted because this subcategory was not the primary focus. The first episode started at 8.05 and ended at 8.07, thus lasted two minutes. The fourth episode stated at 8.20 and ended at 8.25, so the time spent was five minutes. Thus, the time spent in these two episodes for this subcategory was seven minutes. The total class time was fifty minutes, so the percentage of time this teacher spent leading whole-class activities was fourteen percent. The other features in the

checklist were analyzed the same way. The total percentage of time spent in each subcategory was used to describe the classroom practice of the participants.

The data from observations were used to examine English teachers' application of Communicative Language Teaching Approach practices. The data from the interview was used for elaborating more about teachers' application of Communicative Language Teaching.

The results from the Communicative Language Teaching Approach Knowledge and Understanding Test, observations and interviews will be presented in the next chapter.
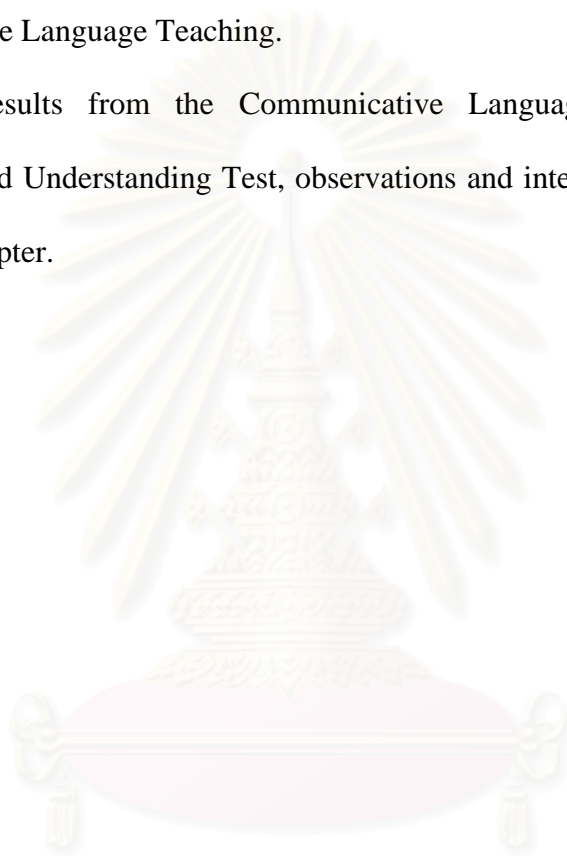
CHAPTER IV

RESULTS

This study was divided into two phases: the survey phase and the observation phase. The findings from each phase are reported separately in this chapter.

Survey Phase

The data from survey phase were used to examine English teachers' understanding of the concept of Communicative Language Teaching Approach (research question 1). To assess their understanding, 242 participants were asked to do the Communicative Language Teaching Approach Knowledge and Understanding Test adapted from Uraiwan Saringkanan (1983). The data were analyzed in terms of arithmetic mean $(\overline{X})$, standard deviation (S.D.), and percentages.

The participants' understanding of CLT: Findings from the test

In this section, the results from the Communicative Language Teaching Approach Knowledge and Understanding Test are reported. The test was used to investigate the participants' understanding of CLT in six areas: the objective, content, teaching and learning activities, teachers' and learners' roles, materials, and assessment.

A hundred sixty-eight English teachers in Nakhonpathom took the test. The total possible score of the test was 22 points. Overall, most participants did well in the test. $(\overline{X}=17.63,$ S.D. $=2.53)$. Three participants got the total score. Only three got less than half of the total score.

Table 4

The results of the Communicative Language Teaching Approach Knowledge and

Understanding Test

Scores	Levels of understanding	Participants who scored in each range	
		Number	Percentages
0-10	very poor	3	1.8
11-13	poor	9	5.4
14-16	fair	26	15.6
17-19	good	94	55.8
20-22	very good	36	21.4
Total		168	100

According to the criteria used in the present study (see chapter 3), the findings showed that more than half of the participants had 'good' understanding of Communicative Language Teaching Approach. Almost one fourth had 'very good' understanding. Less than ten percent of the participants were identified as having 'poor' or 'very poor' understanding on Communicative Language Teaching Approach (see table 4 for more details).

Table 5

Percentages of the participants who answered each aspect of the test correctly

(N= 168)

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Aspects	Percentages of the participants who answered correctly
1. The objective of CLT	88.14
2. The content of CLT	77.25
3. CLT teaching and learning activities	83.54
4. The teachers' and learners' roles in CLT	55.23
5. Materials used in CLT	81.95
6. CLT assessment	84.06

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When considering the participants' understanding of CLT in each of the six aspects included in the Communicative Language Teaching Approach Knowledge and Understanding test, the results revealed that the participants understood the concept of CLT in most aspects (see table 5). More than seventy-five percent of the participants answered the items concerning five aspects correctly. Only the aspect of teachers' and learners' roles in CLT seemed to be difficult for the participants since only about half of the participants answered the items concerning this aspect correctly.

When considering the test results item by item, three items (10, 13, and 15) were answered correctly less than sixty-five percent of the participants. The three items were designed to check the participants' understanding of CLT in the aspect

of teaching and learning activities and teachers' and learners' roles. The item by item test results are presented in Appendix 7. Below is a description of the three items teachers did not score well.

The first of the three items, item 10, the percentage of the participants answered item 10 which measured participants in the aspect of teaching and learning activities correctly was only about forty-six percent. The question was, 'Which one is the characteristic of CLT activities?' The correct answer was the activities which improve which improve learners' ability to use language to convey the meaning correctly and appropriately, example, having them practices about accepting the invitation.

The second of the three items, item 13 which concerning of the aspect of teachers' and learners' roles was considered. Only about twenty two percent of the participants answered the item 13 correctly. The question was, 'Which one is not the teachers' roles based on CLT?' The correct answer for this question was to design and let students practice by the model teachers constructed strictly. About thirty-seven percent of the participants chose the wrong answer which was stated it was to prepare materials for students.

The last item, item 15, was the question concerning of the aspect of teachers' and learners' roles as well. The question was, 'Which one is not the learners' roles based on CLT?', the participants answered correctly about sixty-three percent which was not a high percentage. The correct answer for this question was the learners practice language focusing on teachers' model setting. About twenty-six percent of the participants chose the wrong answer which was stated that the learners can choose and design activities on their own.

In sum, the test results indicated that the participants' understanding of CLT

overall was quite good, except in the aspect of teachers' and learners' roles.

When considering the results item by item; however, the participants still had misunderstanding in aspects of teaching and learning activities and teachers' and learners' roles.

Observation phase

The data from the observation phase were used to investigate whether secondary school English teachers applied CLT theory in their classes or not and how. Four teachers who participated in the survey phase were asked to be observed four times. The researcher recorded the time spent for each activity (Time), the activities conducted in classes (Activities & Episodes), the organization of the class (Participant Organization), the focus of class activities (Content), the selection of contents (Content control), the language skills practiced (Student modality), materials used (Material), and the language used by the teachers used (Teacher verbal interaction) in the observation checklist (COLT). The percentage of time spent doing things in each category were used to describe the participants' application of CLT in their classes.

In addition, after each observation, the participants were interviewed using seven questions regarding their class design (see chapter 3 for the list of interview questions). The data from the post observation interviews were used to supplement the data obtained from the observations. The results from the observations and interviews are presented in the following sections.

The participants' application of CLT: Findings from the observations

The results presented in this section were obtained from the observation checklist "COLT". To study the participants' application of CLT, the researcher observed and recorded the classroom practices of four teachers four times in seven

aspects including activities and episodes, participant organization, content, content control, student modality, materials and teacher verbal interaction. Tables 7-12 present the average percentages of the four participants' classroom practices from the four observations in each category separately.

To help understand the percentages shown in the tables under each subcategory a description of the tables follow the percentages shown in the tables under each subcategory of any main features in this study can not add up to a hundred percent. Actually, it is possible for the combination to be more than a hundred percent for each feature because, for some activities, the observed teachers might be focused on two things at the same time. For example, when the teacher assigned students to do group work, she might be giving a lecture to the whole class at the same time. For this episode, the researcher would check two subcategories: 'T◄► S/C' and 'Group: Same task'. On the other hand, the total of the percentages in some features may be less than a hundred since the teacher might be doing things that were not the focus of COLT and so were not recorded. For example, if the teacher left the class and went to her office to bring some additional materials, this thing was not recorded.

Participant organization

In the feature of class organization, the researcher observed how the participants organized their class activities. The observation data showed that three participants (L1, H1, and H2) organized their class activities in similar ways (see Table 6).

Table 6

Percentages of participants' time spent doing things in the feature of "Participant organization" during four class periods

Participants	Whole Class			Group		Individual	
	T↔ S/C	S ↔ S/C	Choral	Same task	Different task	Same task	Different task
L1	52.5	0	1.2	0	0	41.5	0
L2	25.5	13	9	22.5	0	35.5	0
H1	34	39.75	1.5	31	0	30	0
H2	31	12	10	18	0	29	0

Note: L1 and L2 are the participants in the low understanding of CLT group who scored 13 and 16 points. H1 and H2 are the participants in the high understanding of CLT group who scored 19 points.

As shown in table 6, L2, H1, and H2 conducted class activities in all kinds of organizations listed in COLT including whole class activities, group activities, and individual activities. Different from the others, L1 did not conduct any activities as group work.

When considering the percentages of time spent in organizing classes as a whole, L1 spent more than half of the total time leading the class by herself. She did not give students any support to lead the class activities. The other three participants also spent a lot of class time leading whole class activities by themselves; however, they conducted some activities in which students had the leading role. Interestingly, H1 even spent more time on student-led activities class than on teacher-led activities. For group work, the three participants asked their students to do some activities in groups or pairs (L2, H1, and H2). H1 conducted more group activities

(31% of the time) than the others. Comparing the time each participant spent on doing group activities and individual activities, the researcher found that all the participants except H1 spent more class time asking students to do individual work than group work.

Overall, the findings showed that the participants who had better understanding of CLT, L2, H1 and H2, conducted class activities in the way that is consistent with the characteristic of CLT classes more L1 who had the lower score from the Communicative Language Teaching Knowledge and Understanding Test. L2, H1, and H2 gave students more chances to lead the class activities and conducted the class in more varied organizations than L1.

Content

In the feature of 'Content', the researcher observed the focus of each class activities. Considering the teaching focus of the four participants, the data showed that all participants spent more time focusing on teaching language content than on managing the class. No participants spent their class time talking about other topics (see Table 7).

Table 7

Percentages of participants' time spent doing things in the feature of "Content" during four class periods

Participants	Management		Language				Other topics	
	Procedure	Discipline	Form	Function	Discourse	Socioling.	narrow	Broad
L1	7.75	0	15.5	15	0	0	0	0
L2	2.5	0	32.5	22.5	0	0	0	0
H1	11.75	16	46	20	0	0	0	0
H2	0.5	0	14.5	52	0	0	0	0

Note: L1 and L2 are the participants in the low understanding of CLT group who scored 13 and 16 points. H1 and H2 are the participants in the high understanding of CLT group who scored 19 points.

When the classes focused on language content, the four participants had different emphasis. L1 spent almost the same amount of time doing activities that focus on grammar rules and sentence structures (form focus) and activities that require students to use language for communication functions (meaning focus). L2 and H1 spent more time doing from-focused activities than meaning-focused activities. Only H2 spent more time practicing the use of language to express meaning. None of the participants showed concern about discourse or sociolinguistic knowledge.

Considering the class management, H1 spent the most time during the four class periods with class management. She spent almost twelve percent of the total class time giving instructions on how to do things (the coding is in subcategory 'Procedure') and she appeared to be the only one who concerned about class discipline; she spent sixteen percent of the total time trying to make students to be disciplined.

In sum, all the participants seemed to see the importance of both language form and functions. They all conducted both form-focused activities and meaning-focused activities; however, H2 appeared to be more linear with the concept of CLT. She conducted more activities that focused on expressing meaning than the others.

Content control

In the feature of 'Content control', the researcher observed the extent to which the students had opportunities to choose the topics or activities in class. The data showed that all participants spent most of the total time conducting activities from the textbooks or selecting activities or topics by themselves (see Table 8).

Table 8

Percentages of participants' time spent doing things in the feature of "Content control" during four class periods

Participants	Teacher/Text	Teacher/Text/Student	Student
L1	62.5	0	14
L2	43.5	7.5	11
H1	35	20.75	14.5
H2	33.5	24.5	3

Note: L1 and L2 are the participants in the low understanding of CLT group who scored 13 and 16 points. H1 and H2 are the participants in the high understanding of CLT group who scored 19 points.

L1 seemed to conduct her classes in the most authoritative way. She spent most time (62.5%) conducting activities that were chosen by herself or from the textbook. The other three teachers gave their students more opportunities to control the topic of the content or to select the class activities.

Considering the percentages of the participants' time spent in controlling the

content of the class activities, it seems that participants who had better understanding of CLT (L2, H1, and H2) gave more roles to their students than the participants who had poorer understanding of CLT (L1). The classes of L2, H1, and H2 characterized CLT classrooms better in that their students more chance to share opinions and choose what they wanted to learn or do in the classes.

Student modality

In the feature of 'Student modality', the researcher observed the language skills that the students in each class practiced. The data showed that L2, H1, and H2, again, conducted their classes differently from L1. They focused on all four skills including listening, speaking, reading, and writing. In contrast, L1 did not do any reading activities in her classes (see Table 9).

Table 9

Percentages of participants' time spent doing things in the feature of "Student modality" during four class periods

Participants	Listening	Speaking	Reading	Writing	Other
L1	56	17	0	12	0
L2	21	9.5	8	29	12.5
H1	10.5	44.5	8.5	24.5	0
H2	14	33	2	28.5	1.5

Note: L1 and L2 are the participants in the low understanding of CLT group who scored 13 and 16 points. H1 and H2 are the participants in the high understanding of CLT group who scored 19 points.

Specifically, L1's students spent most time listening to the teacher (56%) but they also had some chances to practice speaking and writing. L2's students did a lot of listening as well but less than L1's students. L2's students actually had more

writing activities than listening activities. On the other hand, H1 and H2 conducted more productive classes. Their students had more time practicing productive skills including speaking and writing than receptive skills as listening and reading. Their students did much more speaking than those in L1 and L2 classes. They also did a lot of writing.

To summarize, the participants in the low understanding group spent more time having their students listen to the teachers than those in the high understanding of CLT group. The participants who had good understanding of CLT, H1 and H2, gave more importance to speaking than the others.

Materials

In the feature of 'Materials', the researcher observed the type and source of materials used in the participants' classes. The data showed similar use of materials among the four participants. All participants used minimal texts such as word lists or isolated sentences in their classes. None of them used any extended text such as stories or passages as their teaching materials (see Table 10).

Table 10

Percentages of participants' time spent doing things in the feature of "Materials" during four class periods

Participants	Type				Source			
	Text		Audio	Visual	L2-NNS	L2-NS	L2-NSA	Student made
	Minimal	Extended						
L1	6	0	22.5	0	6	20.5	0	0
L2	35.5	0	0	4.5	42.5	0	0	0
H1	31	0	0	15.5	61.5	0	0	0
H2	65.5	0	0	0	35	0	0	10

Note: L1 and L2 are the participants in the low understanding of CLT group who scored 13 and 16 points. H1 and H2 are the participants in the high understanding of CLT group who scored 19 points.

L1 used texts the least. She mostly used audio materials in her classes. H2 relied on texts as the only teaching material. She did not use any audio or visual materials in her classes. L2 and H1 used texts and some visual materials

Considering the source of the materials, all participants used materials that were made for second language learning and teaching purposes specifically. L1 used some materials that were not adapted for second language learners. H2 was the only one who used student-made materials.

To conclude about teaching materials, four participants used materials that were specifically designed for second language teaching. Most participants used minimal texts as the main teaching material.

Teacher Verbal Interaction

In the feature of 'Teacher verbal interaction', the researcher observed the language used by the participants and the feedback they gave to students' errors. L1

used English which was the target language less than the other three participants. She used Thai in her classes more than half of the class time. In contrast, L2, H1, and H2 used English more than half of the class time. In terms of feedback, all participants gave similar forms of feedback when students used English such as correcting errors, repeating students' answers, and giving some comments. However, the amount of time spent in giving feedback was little (see Table 11).

Table 11

Percentages of participants' time spent doing things in the feature of "Teacher verbal interaction" during four class periods

Participants	Language		Giving feedback [a]		
	L1	L2	correction	repetition	comment
L1	57	43	5	4	7
L2	39	61	4	6	6
H1	48	52	5	8	4
H2	35	65	4	12	10

Note: L1 and L2 are the participants in the low understanding of CLT group who scored 13 and 16 points. H1 and H2 are the participants in the high understanding of CLT group who scored 19 points.
[a] shows only the types of feedback the participants asked in the observations

The percentages of time spent on correction, repetition, and comment of the four participants were not very different.

In short, L1 used the first language in the class more than L2, H1, and H2, who had better understanding of CLT. Interestingly, all participants did not give much feedback to their students.

Summary

Regarding the participants' classroom practices, the observation data

showed that the participants who had better understanding of CLT conducted their class activities in the way that is linear to CLT classrooms more than those who did not understand CLT so well. The participants who had better understanding of CLT organized their classes in various ways. They also gave students an opportunity to lead the class activities and share their opinions in selecting the topics or class activities. They also emphasized the practice of all four skills. The one thing that these participants did differently from the concept of CLT was their use of materials. Instead of using authentic materials as suggested by CLT advocates, these teachers used non-authentic materials designed for second language teaching and learning specifically. Finally, they three tried to use English in their classes.

The next section presents the findings obtained from the interviews conducted after each observation.

The participants' application of CLT: Findings from the interviews

The findings from the interviews were used to supplement the observation findings. The data were analyzed using content analysis. The findings can be grouped following main issues:

The application of CLT

Most participants reported that they used Communicative Language Teaching in their classes but they thought their classes were not completely successful as their students sometimes preferred to sit and take notes only. They also reported that some students did not want to speak English or act out in the class as they were shy and afraid of making mistakes.

When asking the reason why they applied CLT in their classes, they said it was because CLT was promoted in the national curriculum and because they believed that CLT was a suitable approach for the Thai context now. However, all

of the participants agreed that they preferred teaching grammar points separately from communication practices. They thought their students could practice using English with the native speaker teachers and the Thai teachers should focus on grammar. Since two of the three schools hired native speaker teachers to teach the students once a week, the participants thought that that was enough for their students to use language for communication with these native speaker teachers.

Challenges in applying CLT

To apply CLT in their classes, the participants reported that they encountered problems with class time, learners' personalities and teachers' workload.

For class time, all participants mentioned that the class time was not enough to practice all the skills even though they wanted to emphasize all four language skills. The students always came to class late or they had to spend class time for other school activities. Therefore, the participants had to rush through the lessons without having enough time to practice the language skills they wanted at the end of the semester. Students had to just listen and take note to study all the lessons they must know before the final exams.

Another challenge in applying CLT was learners' personality. The participants said that they tried to encourage the students to use English to communicate with each other; however, they said some students were too shy and afraid of making mistakes. They avoided using English by reacting in the silent way. When teachers asked some questions, students asked their friends to answer or were silent.

For the problem with workload, all of the participants mentioned that the main cause of problems in teaching English was the overload of teachers' tasks.

They mentioned that sometimes it was difficult to design and prepare visual aids or authentic materials for the students because they did not have time; they had responsibilities from other administration work to do.

Considering the data from the observations and interviews, it can be concluded that the four participants applied the concept of CLT approach in their classrooms since they saw that CLT was a suitable approach for English language teaching in Thailand nowadays. The participants who understood CLT better adopted the approach better than those who had poorer understanding. However, all participants mentioned encountering problems in conducting communicative activities because they said the class time was limited, the learners' personalities differed and the teachers had too much work to do.

The next chapter presents the discussion of the research findings.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter presents the summary of the study, discussion of the results from the two phases: survey phase and observation phase, and limitations of the study. In addition, pedagogical implications, suggestions for further research, and conclusion are presented as well.

Summary of the study

This study was a descriptive research study which aimed to examine English teachers' understanding and application of Communicative Language Teaching Approach. The study was divided into two phases: survey phase and observation phase. The population of the study was 242 Thai English teachers in secondary schools in Nakhonpathom educational service area, Thailand. All 242 teachers in the schools were asked to be the participants of the survey phase. The participants were asked to complete the Communicative Language Teaching Approach Knowledge and Understanding Test which included 22 multiple choice items. The test, based on the framework of Communicative Language Teaching Approach, was adapted from Uraiwan Saringkanan's test (1983). The validity and clarity in the test items were checked by the advisor and three experts. After that, the researcher tried out the test with twenty secondary school English teachers. Alpha Coefficient's Cronbach was used to check the reliability of the test. The results yielded high reliability (0.8). Then, the test was used with the participants.

The results from the test were used to answer the first research question and as the criteria to choose the participants for the observation phase. The observation phase employed two data collection methods: observations and interviews. The observations were conducted to examine the application of Communicative

Language Teaching in classrooms. Two participants who did well in the test and two who received low scores from the test were asked to be observed and interviewed. The participants were asked to be observed four times. Communicative Orientation of Language Teaching Observation Scheme (COLT) which was developed by Spada and Fröhlich in 1995 was used as a tool to record the classroom practices of the participants. After each observation, the participants were interviewed in order to obtain more in depth information about their application of CLT.

The summary of the results from the two phases are presented in the following section.

Results from the Survey Phase

The data obtained from the Communicative Language Teaching Knowledge and Understanding Test showed that most participants understood the concept of CLT well. Only a few participants got less than half of the total score. The aspect of CLT that was the most difficult for the participants was the aspect of teachers' and learners' roles. Averagely, only about half of the participants answered the items concerning this aspect correctly.

Results from the Observation Phase

The observation data revealed that some participants conducted their classes in the way that is consistent with the concept of CLT more than the others. The findings showed that the participants who had better understanding of CLT gave students more chance to lead the class activities and conducted the class in more varied organizations than a participant who had the lower score from the Communicative Language Teaching Knowledge and Understanding Test. In addition, all participants conducted both form-focused activities and meaning-

focused activities. Besides, better understanding of CLT's students had more chance to share opinions and choose what they wanted to learn or do in the classes than lower understanding of CLT's. Next, the participants in the low understanding group spent more time having their students listened to the teachers than those in the high understanding of CLT group. Furthermore, the lower understanding of CLT participant used the first language in the class more than the participants who had better understanding of CLT. However, all participants did not give much feedback to their students and most participants used minimal texts as the main teaching material.

The interview data showed that all participants reported that they applied CLT in their class because of the national curriculum asked the need of English nowadays; however, they thought they were not successfully applying the approach because of limited class time, different learners' learning styles and background knowledge, and teachers' overloaded responsibilities.

Discussion of the Results

The discussion will be based on the findings from the two phases of the study: survey phase and the observation, which were used to answer research question 1 and 2 respectively.

Teachers' understanding of CLT

The test results showed that most participants understood the concept of CLT well. Considering that most participants (80%) reported having studied about Communicative Language Teaching Approach before, the high average score from the test is explainable. The participants may be familiar with the concepts of Communicative Language Teaching Approach and thus were able to answer the test correctly. Different results were found in the studies in China (Liao, 2003) and

Korea (Kim, 2002). These results are interesting since the context of English Language Teaching in China and Korea are not much different for the context in Thailand. People in these countries learn English to speak with people from other countries. They do not use English as their official language. Liao and Kim found that the teachers in those countries still had misconceptions of CLT. Considering that two studies were conducted several years ago, it is possible that English teachers in Thailand nowadays understand the concept of CLT better. In the past decades, the needs of English as a tool for communication and learning were increased rapidly, a part from the increase use of the internet. Furthermore, the national curriculum since 2001 has encouraged English teachers to teach English based on communicative approaches. Consequently, English teachers in Thailand may have been pushed to understand the concept of CLT well.

When considering the participants' understanding of CLT by aspects, the participants appeared to understand the concept of CLT in the aspect of teachers' and learners' roles less than other aspects. Specifically, the two questions that the participants could not answer correctly concerned the roles of teachers in preparing learning materials and conducting practice activities. Similarly, Kim (2002) found that Korean teachers needed more information about classroom practices in terms of tasks and materials.

Overall, the findings from the observations revealed that the participants who had different levels of understanding of CLT conducted their classes differently. The participants who had better understanding of CLT applied CLT more than the ones who had lower understanding of CLT.

However, some aspects of CLT such as content, teachers and learners' role and materials were not applied so well. The participants appeared to focus on

grammar points more than using language for communication. The participants reported in the interviews that they agreed that CLT is suitable approach for Thai context; however, focusing on language function as suggested of CLT was rarely occurred their classrooms. Hong Kong English teachers were the same as Thai English teachers; they favor CLT but they followed the traditional approach more in practice. Similarly, Sakui (2002) found that overall actual Japanese English classroom teaching was grammar instruction. She found that Japanese teachers concerned about students' examination. This finding relate to Thai context that tests still have some form-focused; therefore teachers still have to concern about it. Sakui also stated that the one influence directing teachers' teaching practices is their interpretation of CLT characteristics and this is one of the reasons why CLT was not implemented in Japan.

This study and the previous studies revealed that teachers' understanding affect teachers' practice. The findings support that teachers' understanding affect their classroom practices as found in other countries such as Kim (2002), Liao (2003), and Zhang (2004) revealed. These studies revealed that the teachers in those countries conducted non-communicative class because they had misconception of CLT.

In addition, the data collected from the interviews also indicated that some participants encountered the difficulty in planning the teaching and activities in the class as the time constraint and teachers' workload. Similarly, Li (1998) found that South Korea teachers have difficulty about little time and expertise for developing communicative materials.

Limitations of the study

The limitations of the study were the teachers who were the participants and timing.

Some of the participants did not fill in their personal information and were afraid of doing the test as they felt that they were being checked and reported. Therefore, some information such as their degree, teaching experience and CLT training experience were missing.

Regarding time, the observations were conducted at the end of the semester near the final, so some teachers were not comfortable to be observed and interviewed; therefore, the researcher was not able to observe the teachers who had the lowest and the highest scores as planned. Furthermore, for the teachers who participated in the observation phase might not conduct normal class activities since they had to prepare students for the final and entrance examinations. It is possible that some teachers might not conduct communicative activities during the observations because they had to focus on the content of the exams only.

Pedagogical Implications

The finding from the present study lead to suggestions for school administrators and English teachers in Nakhonpathom and other areas that have similar characteristics as follows.

For school administrators, as the findings showed that a few teachers still had misunderstanding about Communicative Language Teaching Approach in the aspect of teachers' and learners' roles, so more discussion about CLT concept should be provided. The teachers should be informed about their roles and students' roles regarding class organization, content control, and material selection.

For teachers, as they mentioned that to prepare materials for CLT classrooms took, teachers should organize a group and help each other to make materials. They should work collaboratively in preparing and producing the materials. In addition, teachers may assign students to bring materials found in their local areas such as brochures from a supermarket or pictures from newspapers or magazines to use in class. Having students select the materials will also help motivate them to learn because they get to choose what they want to learn..

Suggestions for further research

The suggestions for further research included three points. First, further investigation of CLT application should be conducted at the earlier in the semester in order to avoid problems with time pressure that teachers in the present study had towards the end of the semester. Next, if possible, observations should be conducted without any appointment with the participants as knowing about observation might have affected the teachers' lesson design and classroom behaviors. Last, other factors such as education degree, years of teaching experience, and the amount of training program participation should be studied to investigate if they are factors affected teachers' application of CLT.

Conclusion

As the Thai government attempt to encourage English teachers to teach English for communication, teachers have to understand the concept of Communicative Approach such as CLT well. As revealed in the present study and others (Saringkanan, 1983; Kim, 2002; Liao, 2003; Zhang, 2004), teachers' understanding of CLT affected their classroom practices. The teachers who understood CLT well seemed to conduct their classes in a more communicative way than those who had lower understanding. However, other factors may affect the

teachers' application of CLT as well. In the present study, constraints of time, learners' personalities and excessive workload were reported to limit the participants' use of communicative activities. Those involved, therefore, have to investigate all related factors and try to reduce the factors that undermine the effective use of CLT and increase the ones that are facilitative.

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APPENDICES

Appendix 1 The list of the twenty nine secondary schools in Nakhonpathom educational service area

No.	Schools	Educational service area office
1.	Phra Pathom Wittayalai	1
2.	Rachini Burana	1
3.	Phra Pathom Wittayalai2	1
4.	Sri Wichai Wittaya	1
5.	Sra Kratiam Wittaya	1
6.	Wat Huai Jorakhe Wittayakom	1
7.	Prong Madue Wittayakom	1
8.	Sirinthorn Wittayalai	1
9.	Kampangsan Wittaya	1
10.	Matthayom Thanbin Kampangsan	1
11.	Salatuek Wittaya	1
12.	Kongtong Wittaya	1
13.	Ban Luang Wittaya	1
14.	Nguiraibunmee Rangsarit	1
15.	Pattarayan Wittaya	2
16.	Prokkaew Wittaya	2
17.	Ploy Jaturajinda	2
18.	Lambua Wittaya	2
19.	Peum Wittaya	2
20.	Banglain Wittaya	2

No.	Schools	Educational service area office
21.	Bang Luang Wittaya	2
22.	Sathaporn Wittaya	2
23.	Bua Pakta Wittaya	2
24.	Sampran Wittaya	2
25.	King's College Thailand	2
26.	Wat Raikhing Wittaya	2
27.	Kanjanapisek Wittayalai Nakhonpathom School	2
28.	Preedaram Wittayakom	2
29.	Siam School Thailand Nakhonpathom	2

Appendix 2 Table of Specification of the test

Aspects	Questions
1. <u>Objectives</u> - To improve learners' language use in real-life situations (Widdowson: 1983, Nunan:1989)	1. จุดประสงค์หลักของแนวคิดการสอน เพื่อการสื่อสาร คือ พัฒนาให้ผู้เรียน สามารถ... ก. ใช้ภาษาได้ถูกต้องตามหลักไวยากรณ์ ข. เข้าใจภาษาได้ตามควรแก่ระดับชั้น ค. ใช้ภาษาได้ถูกต้องและเหมาะสมตาม สถานการณ์ ง. ออกเสียงได้เหมือนเจ้าของภาษา (Coded from Mrs. Saringkanan's test, 1983)
- CLT focuses on having students learn how to use sentences appropriately to achieve a communicative purpose (Widdowson, 1983).	2. แนวคิดการสอนเพื่อการสื่อสารเน้นให้ ผู้เรียนสามารถพูดภาษาอังกฤษโดย... ก. สื่อความหมายได้ตามต้องการ ข. ชัดเจนเหมือนเจ้าของภาษา ค. ถูกต้องตามหลักไวยากรณ์

Aspect	Questions
- CLT focuses on meaning rather than form (Nunan ,1989)	ง. อัตโนมัติโดยการเลียนแบบ (Adapted from Mrs. Saringkanan's test, (1983) 3. แนวคิดการสอนเพื่อการสื่อสาร ให้ความสำคัญกับ….. ก. ความหมายของประโยค ข. การเลือกใช้คำในประโยค ค. ความถูกต้องของโครงสร้าง ง. ความซับซ้อนของรูปประโยค (Adaped from Mrs. Saringkanan's test, 1983)
- Communication is the exchange and negotiation of information between at least two people through the use of verbal and non-verbal	4. แนวคิดการสอนเพื่อการสื่อสาร ให้คำนิยามของคำว่าการสื่อสารว่าคือ... ก. การส่งต่อข้อความไปยังบุคคลหนึ่ง

Aspect	Questions
language.(Breen & Candlin :1980,Morrow:1977, and Widdowson :1978)	ข. การแลกเปลี่ยนข้อมูลระหว่างบุคคล ค. การรับสารจากบุคคลอย่างน้อย 1 คน ง. การส่งข้อความผ่านทางภาษาเขียนแก่ผู้รับ สาร โดยไม่จำกัดจำนวนบุคคล 5. ตามแนวคิดการสอนเพื่อการสื่อสาร จัดว่า "การใช้ท่าทาง" ก. ไม่ใช่การสื่อสาร เพราะ ไม่ใช่ภาษาพูด ข. ไม่ใช่การสื่อสารเพราะไม่ใช่ภาษาเขียน ค. เป็นการสื่อสารอย่างหนึ่ง ง. เป็นการสื่อสารเฉพาะเมื่อประกอบการพูด (Coded from Mrs. Saringkanan's test, 1983)
2. Contents	

Aspect	Questions
- CLT suggests that grammatical structure might better be assumed under various functional categories. (Brown, 2001)	6. ข้อใดกล่าวถูกต้องเกี่ยวกับการสอนไวยากรณ์ตามแนวคิดการสอนเพื่อการสื่อสาร ก. ไม่ควรมีการสอนหลักไวยากรณ์เพื่อให้นักเรียนเรียนรู้กฎไวยากรณ์จากการใช้ ข.สอนหลักไวยากรณ์และให้นักเรียนทำแบบฝึกหัดไวยากรณ์ ค. สอนหลักไวยากรณ์ที่สอดคล้องกับหน้าที่ของภาษา(Functions) ที่ให้นักเรียนฝึกใช้ ง. สอนหลักไวยากรณ์เมื่อนักเรียนไม่สามารถใช้โครงสร้างประโยคได้เท่านั้น
- CLT focuses on teaching four skills but can separate the skills depending on learners' needs(Littlewood, 1985)	7.แนวคิดการสอนภาษาอังกฤษเพื่อการสื่อสารมุ่งพัฒนาทักษะ... ก. ฟัง-พูด ข. อ่าน-เขียน

Aspect	Questions
	ก. พูด-เขียน ง. ฟัง-พูด-อ่าน-เขียน (Coded from Mrs. Saringkanan's test, 1983)
3. <u>Activities</u> - The activities support students to learn English and have real communication (Richards and Rodgers , 2001)	8.ตามแนวคิดการสอนเพื่อการสื่อสาร การจัดกิจกรรมการเรียนการสอนควรเน้น... ก. การฝึกพูดตามบทสนทนา (Drills) เพื่อให้ผู้เรียนสามารถเลียนแบบการใช้ภาษาได้ถูกต้อง ข. การฝึกออกเสียงเพื่อให้ผู้เรียนมีสำเนียงเหมือนเจ้าของภาษา ค. การสอนความรู้ด้านกฎเกณฑ์ไวยากรณ์ เพื่อให้ผู้เรียนมีความรู้เกี่ยวกับตัวภาษา ง. การจัดกิจกรรมเพื่อให้ผู้เรียนได้ฝึกใช้ภาษาในการสื่อสารอย่างแท้จริง

Aspect	Questions
	(Adapted from Mrs. Saringkanan's test, 1983)
- The activity should associate with other subjects on the school curriculum (Littlewood, 1985; Widdowson, 1983).	9. ตามแนวคิดการสอนเพื่อการสื่อสาร กิจกรรมที่นำมาสอน ควรเน้น.... ก. การใช้ภาษาที่เหมาะสมกับบริบท ข. การสอดแทรกความรู้ด้านวัฒนธรรมของ เจ้าของภาษา ค. เนื้อหาที่เชื่อมโยงกับวิชาอื่นๆใน หลักสูตร ง. ถูกทุกข้อ
- Activities encourage students to use language for carrying meaningful tasks. (Richards and Rodgers , 2001) -	10. ลักษณะของกิจกรรมการเรียนการสอน ภาษาตามแนวคิดการสอนเพื่อการสื่อสาร

Aspect	Questions
	คือ ...
	ก. กิจกรรมที่พัฒนาความรู้ในการใช้ภาษาอย่างถูกต้อง
	ข. กิจกรรมที่พัฒนาความสามารถในการใช้ภาษาเพื่อสื่อความหมายอย่างถูกต้องและเหมาะสม
	ค. กิจกรรมที่พัฒนาทักษะการพูดและการออกเสียง
	ง. กิจกรรมที่พัฒนาทักษะการรับและส่งข้อมูลข่าวสาร
	(Coded from Mrs. Saringkanan's test, 1983)
	11. ตามแนวการสอนเพื่อการสื่อสารกิจกรรมที่ช่วยให้นักเรียนฝึกใช้ภาษาเพื่อการสื่อสารได้ดีที่สุด คือ.....

Aspect	Questions
	ก. การฝึกบทสนทนาโดยการแสดงบทบาท สมมติ
	ข. การฝึกออกเสียงโดยการร้องเพลง ภาษาอังกฤษ
	ค. การฝึกแต่งประโยคเพื่อฝึกโครงสร้างทาง ภาษา
	ง. การฝึกออกเสียงโดยให้นักเรียนอ่านออก เสียงพร้อมกันทั้งชั้น
	(Adapted from Mrs. Saringkanan's test, 1983)
	12. การฝึกบทสนทนาตามแนวคิดการสอน เพื่อสื่อสารควรฝึกโดยให้นักเรียน....
	ก. สนทนาโต้ตอบกันโดยมีหัวข้อในการ สนทนาที่ชัดเจน
	ข.ฝึกพูดตามบทสนทนาพร้อมกันทั้งชั้นโดย

Aspect	Questions
	ครูเป็นผู้นำ ค. ฝึกอ่านตามเทปบันทึกการสนทนา ง. ท่องจำบทสนทนา (Adapted from Mrs. Saringkanan's test, 1983)
4. Roles of Teachers and Students Teachers' roles - Facilitator of the communication process (Breen and Candlin, 1980).	13.ข้อใดไม่ใช่บทบาทของครูในห้องเรียนตาม แนวคิดการสอนเพื่อสื่อสาร ก. ถ่ายทอดความรู้ให้แก่นักเรียน ข. จัดเตรียมอุปกรณ์การเรียนการสอนให้ นักเรียน ค. สร้างสถานการณ์จำลองให้นักเรียนได้ ฝึกภาษา ออกแบบกิจกรรมให้นักเรียนฝึกใช้
Aspect	Questions

Aspect	Questions
	ง. ภาษาตามรูปแบบที่กำหนดไว้อย่าง เคร่งครัด (Adapted from Mrs. Saringkanan's test, 1983)
- Teachers should not correct the students all the time and should focus on fluency. However, the teachers can correct them at the end (Department of General Education).	14. บทบาทของครูตามแนวคิดการสอนเพื่อ สื่อสาร ในขณะที่นักเรียนฝึกใช้ภาษาเพื่อ การสื่อสาร คือ ก. ตรวจสอบให้นักเรียนฝึกใช้ภาษาตาม รูปแบบ(Model) ที่กำหนดให้เท่านั้น ข. แก้ไขนักเรียนทันทีทุกครั้งที่นักเรียน ใช้ภาษาผิด ค. ให้โอกาสนักเรียนฝึกใช้ภาษาโดยไม่ เข้าเกี่ยวข้อง ง. ช่วยเหลือเมื่อนักเรียนไม่สามารถใช้

Aspect	Questions
	ภาษาในการสื่อสารได้
Learner's roles - To interact with other people, either in the flesh, through pair and group work, or in their writing (Richards and Rodgers, 2001). - To conduct the interaction and conclude it (Littlewood, 1981).	15. ข้อใด<u>ไม่ใช่</u> บทบาทของผู้เรียนตามแนวคิดการสอนเพื่อการสื่อสาร ก. ผู้เรียนใช้ภาษาแลกเปลี่ยนข้อมูลการสื่อสารกับผู้สอน ข. ผู้เรียนริเริ่มการมีปฏิสัมพันธ์กับผู้อื่นด้วยตนเอง ค. ผู้เรียนฝึกการใช้ภาษาตามรูปแบบภาษา(Model) ที่ครูกำหนด ง. ผู้เรียนสามารถเลือกและกำหนดกิจกรรมการเรียนการสอนด้วยตนเอง
5. <u>Materials</u> - CLT focuses on authentic texts Brown :1987, Hymes: 1975, and Savignon :1982)	16. แบบเรียนภาษาอังกฤษที่สร้างขึ้นตามแนวคิดการสอนเพื่อการสื่อสารจะใช้ภาษาที่... ก. ปรากฏในวรรณกรรมของเจ้าของภาษาเท่านั้น ข. ใช้ในภาษาพูดของเจ้าของภาษาเท่านั้น

Aspect	Questions
	ค. เจ้าของภาษาใช้ในการพูดและเขียน ง. มีความสละสวยและเป็นทางการเท่านั้น (Adapted from Mrs. Saringkanan's test, 1983)
- Materials can be textbook, games, drama, newspaper, magazines or pictures (Richards and Rodgers, 2001)	17. ในการสอนภาษาเพื่อการสื่อสาร ผู้สอน ควรเลือกใช้สื่อการสอนอย่างไร ก. หลีกเลี่ยงการใช้หนังสือเรียน ข. ใช้หนังสือเรียนเป็นหลัก ค. ใช้สื่อสิ่งพิมพ์อื่นๆ เช่น หนังสือพิมพ์ นิตยสาร รูปภาพ เป็นหลัก ง. ใช้หนังสือเรียน และสื่อสิ่งพิมพ์อื่นๆ ร่วมกันตามความเหมาะสม
6. <u>Evaluation</u> - Focus on fluency than accuracy (Brumfit: 1983, Nunan :1989,Richards and Rodgers:2001)	18. การวัดผลการเรียนตามแนวคิดการสอน เพื่อการสื่อสาร ควรดูจากความสามารถใน ด้านใด ก.ความ เข้าใจกฎเกณฑ์ไวยากรณ์และ

Aspect	Questions
	ความจำ ข. ความเข้าใจคำศัพท์และโครงสร้าง ไวยากรณ์และความสามารถในการใช้ภาษา ได้ถูกต้องและเหมาะสม ค. ความสามารถใช้ภาษาได้ถูกต้องตามหลัก ไวยากรณ์ ง. ความสามารถในการออกเสียงได้ถูกต้อง ตามหลักสัทศาสตร์
- Checking learners' comprehension can be done by having learner infer the objectives of the speaker through consideration of the type of speech event, the context and content (Brown, 2001)	19. การทดสอบความสามารถในการฟังตาม แนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุด สื่อสาร ทำโดยการให้นักเรียนฟังเทปการ สนทนาและ... ก. บอกจุดประสงค์ในการสื่อสารของผู้พูด ได้ ข. วิเคราะห์คำศัพท์ที่ได้ในบทสนทนาว่า

Aspect	Questions
	เป็นเอกพจน์หรือพหูพจน์ ค. แยกแยะเสียงสระหรือพยัญชนะที่เหมือน หรือต่างกัน ง. วิเคราะห์ประโยคที่ได้ยินในบทสนทนาว่า ใช้หลักไวยากรณ์ใดในการสร้างประโยค (Adapted from Mrs. Saringkanan's test, 1983)
- Teachers set up situations in class for students to practice (Littlewood, 1981).	20. การทดสอบความสามารถในการพูดตาม แนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุด ทำโดยการให้นักเรียน... ก. ท่องจำประโยคที่เรียนมาได้ถูกต้อง ข. พูดสนทนาตามสถานการณ์ที่กำหนด ค. พูดออกเสียงประโยคตามครู ง. พูดออกเสียงคำให้มีสำเนียงเหมือนหรือ ใกล้เคียงเจ้าของภาษามากที่สุด (Adapted from Mrs. Saringkanan's

Aspect	Questions
	test, 1983)
- Students tell the story in their own words (Angwattanakul, 1990)	21. การทดสอบความสามารถในการอ่านตามแนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุด ทำโดยการให้นักเรียนอ่านเนื้อเรื่องแล้ว... ก. เล่าเรื่องโดยใช้คำพูดของตนเอง ข. บอกความหมายของคำศัพท์ในเนื้อเรื่อง ค. ให้เพื่อนอ่านออกเสียงตามได้ถูกต้อง ง. วงกลมรอบประโยคที่มีความหมายเหมือนประโยคในเนื้อเรื่องที่อ่าน (Adapted from Mrs. Saringkanan's test, 1983)
- Students writes the diaries, reports, cards or summaries of what they read (Brown,2001)	22. การทดสอบความสามารถในการเขียนตามแนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุด ทำโดยการให้นักเรียน...

Aspect	Questions
	ก. แต่งประโยคตามหลักไวยากรณ์ที่กำหนดให้ ข. เขียนความเรียงตามหัวข้อที่กำหนดให้ ค. แต่งประโยคโดยใช้คำศัพท์ที่เรียนมาให้ถูกต้อง ง. เขียนประโยคโดยเติมคำกริยาให้ถูกต้องตามประธานที่กำหนดให้ (Adapted from Mrs. Saringkanan's test, 1983)

Appendix 3 Table of test adaptation

Saringkanan's test	Adaptation
2. แนวการสอนเพื่อการสื่อสารเน้นให้ผู้เรียนสามารถสื่อสารได้โดยพูดได้ ก. เป็นที่ยอมรับของเจ้าของภาษา ข. ชัดเจนเหมือนเจ้าของภาษา ค. ถูกต้องตามหลักไวยากรณ์ ง. โดยอัตโนมัติจากการเลียนแบบ	2.แนวคิดการสอนเพื่อการสื่อสารเน้นให้ผู้เรียนสามารถพูดภาษาอังกฤษโดย... ก.สื่อความหมายได้ตามต้องการ ข.ชัดเจนเหมือนเจ้าของภาษา ค.ถูกต้องตามหลักไวยากรณ์ ง.อัตโนมัติโดยการเลียนแบบ
4. แนวคิดการสอนเพื่อการสื่อสาร ให้ความสำคัญกับ….. ก. ความถูกต้องตามหลักไวยากรณ์ ข. ความหมายของประโยค ค.ความสละสลวยของประโยค ง. ความซับซ้อนของรูปประโยค	3. แนวคิดการสอนเพื่อการสื่อสาร ให้ความสำคัญกับ….. ก. ความหมายของประโยค ข. การเลือกใช้คำในประโยค ค. ความถูกต้องของโครงสร้าง ง. ความซับซ้อนของรูปประโยค
8.ตามแนวการสอนเพื่อการสื่อสาร การเรียน	8.ตามแนวคิดการสอนเพื่อการสื่อสาร การจัด

Saringkanan's test	Adaptation
การ สอนควรเน้น...	กิจกรรมการเรียนการสอนควรเน้น...
ก. การฝึก เพื่อให้ผู้เรียนสามารถเลียนแบบได้ถูกต้อง	ก. การฝึกพูดตามบทสนทนา (Drills) เพื่อให้ผู้เรียนสามารถเลียนแบบการใช้ภาษาได้ถูกต้อง
ข. การออกเสียงเพื่อให้ผู้เรียนมีสำเนียงเหมือนเจ้าของภาษา	ข. การฝึกออกเสียงเพื่อให้ผู้เรียนมีสำเนียงเหมือนเจ้าของภาษา
ค. ความรู้ด้านกฎเกณฑ์ไวยากรณ์เพื่อให้ผู้เรียนมีความรู้เกี่ยวกับตัวภาษา	ค. การสอนความรู้ด้านกฎเกณฑ์ไวยากรณ์เพื่อให้ผู้เรียนมีความรู้เกี่ยวกับตัวภาษา
ง. การจัดกิจกรรมเพื่อให้ผู้เรียนสามารถใช้ภาษาได้เหมาะสมกับสถานการณ์	ง. การจัดกิจกรรมเพื่อให้ผู้เรียนได้ฝึกใช้ภาษาในการสื่อสารอย่างแท้จริง
11. ตามแนวการสอนเพื่อการสื่อสารกิจกรรมที่ช่วยให้นักเรียนฝึกใช้ภาษาเพื่อการสื่อสารได้ดีที่สุด คือ.....	11. ตามแนวการสอนเพื่อการสื่อสารกิจกรรมที่ช่วยให้นักเรียนฝึกใช้ภาษาเพื่อการสื่อสารได้ดีที่สุด คือ.....

Saringkanan's test	Adaptation
ก. การแสดงบทบาทสมมติ	ก. การฝึกบทสนทนาโดยการแสดง
ข. การเล่นเกมเพื่อฝึกโครงสร้างทางภาษา	บทบาทสมมติ
ค. การร้องเพลงภาษาต่างประเทศ	ข. การฝึกออกเสียงโดยการร้องเพลง
ง. การจัดนิทรรศการเกี่ยวกับวัฒนธรรม	ภาษาอังกฤษ
ของชาวต่างประเทศ	ค. การฝึกแต่งประโยคเพื่อฝึกโครงสร้าง
	ทางภาษา
	ง. การฝึกออกเสียงโดยให้นักเรียนอ่าน
	ออกเสียงพร้อมกันทั้งชั้น
13. การฝึกบทสนทนาตามแนวคิดการสอน	12. การฝึกบทสนทนาตามแนวคิดการ
เพื่อสื่อสารควรฝึกโดยให้นักเรียน....	สอนเพื่อสื่อสารควรฝึกโดยให้นักเรียน....
ก. ผลัดเปลี่ยนกันพูดโดยใช้เนื้อความที่	ก. สนทนาโต้ตอบกันโดยมีหัวข้อในการ
ต่อเนื่องกัน	สนทนาที่ชัดเจน
ข. ฝึกพร้อมกันทั้งชั้นโดยครูเป็นผู้นำ	ข. ฝึกพูดตามบทสนทนาพร้อมกันทั้งชั้น
ค. ฝึกกับครูทีละคนจนครบ	โดยครูเป็นผู้นำ

Saringkanan's test	Adaptation
ง. ท่องจำบทสนทนา	ค.ฝึกอ่านตามเทปบันทึกการสนทนา ง. ท่องจำบทสนทนา
9.ห้องเรียนที่สอดคล้องกับแนวการสอนเพื่อสื่อสาร ได้แก่ห้องเรียนที่ครูเป็นผู้ ก. ถ่ายทอดความรู้แก่นักเรียน ข. จัดเตรียมอุปกรณ์การเรียนการสอนให้แก่นักเรียน ค. สร้างสถานการณ์ให้นักเรียนได้ฝึกใช้ภาษา ง.ฝึกภาษาให้นักเรียนตามรูปแบบที่กำหนด	13.ข้อใด<u>ไม่ใช่</u>บทบาทของครูในห้องเรียนตามแนวคิดการสอนเพื่อสื่อสาร ก. ถ่ายทอดความรู้ให้แก่นักเรียน ข. จัดเตรียมอุปกรณ์การเรียนการสอนให้นักเรียน ค. สร้างสถานการณ์จำลองให้นักเรียนได้ฝึกภาษา ง. ออกแบบกิจกรรมให้นักเรียนฝึกใช้ภาษาตามรูปแบบที่กำหนดไว้อย่างเคร่งครัด
16. แบบเรียนภาษาอังกฤษที่สร้างขึ้นตามแนวการสอนเพื่อการสื่อสารจะใช้ภาษา ที่...	16. แบบเรียนภาษาอังกฤษที่สร้างขึ้นตามแนวคิดการสอนเพื่อการสื่อสารจะใช้ภาษา ที่...

Saringkanan's test	Adaptation
ก. ปรากฏในวรรณกรรมของเจ้าของภาษาเท่านั้น ข. เป็นภาษาพูดของเจ้าของภาษา ค. เจ้าของภาษาใช้จริงในการพูดและการเขียน ง. ถูกต้องตามกฎเกณฑ์ไวยากรณ์	ก. ปรากฏในวรรณกรรมของเจ้าของ ภาษาเท่านั้น ข. ใช้ในภาษาพูดของเจ้าของภาษาเท่านั้น ค. เจ้าของภาษาใช้ในการพูดและเขียน ง. มีความสละสวยและเป็นทางการเท่านั้น
20. การทดสอบความสามารถการฟังขั้นสื่อสารควรทำโดยการให้นักเรียน... ก. ฟังเนื้อเรื่องตามคำบอกแล้วเติมคำที่หายไปให้สมบูรณ์ ข. บอกว่าคำที่ได้ยินเป็นเอกพจน์หรือพหูพจน์ ค. ฟังเสียงแล้วบอกว่าเหมือนหรือต่างกัน	19. การทดสอบความสามารถในการฟังตามแนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุดสื่อสาร ทำโดยการให้นักเรียนฟังเทปการสนทนาและ... ก. บอกจุดประสงค์ในการสื่อสารของผู้พูดได้ ข. วิเคราะห์คำศัพท์ที่ได้ในบทสนทนาว่า

Saringkanan's test	**Adaptation**
ง. บอกว่าประโยคที่ได้ยินเป็นปัจจุบันกาล หรืออดีตกาล	เป็นเอกพจน์หรือพหูพจน์ ค. แยกแยะเสียงสระหรือพยัญชนะที่ เหมือนหรือต่างกัน ง. วิเคราะห์ประโยคที่ได้ยินในบทสนทนา ว่าใช้หลักไวยากรณ์ใดในการสร้าง ประโยค
21. การทดสอบความสามารถการพูดขั้น สื่อสาร ควรทำโดยการให้นักเรียน... ก. ท่องจำประโยคที่เรียนมาแล้วให้ถูกต้อง ข. พูดสนทนากันตามสถานการณ์ที่ กำหนด ค. พูดประโยคตามครู ง. พูดประโยคโดยครูแนะนำบางคำให้	20. การทดสอบความสามารถในการพูด ตามแนวคิดการสอนเพื่อสื่อสารที่ เหมาะสมที่สุด ทำโดยการให้นักเรียน... ก. ท่องจำประโยคที่เรียนมาได้ถูกต้อง ข. พูดสนทนาตามสถานการณ์ที่กำหนด ค. พูดออกเสียงประโยคตามครู ง. พูดออกเสียงคำให้มีสำเนียงเหมือนหรือ

Saringkanan's test	Adaptation
	ใกล้เคียงเจ้าของภาษามากที่สุด
22. การทดสอบความสามารถการอ่านขั้นสื่อสาร ควรทำโดยการให้นักเรียน... ก. วงกลมรอบประโยคที่มีความหมายเหมือนกัน ข. บอกความหมายของคำศัพท์ในเนื้อเรื่อง ค. เติมคำในเนื้อเรื่องให้ได้ความหมายเหมือนเรื่องเดิม ง. อ่านออกเสียงข้อความให้ผู้อื่นฟัง	21. การทดสอบความสามารถในการอ่านตามแนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุด ทำโดยการให้นักเรียนอ่านเนื้อเรื่องแล้ว... ก. เล่าเรื่องโดยใช้คำพูดของตนเอง ข. บอกความหมายของคำศัพท์ในเนื้อเรื่อง ค. ให้เพื่อนอ่านออกเสียงตามได้ถูกต้อง ง. วงกลมรอบประโยคที่มีความหมายเหมือนประโยคในเนื้อเรื่องที่อ่าน
23. การทดสอบความสามารถการเขียนขั้นสื่อสาร ทำโดยการให้นักเรียน... ก. เขียนสรุปข้อความ ข. แต่งประโยคจากคำที่กำหนดให้ ค. เปลี่ยนประโยคบอกเล่าเป็นปฏิเสธ	22. การทดสอบความสามารถในการเขียนตามแนวคิดการสอนเพื่อสื่อสารที่เหมาะสมที่สุด ทำโดยการให้นักเรียน... ก. แต่งประโยคตามหลักไวยากรณ์ที่กำหนดให้

Saringkanan's test	Adaptation
ง. เปลี่ยนประโยคตามประธานที่ กำหนดให้	ข. เขียนความเรียงตามหัวข้อที่กำหนดให้ ค. แต่งประโยคโดยใช้คำศัพท์ที่เรียนมาให้ ถูกต้อง ง. เขียนประโยคโดยเติมคำกริยาให้ถูกต้อง ตามประธานที่กำหนดให้

Appendix 4 List of Experts

Name	Department
1. Assistant Professor Bamrung Torat, Ph.D.	Teaching English as a Foreign Language, Faculty of Education, Silpakorn University
2. Assistant Professor Nantawit Pornpibul, Ph.D.	Language Institute, Thammasart University
3. Assistant Professor Pornapit Darasawang, Ph.D.	Faculty of Liberal Arts, King Mongkut's University Technology of Thonburi

Appendix 5 Communicative Language Teaching Knowledge and Understanding Test

<div align="center">

แบบวัดความรู้ความเข้าใจ
เรื่อง แนวคิดการสอนเพื่อการสื่อสาร

</div>

<u>**คำชี้แจง**</u>

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาความรู้ความเข้าใจเกี่ยวกับแนวคิดการสอนเพื่อ
สื่อสารของครูภาษาอังกฤษในระดับมัธยมศึกษา

แบบวัดนี้ แบ่งเป็น 2 ตอน คือ ตอนที่ 1 เป็นแบบสอบถามเกี่ยวกับข้อมูลทั่วไปของผู้ทำ
แบบวัด ตอนที่2 เป็นแบบวัดความรู้ความเข้าใจประกอบด้วย ข้อคำถาม 22 ข้อ

โปรดตอบคำถามทุกข้อตามความเป็นจริง คำตอบของท่านจะเป็นประโยชน์อย่างยิ่งต่อ
การประมวลผลการวิจัย ผู้วิจัยขอรับรองว่า ข้อมูลที่ได้จากแบบวัดนี้จะใช้เพื่อประโยชน์ในการ
วิจัยครั้งนี้เท่านั้นและจะ ไม่มีการเปิดเผยหรืออ้างอิงข้อมูลส่วนตัวของผู้ทำแบบวัด

<div align="center">

ขอขอบพระคุณทุกท่านที่กรุณาสละเวลาในการทำแบบวัดในครั้งนี้
นางสาวพลอยส่องแสง พานโพธิ์ทอง
ผู้ทำการวิจัย

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<u>ตอนที่ 1</u> ข้อมูลทั่วไป

<u>คำชี้แจง</u> โปรดกรอกข้อมูลและทำเครื่องหมาย ✔ หน้าข้อความที่ตรงกับข้อมูลของท่าน

ชื่อ-สกุล...อายุ ....

โรงเรียน ....

การศึกษา

ระดับปริญญา ....ตรี .... โท .... เอก ปีพ.ศ. ....

.... จบจากสาขาการสอน (คณะครุศาสตร์, ศึกษาศาสตร์)วิชาเอก ....

.... จบจากสาขาวิชาอื่นๆ (โปรดระบุสาขา วิชาเอก และวิชาโท) ....

……

กรุณาตอบข้อนี้ หากจบจากสาขาวิชาอื่นๆ

ในระหว่างการศึกษาเคยศึกษาเกี่ยวกับแนวคิดการสอนภาษาอังกฤษเพื่อสื่อสารหรือไม่

.... เคย .... ไม่เคย

ประสบการณ์การสอน (จำนวนปีที่สอนภาษาอังกฤษในระดับมัธยมศึกษา)

สอนมา .... ปี

ประสบการณ์การเข้ารับการอบรมเกี่ยวกับการสอนภาษาอังกฤษเพื่อการสื่อสาร

.... ไม่เคย

.... เคย .... ครั้ง เมื่อปี ....

ผู้จัดคือ ....

....

....

<u>ตอนที่ 2</u> แบบวัดความรู้ความเข้าใจ เรื่อง แนวคิดการสอนเพื่อสื่อสาร

<u>คำชี้แจง</u>

โปรดอ่านข้อคำถามแต่ละข้อแล้ววงกลมตัวเลือกที่ท่านคิดว่าถูกต้องที่สุด

1. จุดประสงค์หลักของแนวคิดการสอนเพื่อการสื่อสาร คือ พัฒนาให้ผู้เรียนสามารถ.......
     ก. ใช้ภาษาได้ถูกต้องตามหลักไวยากรณ์
     ข. เข้าใจภาษาได้ตามควรแก่ระดับชั้น
     ค. ใช้ภาษาได้ถูกต้องและเหมาะสมตามสถานการณ์
     ง. ออกเสียงได้เหมือนเจ้าของภาษา

2. แนวคิดการสอนเพื่อการสื่อสารเน้นให้ผู้เรียนสามารถพูดภาษาอังกฤษโดย......
     ก. สื่อความหมายได้ตามต้องการ
     ข. ชัดเจนเหมือนเจ้าของภาษา
     ค. ถูกต้องตามหลักไวยากรณ์
     ง. อัตโนมัติโดยการเลียนแบบ

3.แนวคิดการสอนเพื่อการสื่อสาร ให้ความสำคัญกับ.....
     ก. ความหมายของประโยค
     ข. การเลือกใช้คำในประโยค
     ค. ความถูกต้องของโครงสร้าง
     ง. ความซับซ้อนของรูปประโยค

4.แนวคิดการสอนเพื่อการสื่อสาร ให้คำนิยามของคำว่า การสื่อสาร ว่าหมายถึง ......
     ก. การส่งต่อข้อความไปยังบุคคลหนึ่ง
     ข. การแลกเปลี่ยนข้อมูลระหว่างบุคคล
     ค. การรับสารจากบุคคลอย่างน้อย 1 คน
     ง. การส่งข้อความผ่านทางภาษาเขียนแก่ผู้รับสาร

5.ตามแนวคิดการสอนเพื่อการสื่อสาร จัดว่า "การใช้ท่าทาง" ……..

        ก. ไม่ใช่การสื่อสาร เพราะไม่ใช่ภาษาพูด

        ข. ไม่ใช่การสื่อสารเพราะไม่ใช่ภาษาเขียน

        ค. เป็นการสื่อสารอย่างหนึ่ง

        ง. เป็นการสื่อสารเฉพาะเมื่อประกอบการพูด

6. ข้อใดกล่าวถูกต้องที่สุดเกี่ยวกับการสอนไวยากรณ์ ตามแนวคิดการสอนเพื่อการสื่อสาร

        ก.ไม่ควรมีการสอนหลักไวยากรณ์

        ข.สอนหลักไวยากรณ์และให้นักเรียนทำแบบฝึกหัดไวยากรณ์

        ค. สอนหลักไวยากรณ์จากบริบทหรือบทสนทนา

        ง. สอนหลักไวยากรณ์เมื่อนักเรียนไม่สามารถใช้โครงสร้างประโยคได้ถูกต้องเท่านั้น

7. แนวคิดการสอนภาษาอังกฤษเพื่อการสื่อสาร<u>มุ่งพัฒนา</u>ทักษะ ……

        ก.   ฟัง-พูด

        ข.   อ่าน-เขียน

        ค.   พูด-เขียน

        ง.   ฟัง-พูด-อ่าน-เขียน

8. ตามแนวคิดการสอนเพื่อการสื่อสาร การจัดกิจกรรมการเรียนการสอนควรเน้น …….

        ก.   การฝึกพูดตามบทสนทนา (drills) เพื่อให้ผู้เรียนเลียนแบบการใช้ภาษา

        ข.   การฝึกออกเสียงเพื่อให้ผู้เรียนมีสำเนียงเหมือนเจ้าของภาษา

        ค.   ความรู้ด้านกฎเกณฑ์ไวยากรณ์เพื่อให้ผู้เรียนมีความรู้เกี่ยวกับตัวภาษา

        ง.   ให้ผู้เรียนได้ฝึกใช้ภาษาในการสื่อสารอย่างแท้จริง

9. ตามแนวคิดการสอนเพื่อการสื่อสาร กิจกรรมที่นำมาสอน ควรเน้น………

        ก. การใช้ภาษาที่เหมาะสมกับบริบท

        ข. การสอดแทรกความรู้ด้านวัฒนธรรมของเจ้าของภาษา

        ค. เนื้อหาที่เชื่อมโยงกับวิชาอื่นๆในหลักสูตร

        ง. ถูกทุกข้อ

10. ลักษณะของกิจกรรมการเรียนการสอนภาษาตามแนวคิดการสอนเพื่อการสื่อสาร คือ ......
      ก. กิจกรรมที่พัฒนาความรู้ในการใช้ภาษาอย่างถูกต้อง เช่น การเรียงคำให้เป็นประโยคที่ถูกต้อง
      ข. กิจกรรมที่พัฒนาความสามารถในการใช้ภาษาเพื่อสื่อความหมายอย่างถูกต้องและเหมาะสม เช่น การฝึกพูดตอบรับคำเชิญ
      ค. กิจกรรมที่พัฒนาทักษะการพูดและการออกเสียง
      ง. กิจกรรมที่พัฒนาทักษะการรับและส่งข้อมูลข่าวสาร

11. ตามแนวการสอนเพื่อการสื่อสาร กิจกรรมใดต่อไปนี้ที่ช่วยให้นักเรียนฝึกใช้ภาษาเพื่อการสื่อสารได้ดีที่สุด
      ก. การฝึกบทสนทนาโดยการแสดงบทบาทสมมติ
      ข. การฝึกออกเสียงโดยการร้องเพลงภาษาอังกฤษ
      ค. การฝึกแต่งประโยคเพื่อฝึกโครงสร้างทางภาษา
      ง. การฝึกออกเสียงโดยให้นักเรียนอ่านออกเสียงพร้อมกันทั้งชั้น

12. การฝึกบทสนทนาตามแนวคิดการสอนเพื่อสื่อสารควรฝึกโดยให้นักเรียน ....
      ก. สนทนาโต้ตอบกันโดยมีหัวข้อในการสนทนาที่ชัดเจน
      ข. ฝึกพูดตามบทสนทนาพร้อมกันทั้งชั้นโดยครูเป็นผู้นำ
      ค. ฝึกอ่านตามเทปบันทึกการสนทนา
      ง. ท่องจำบทสนทนาที่ได้เรียนมา

13. ข้อใด<u>ไม่ใช่</u>บทบาทของครูในห้องเรียนตามแนวคิดการสอนเพื่อการสื่อสาร
      ก. ถ่ายทอดความรู้ทางภาษาให้แก่นักเรียน
      ข. จัดเตรียมอุปกรณ์การเรียนการสอนให้นักเรียน
      ค. สร้างสถานการณ์จำลองให้นักเรียนได้ฝึกภาษา
      ง. ออกแบบกิจกรรมให้นักเรียนฝึกใช้ภาษาตามรูปแบบที่กำหนดไว้

14. บทบาทของครูตามแนวคิดการสอนเพื่อสื่อสาร ในขณะที่นักเรียนฝึกใช้ภาษาเพื่อการสื่อสาร คือ........

ก. ตรวจสอบให้นักเรียนฝึกใช้ภาษาตามรูปแบบ(Model) ที่กำหนดให้เท่านั้น

ข. แก้ไขนักเรียนทันทีทุกครั้งที่นักเรียนใช้ภาษาผิด

ค. ให้โอกาสนักเรียนฝึกใช้ภาษาโดยไม่เข้าเกี่ยวข้อง

ง. ช่วยเหลือและแก้ไขเมื่อนักเรียนไม่สามารถใช้ภาษาในการสื่อความหมายได้

15. ข้อใด<u>ไม่ใช่</u>บทบาทของผู้เรียนตามแนวคิดการสอนเพื่อการสื่อสาร

ก. ผู้เรียนใช้ภาษาแลกเปลี่ยนข้อมูลการสื่อสารกับครูผู้สอน

ข. ผู้เรียนเริ่มสื่อสารกับผู้อื่นด้วยตนเอง

ค. ผู้เรียนเน้นการฝึกใช้ภาษาตามรูปแบบ(Model) ที่ครูกำหนด

ง. ผู้เรียนสามารถเลือกและกำหนดกิจกรรมการเรียนการสอนด้วยตนเอง

16. แบบเรียนภาษาอังกฤษที่สร้างขึ้นตามแนวคิดการสอนเพื่อการสื่อสารจะใช้ภาษาที่.....

ก. ปรากฏในวรรณกรรมของเจ้าของภาษาเท่านั้น

ข. ใช้ในภาษาพูดของเจ้าของภาษาเท่านั้น

ค. ใช้ในภาษาพูดและเขียนของเจ้าของภาษา

ง. มีความสละสลวยและเป็นทางการเท่านั้น

17. ในการสอนภาษาเพื่อการสื่อสาร ผู้สอนควรเลือกใช้สื่อการสอนอย่างไร

ก. ใช้หนังสือหรือเอกสารประกอบการเรียนที่ครูจัดทำขึ้นเพื่อสอนโครงสร้างไวยากรณ์

ข. ใช้หนังสือเรียนเป็นหลัก

ค. ใช้สื่อสิ่งพิมพ์อื่นๆ เช่น หนังสือพิมพ์ นิตยสาร รูปภาพ เป็นหลัก

ง. ใช้หนังสือเรียน และสื่อสิ่งพิมพ์อื่นๆ ร่วมกันตามความเหมาะสม

18. การวัดผลการเรียนตามแนวคิดการสอนเพื่อการสื่อสาร ควรวัดจากความสามารถของ
ผู้เรียนในด้านใด

ก.ความเข้าใจกฎเกณฑ์ไวยากรณ์และความจำคำศัพท์

ข. ความสามารถในการใช้คำศัพท์และโครงสร้างไวยากรณ์เพื่อสื่อความหมายอย่าง
ถูกต้องและเหมาะสม

ค. ความสามารถใช้ภาษาได้ถูกต้องตามหลักไวยากรณ์

ง. ความสามารถในการออกเสียงได้ถูกต้องตามหลักสัทศาสตร์

19. วิธีการหนึ่งที่ใช้ในการทดสอบความสามารถในการฟังตามแนวคิดการสอนเพื่อสื่อสาร
ทำได้โดยการให้นักเรียนฟังเทปการสนทนา จากนั้นนักเรียนสามารถ.....

 ก. บอกจุดประสงค์ในการสื่อสารของผู้พูด

 ข. วิเคราะห์คำศัพท์ที่ได้ในบทสนทนาว่าเป็นเอกพจน์หรือพหูพจน์

 ค. แยกแยะเสียงสระหรือพยัญชนะที่เหมือนหรือต่างกัน

 ง. วิเคราะห์ประโยคที่ได้ยินในบทสนทนาว่าใช้หลักไวยากรณ์ใดในการสร้างประโยค

20. วิธีการหนึ่งที่ใช้ในการทดสอบความสามารถในการพูดตามแนวคิดการสอนเพื่อสื่อสาร
ทำโดยการให้นักเรียน...

 ก. ท่องจำประโยคที่เรียนมาได้ถูกต้อง

 ข. พูดสนทนาตามสถานการณ์ที่กำหนด

 ค. พูดออกเสียงประโยคตามครู

 ง. พูดออกเสียงคำให้มีสำเนียงเหมือนหรือใกล้เคียงเจ้าของภาษา

21. วิธีการหนึ่งที่ใช้ในการทดสอบความสามารถในการอ่านตามแนวคิดการสอนเพื่อสื่อสาร
ทำโดยการให้นักเรียนอ่านเนื้อเรื่องแล้ว......

 ก. เล่าเรื่องโดยใช้คำพูดของตนเอง

 ข. บอกความหมายของคำศัพท์ในเนื้อเรื่อง

 ค. ให้เพื่อนอ่านออกเสียงตามได้ถูกต้อง

 ง. เลือกประโยคที่มีความหมายเหมือนประโยคในเนื้อเรื่องที่อ่าน

22. วิธีการหนึ่งที่ใช้ในการทดสอบความสามารถในการเขียนตามแนวคิดการสอนเพื่อสื่อสาร
ที่เหมาะสมที่สุดทำโดยการให้นักเรียน....

 ก. แต่งประโยคตามหลักไวยากรณ์ที่กำหนดให้

 ข. เขียนความเรียงจากสิ่งที่ได้ฟังหรืออ่านมา

 ค.แต่งประโยคโดยใช้คำศัพท์ที่เรียนมาให้ถูกต้อง

 ง. เขียนประโยคโดยเติมคำกริยาให้ถูกต้องตามประธานที่กำหนดให้

ขอขอบพระคุณทุกท่านที่กรุณาสละเวลาในการทำแบบวัดในครั้งนี้

Appendix 6 COLT Scheme

COLT

——Communicative Orientation of Language Teaching Observation Scheme—— © Spada & Frölich 1995

School..............
Teacher..............
Subject..............
Grade(s)..............
Lesson (min.)..............
Date..............
Observer..............
Visit No...............
Page..............

TIME	ACTIVITIES & EPISODES	PARTICIPANT ORGANIZATION							CONTENT									CONTENT CONTROL			STUDENT MODALITY					MATERIALS									TEACHER VERBAL INTERACTION								
		Class			Group		Indiv.		Manag.		Language				Other topics		Teacher/Text	Teacher/Text/Stud.	Student	Listening	Speaking	Reading	Writing	Other	Type (Text)		Audio	Visual	Source				Language usage		Giving feedback						
		T↔S/C	S↔S/C	choral	Same task	Different task	Same task	Different task	Procedure	Discipline	Form	Function	Discourse	Socioling.	Narrow	Broad									Minimal Text	Extended			L2-NNS	L2-NS	L2-NSA	Student made	L1	L2	Correction	repetition	paraphrase	comment	expansion	Clarify request	Elaborate req.

Appendix 7 Item by item test results

Items	Percentages of participants who answered this item correctly
1.The main objective Communicative Language Teaching Approach is to develop learners to be able to…… c. use language in any situation correctly and appropriately.	92.9
2. Communicative Language Teaching Approach focuses on having learners speak English… a. to achieve a communicative purpose	94.6
3. Communicative Language Teaching Approach focuses on…… a. meaning of the sentence.	75.9
4. The definition of "communicative" based on Communicative Language Teaching Approach means……. b. changing information between people.	82.1
5. According to Communicative Language Teaching Approach, non-verbal language is…….. c. one way of communication.	95.2
6. Which one is correct about teaching grammar according to Communicative Language Teaching Approach?	82.0

Items	Percentages of participants who answered this item correctly
c. grammatical point will be taught from context or dialog.	
7. Communicative Language Teaching Approach emphasizes on developing learners'…………. d. listening, speaking, reading and writing skill	72.5
8. According to Communicative Language Teaching Approach, teaching and Learning activity should focus on ……….. d. having students practice language in real communication.	94.0
9. According to Communicative Language Teaching Approach, the class activity should focus on ………………. d. using language in any context appropriately, knowledge on culture of native speaker, and the content related to other subjects in the curriculum	88.1
10. The characteristics of Communicative Language Teaching Approach activity is ….. b. the activity which improve learners' ability to use language to convey the meaning correctly and	45.8

Items	Percentages of participants who answered this item correctly
appropriately. For example, having them practice about accepting the invitation	
11. According to Communicative Language Teaching Approach, which activity helps students practice language most? A. practicing dialog by role play	95.2
12. Practicing dialog according to Communicative Language Teaching Approach should have students…. a. talk under a clear topic	94.6
13.Which one is <u>not</u> the roles of teachers based on Communicative Language Teaching Approach? d. to design the activity and let students practice by the model teacher constructed strictly.	21.4
14.According to Communicative Language Teaching Approach, while the student practice language for communication, teacher should d. help and correct when the students can not use language for communication	81.0

Items	Percentages of participants who answered this item correctly
15. Which one is <u>not</u> the role of learners according to Communicative Language Teaching Approach c. students emphasize on practicing language by model teacher set	63.3
16. The textbook constructed by Communicative Approach was used…. c. both speaking and writing language of native speakers.	77.1
17.According to Communicative Language Teaching Approach, teachers should……. d. use textbook and other media	86.8
18.According to Communicative Language Teaching Approach should evaluate learners' ability in which aspect? b. Learners' abilities on word usage and grammar structure to communicate correctly and appropriately.	88.0

Items	Percentages of participants who answered this item correctly
19. According to Communicative Language Teaching Approach, teacher can evaluate learners' listening skill by letting them listen to a dialog from cassette tape. Then… a. they should be able to tell the purpose of the speaker.	80.8
20. One of the speaking tests according to Communicative language Teaching Approach is….. b. having students talk by the given topic is	87.5
21. According to Communicative Language Teaching Approach, teacher can evaluate learners' reading skill by letting them read the story. Then,…. a. they should be able to tell the story by their own words.	86.2
22. According to Communicative Approach, teacher can evaluate learners' writing skill by…… b. letting them write the story which they had read or listened.	77.8

Bibliography

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