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នៅសាលារៀនជំនាន់ថ្មី

**Examining EFL Teachers' Perceptions towards the Implementation of
Communicative Language Teaching
in New Generation Schools**

**A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring**

Run Netra

December 2022

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December 2022

មូលនិយមសង្ខេប

បញ្ហានៃការបង្រៀននិងរៀនភាសាអង់គ្លេសបានចាក់ឫសគល់នៅកម្ពុជាចាប់តាំងពីការអនុញ្ញាត ការបង្រៀនផ្លូវការដំបូង រហូតដល់ការអនុវត្តការបង្រៀនភាសាអង់គ្លេសតាមបែបទំនាក់ទំនងនាពេលបច្ចុប្បន្ន ជាមួយដំណោះស្រាយស្រពិចស្រពិល ដែលរួមបញ្ចូលទាំងការអនុវត្តការបង្រៀនតាមបែបទំនាក់ទំនង ក្នុងបរិបទសាលារៀនជំនាន់ថ្មី។ ការសិក្សានេះមានគោលបំណងស្វែងយល់ពីទស្សនៈរបស់គ្រូបង្រៀនភាសាអង់គ្លេស ក្នុងការអនុវត្តការបង្រៀនតាមបែបទំនាក់ទំនង នៅសាលារៀនជំនាន់ថ្មី ដែលរួមមានគោលបំណងចំនួន៥ ដូចជា៖

(១) បញ្ហានៃការបង្រៀនភាសាអង់គ្លេសនៅសាលារៀនជំនាន់ថ្មី (២) របៀបក្នុងការអនុវត្តការបង្រៀនភាសាអង់គ្លេសតាមបែបទំនាក់ទំនង (៣) ការចូលរួមចំណែករបស់ការបង្រៀនតាមបែបទំនាក់ទំនងទៅកាន់ការបង្រៀនភាសាអង់គ្លេស (៤) បញ្ហាប្រឈមរបស់គ្រូបង្រៀនភាសាអង់គ្លេសក្នុងការអនុវត្តការបង្រៀនតាមបែបទំនាក់ទំនង និង(៥) ដំណោះស្រាយក្នុងការអនុវត្តការបង្រៀនតាមបែបទំនាក់ទំនង។ តាមរយៈការប្រើប្រាស់វិធីសាស្ត្រស្រាវជ្រាវចម្រុះបែបConvergent ដែលរួមបញ្ចូលទាំងបរិមាណ និងគុណវិស័យ គ្រូបង្រៀនភាសាអង់គ្លេសចំនួន៣៤នាក់ មកពីសាលារៀនជំនាន់ថ្មីទាំង៦ បានបំពេញកម្រងសំណួរ និងគ្រូបង្រៀនភាសាអង់គ្លេសចំនួន៧នាក់ មកពីសាលារៀនជំនាន់ថ្មីទាំង៦ បានផ្តល់បទសម្ភាសន៍។ លទ្ធផលស្រាវជ្រាវបានបង្ហាញចំណុចគន្លឹះ៧ចំនួន៥។ ទីមួយ បញ្ហាប្រឈមនៃការបង្រៀនភាសាអង់គ្លេសនៅសាលារៀនជំនាន់ថ្មីរួមមាន៖ បញ្ហាពាក់ព័ន្ធការបង្រៀន បញ្ហាពាក់ព័ន្ធការអប់រំ និងបញ្ហាពាក់ព័ន្ធការសិក្សា។ ទីពីរ ការអនុវត្តការបង្រៀនតាមបែបទំនាក់ទំនងបានចែកចេញជាបីជំហានគឺ៖ មុនពេល អំឡុងពេល និងក្រោយពេលការបង្រៀនតាមបែបទំនាក់ទំនង។ ការអនុវត្តនេះក៏រួមបញ្ចូលតួនាទីគ្រូបង្រៀន តួនាទីសិស្ស សកម្មភាពប្រើប្រាស់ជាប្រចាំ ការលើកទឹកចិត្ត និងការវាយតម្លៃ។ ទីបី ការរួមចំណែករបស់ការបង្រៀនតាមបែបទំនាក់ទំនងទៅកាន់ការបង្រៀនភាសាអង់គ្លេសបានចែកចេញជាពីរកត្តាគឺ៖ ការចែករំលែកទៅកាន់គ្រូបង្រៀន និងការចែករំលែកទៅកាន់សិស្ស។ ទីបួន បញ្ហាប្រឈមរបស់គ្រូបង្រៀនភាសាអង់គ្លេស ក្នុងការអនុវត្តការបង្រៀនបែបទំនាក់ទំនងមានចំនួន៤ចំណុច ដូចជា៖ (១) កង្វះការបណ្តុះបណ្តាលបន្ថែមក្នុងការបង្រៀនភាសាអង់គ្លេស (២) ពេលវេលាមិនគ្រប់គ្រាន់ក្នុងការរៀបចំសម្ភារបង្រៀន (៣) សមត្ថភាពសិស្សនៅមានកម្រិតខ្សោយ និង(៤) កង្វះការចូលរួមរបស់សិស្សក្នុងការសិក្សា។ ទីប្រាំ លទ្ធផលស្រាវជ្រាវក៏បានបង្ហាញកត្តាចំនួន៤ ក្នុងការដោះស្រាយបញ្ហា រួមមាន៖ (១) ការបន្តអភិវឌ្ឍន៍ជំនាញជាប្រចាំ (២) ការរៀបចំផែនការបង្រៀន (៣) វិធីសាស្ត្រក្នុងការទាក់ទាញសិស្ស និង(៤) ការគាំទ្រសិស្សរៀនយឺត។ លទ្ធផលស្រាវជ្រាវបានស្នើឱ្យភាគីអនុវត្តផ្ទាល់ និងភាគីពាក់ព័ន្ធយកចិត្តទុកដាក់លើបញ្ហាគ្រូមានទំហំកិច្ចការច្រើន និងសិស្សដែលមានសមត្ថភាពខ្សោយ ដើម្បីបង្កើនលទ្ធផលសិក្សារបស់សិស្ស ក្នុងបរិបទសាលារៀនជំនាន់ថ្មី។

Abstract

This thesis studies the issues of English as a Foreign Language (EFL) teaching and learning in Cambodia since its official establishment until the current implementation of Communicative Language Teaching (CLT), including its implementation in New Generation School (NGS) context. It aims at exploring the EFL teachers' perceptions towards the implementation of CLT in NGS, covering five objectives such as (1) to identify the existing issues of English Language Teaching (ELT) in NGS, (2) to examine how CLT is implemented, (3) to examine what CLT contributes to ELT, (4) to examine the difficulties of EFL teachers in terms of CLT implementation, and (5) how to overcome such difficulties of the CLT implementation. Employing the convergent mixed research approach of both qualitative and quantitative research design, 34 EFL teachers of six NGS filled in the questionnaires, and 7 EFL teachers of six NGS were interviewed. The findings revealed five major key points. First, the exiting issues of ELT in NGS consist of teaching-related issues, education-related issues, and learning-related issues. Second, the implementation of CLT involves three phases such as before, during, and after CLT. This implementation also includes the teacher's roles, the student's roles, the frequent activities, the motivation, and the evaluation. Third, the contributions of CLT to ELT consists of two factors such as the contribution to the EFL teachers and the EFL learners. Fourth, the difficulties of EFL teachers in terms of CLT implementation include four aspects (1) the shortage of EFL training, (2) insufficient time to prepare materials, (3) the low ability of the students, and (4) the low involvement of the students. Fifth, the result also revealed four aspects to overcoming such challenges, including (1) continuous professional development, (2) lesson planning, (3) the student engagement techniques, and (4) the support of lower achievement students. The findings suggest the practitioners and the relevant stakeholders to put more attentions on teacher's workloads and the low ability of the EFL students to improve the students' outcome in terms of the NGS context.

Supervisor's Research Supervision Statement

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: Run Netra

Title of thesis: Examining EFL Teachers' Perceptions towards the Implementation of Communicative Language Teaching in New Generation Schools

This is to certify that the research carried out for the above-titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion findings.

Supervisor (Name):

Supervisor (Sign):

Date:

Candidate's Statement

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Run Netra**” hereby present entitled “Examining EFL Teachers’ Perceptions towards the Implementation of Communicative Language Teaching in New Generation Schools” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

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List of Abbreviations

| | |
|--------|--|
| BSI: | Beacon School Initiative |
| CBI: | Content-Based Instruction |
| CBLT: | Competency-Based Language Teaching |
| CFSP: | Child-Friendly School Policy |
| CLT: | Communicative Language Teaching |
| EFL: | English as the Foreign Language |
| ELT: | English Language Teaching |
| ESL: | English as the Second Language |
| ICT: | Information Communicative Technology |
| KAPE: | Kampuchea Action to Promote Education |
| M: | Mean |
| MoEYS: | Ministry of Education Youth, and Sport |
| NGO: | Non-Government Organization |
| NGS: | New Generation School |
| NSA: | Non-State Actors |
| P1: | Participant 1 |
| P2: | Participant 2 |
| P3: | Participant 3 |
| P4: | Participant 4 |
| P5: | Participant 5 |
| P6: | Participant 6 |
| P7: | Participant 7 |
| PD: | Professional Development |
| PPP: | Public Private Partnership |
| SD: | Standard Deviation |
| SEDC: | State Education Development Commission |
| STEM: | Science, Technology, Engineering, Mathematics |
| USAID: | United States Agency for the International Development |

CHAPTER I: INTRODUCTION TO THE STUDY

1.1. A Brief Background of New Generation Schools

School governance improvement is considered as one of the educational strategic plan in assisting educational development in Cambodia (MoEYS, 2016a). One of the Non-State Actors (NSA) called Kampuchean Action for Primary Education (KAPE, 2014), a local Non-Government Organization (NGO) known as a collaborative partner in assisting the educational development in Cambodia, pointed out that establishing a Beacon School Initiative (BSI), following Public Private Partnership (PPP) principle, may offer positive adjustments in term of new governance school model. It started from a primary school in Phnom Penh. The BSI was financially sustained by Social Equity Fund (KAPE, 2014).

The Beacon School Initiative (BSI) was then established in secondary level under the support of the KAPE, the Oaktree Foundation, USAID, and other donors involved with the Child-Friendly School Policy (CFSP) under the supervision of Ministry of Education Youth and Sport (MoEYS) resulting of an initiation of both public and private sector (KAPE, 2014). The BSI was then challengingly developed through maximal standard school criteria such as *(1) stimulating demand, (2) establishment of new governance structures and teacher recruitment, (3) career path development for teachers, (4) use of technology, and (5) the role of a new school architecture in school upgrading*. It sustained a new model that included *(1) challenges, (2) making a commitment to good governance as a pre-condition of introducing voluntary user fees, (3) introducing voluntary user fees and the negotiation needed to do so, (4) applying the new fee structure to new intakes only, and (5) preliminary outcomes* (KAPE, 2014, pp. 6-11). Productively, the BSI has achieved the criteria of maximal standard school and it was known as New Generation School (KAPE, 2014).

The New Generation School (NGS) reform was launched in 2015. This school aims a huge national achievement of educational qualification focusing on aspects of assisting

curriculum innovation, constructivist teaching and learning through experimental practices, students' twenty-first century skill developments and adaptations. There are 10 New Generation Schools across the country, 4 primary schools and 6 secondary schools, including over 4,000 students in total. More than \$4.65 million USD has been invested on New Generation School program in 2015, and the Ministry plans to further establish 100 New Generation Schools (Donaher & Wu, 2020).

With the growth of NGS, the policy guidelines for New Generation School was established to improve the standard of teaching using the competition of teacher recruitment, incentives based-performance and capacity building in technological education, teaching methodology through STEM and problem-based education, and teacher's opportunities and professional development (Arnaldo & Kurt, 2015; KAPE, 2014). In addition, one of the key strategies of the policy guideline for NGS is to provide additional incentives for teachers to develop their teaching performances and current practices to improve the students' achievement. Moreover, the New Generation School has its own right to modify the curriculum in which the school encourages teachers to integrate teaching with information communication technology and autonomic operations within constructivist education. Additionally, the study hours in the school are increased to implement special subjects within autonomic practices focusing on STEM, foreign language, and community-based subjects. The NGS provides also training for teachers to develop their professional teaching practices (KAPE, 2014; MoEYS, 2016b).

MoEYS (2016b) pointed out the policy guideline of New Generation School (NGS) operationalize 15 key strategies to make the school harmonization as following:

Table 1

Key strategies of New Generation School (MoEYS, 2016b, pp. 3-5)

| | |
|-------------------------------------|---|
| <i>1) Rigorous school selection</i> | <i>6) Operational autonomy linked with innovation</i> |
|-------------------------------------|---|

| | |
|---|--|
| <i>2) Partnerships</i> | <i>7) intensive use of technology to drive innovation</i> |
| <i>3) School accountability</i> | <i>8) Youth empowerment</i> |
| <i>4) Direct control of New Generation School from national level</i> | <i>9) Increased hours of instruction</i> |
| <i>5) Teacher incentives</i> | <i>10) Instruction of subject themes</i> |
| | <i>11) Social equity fund</i> |
| | <i>12) New Generation School in an existing school model</i> |
| | <i>13) Reduced pupil teacher ratios</i> |
| | <i>14) Changing individual mind sets</i> |
| | <i>15) Modernizing learning environment</i> |

In addition, New Generation School is obligated to determine six action plan such as 1) mechanical establishment, 2) regulative formulation, 3) progressive financial support 4) training of human resources, and 5) progressive implemented project (MoEYS, 2016b). To shape the direction of the policy practices for New Generation School, MoEYS (2020) consolidated the explicit framework of NGS into five main principles such as 1) standard of good governance with strict accountability 2) standard of professional development 3) operational autonomy 4) quality systematic assessment, and 5) framework of localized resources. It is essential that New Generation School and normal school (public school) reveal different implementations regarding teaching practice and the school policy. The New Generation School has its own policy to adjust the curriculum which means that the school could implement classroom practices with skill-based practices, problem-solving skills, and information and communication technology (ICT) in education. The NGS context also provides students with additional class by cooperating with the students' parents and the

school support committee which means the students' parents need to pay money for their children's school fee like private school and the school generates the school fee for the teachers' salary in the school without any private tutoring (MoEYS, 2016a, 2016b).

Moreover, the textbook used for English classes in the school could be adjusted based on the prioritizing needs, especially for ICT and English subjects (KAPE, 2014). Teachers have got additional training to strengthen their teaching methodology and contents of the study as a means to ensure the implementation of constructivist teaching and learning progress. The students willing to study at NGS are required to pass the entrance exam before entering school so that this could be more beneficial for the school to organize classroom based on the students' ability and appropriate size (number of students in the class) as a means to produce comfortable learning environment for both teaching and learning activities (KAPE, 2014; MoEYS, 2016b).

As the process of teaching and learning activities is to be strengthened, English language is one of the subjects for students to learn to be ready for the University lives and English for professional purposes. As EFL classroom was established, communicative language teaching (CLT) has emerged to strengthen students' English language ability for their real world context (Akmajian, Demers, Farmer, & Harnish, 2010; Richards, 2006). The students are encouraged to learn cooperatively with their peers and learn new inputs through communicative processes (Littlewood, 1981; Sarfraz, Mansoor, & Tariq, 2015). In the same way, the students are also encouraged to associate with their peers through communicative activities consisting of group-works, pair-works, debates, role-plays, problem-solving activities, information-exchanged activities, and real practices of conversation (Bachman & Savignon, 1986; Belchamber, 2015). Having been through these classroom activities, the students could develop both structural and functional language as they associate with their classmates to develop their communicative competence. In this case, language teachers need

to be well-prepared in organizing specific kinds of operative activities for the students to act on during the classroom operation (Klippel, 1984; Nunan, 1989). Similarly, contents and context in alignment with the students' learning styles also need to be considered to promote student involvement in the classroom process. To draw the students' attention on the communicative activities mentioned above, authentic materials need to be organized based on the content; revealing the consistency between the content, needs of the students, and proficiency level; and method-related activities, orders of proceeding to transform knowledge, to take the inputs into real practices (Browne, 2007; Richards, 2006; J. S. Savignon, 2002).

1.2. Problem Statements

The EFL teachers employ EFL class as their own teaching habit, and the complexity of English language teaching and communicative language teaching is still emerged during its process (Ozsevik, 2010). EFL teachers, though not all, have problems regarding choosing the contents of the study that are suitable for communicative language practices. They believe that not all contents of the subject matters can be practiced through communicative activities. This needs a combination of some other teaching approach to be presented within the communicative activities (Canale & Swain, 1980; S. J. Savignon, 2007). In addition, challenges have also emerged in terms of selecting the appropriate activities for students to practice as a means to be aligned with the students' proficiency level, the subjects matter of the study, the classroom environment, and students' appreciation to perform the activities (Farooq, 2015). In the same way, EFL teachers may need to spend more time in designing or preparing authentic materials. To some extent, they may find it hard to prepare convenient materials that are suitable for the context and the content for students' learning processes. In this case, the teacher is the one who needs to deal with the issues of teacher communicative language teaching materials in order to engage students to be involved in the activities of learning (Holliday, 1997; Nunan, 1991). Moreover, implementing CLT requires a lot of time

that could result in over-practice (flooding of students' activities that leads to no ending of the activities at the end of the class). The classroom content may become overloaded as the modules could not be finished on time and the students could be bored because of spending much time on one single activity (Littlewood, 1981; Richards, 2006).

As the problems occurred regarding the implementation of EFL class, especially for communicative language teaching approach in EFL contexts, there are some concerns whether the issues identified above also exist in the study context. Of course, EFL teaching is not a one-step teaching approach. It is a process of both teachers' and students' operation towards the achievement of new inputs and real practices. That is why it requires more involvement of both teachers and students to identify the challenges of its implementation (Reid, 2015; Sano, Takahashi, & Yoneyama, 1984). In addition, this practice of EFL consists of communicative language teaching that could produce real world opportunity for the students to practices. By the way, it is essential that EFL teachers may also face challenges regarding how to implement communicative language teaching for their daily classroom (Bachman & Savignon, 1986; J. S. Savignon, 1991). Richards (2006) mentioned that the students may encounter little real-world practice to develop their communicative competence in case that language teachers apply CLT in the vague ways and the productive skills can also be less influent. The EFL teacher facing challenges in their classroom in some areas could find less convenient solutions to overcome such challenges resulting in vague practices of CLT since the solutions are less related to the context (Jafari, Shokrpour, & Guetterman, 2015; Ozsevik, 2010; Woods & Cakir, 2011).

Similarly, limited proficiency level of the students is still a bad scenario in EFL and CLT contexts (Richards, 2006; Littlewood, 1981). This problem involves not only low commitment but also the textbook and the teaching hour, making troubles for student' achievement (Nunan, 1986; Browne, 2007). This thesis takes a look at the NGS context

whether these factors still remain as an issue or they are also related to other factors. In addition, a sample practice of CLT in Cambodian context as well as a particular setting, implementing CLT, remains complicated models, which means that EFL teachers employ CLT based on what they understood and experienced. Employing CLT in EFL context can be a model, but it does not mean that CLT could always help students reach the outcomes. Moreover, time consumption is a well-known problem in relation to other factors in CLT (Richards, 2006). When employing this type of teaching in NGS, there is a question whether the EFL teachers face such difficulties and how they do to solve those problems.

1.3. Research Purpose, Objectives and Questions

1.3.1. Research Purpose

This study aims to examine EFL teachers' perceptions towards the implementation of Communicative Language Teaching in New Generation Schools.

1.3.2. Research Objectives

The objectives of the study are:

- To identify the existing issues in the classroom of English in New Generation Schools.
- To examine how Communicative Language Teaching is implemented in New Generation Schools.
- To examine how Communicative Language Teaching contributes to English language teaching in New Generation Schools.
- To examine the difficulties that EFL teachers have encountered regarding the implementation of CLT in their English classroom.
- To explore how these difficulties can be overcome.

1.3.3. Research Questions:

Here are the research questions of the study:

- What are the existing issues in English language teaching in New Generation Schools?
- How is Communicative Language Teaching implemented in New Generation Schools?
- How can Communicative Language Teaching contribute to English language teaching in New Generation Schools?
- What difficulties have EFL teachers encountered regarding the implementation of CLT in their English classroom?
- How are these difficulties overcome?

1.4. Significances of the Study

The findings of this current study would identify the problems in the EFL context of New Generation Schools in which the EFL teacher may find convenient solutions to overcome these identified problems. The study would also contribute how communicative language teaching works regarding the context of New Generation Schools, so that the other EFL teachers or language practitioners of English would learn how CLT can be applied to take students into real practices (Richards, 2006).

In addition, the EFL teachers would identify how CLT can contribute to EFL teachers and students in shaping the process of teaching and learning followed by CLT criteria and its implication for real-world practices (Littlewood, 1981; Nunan, 1991). In the same way, the findings of this study would reveal difficulties regarding the implementation of CLT in the context of NGS and how EFL teachers in this context do to overcome them. The practices of EFL teachers in addressing CLT difficulties would contribute to other EFL teachers, language learners, and relevant stakeholders as a mean to identify CLT nature and its

implementation for appropriate practices of CLT (Klippel, 1984). The solutions stated in this current study would be published, so that the EFL teachers and other language practitioners would find some insight practices and this can also be a part of CLT practices for the relevant people in the field of CLT.

Moreover, this study would be useful as the EFL practitioners of CLT find the common practices of CLT implementation in terms of its difficulties and solutions, and this would also be the ideas of changes regarding CLT classroom practices in case that the EFL teachers faced similar difficulties to the study and they take the solutions identified in this study into their real EFL classroom practices (Sano et al., 1984). Similarly, the findings of this study can also be partial evidence for other studies of CLT in which the practices can be comparable from one contextual practice to others as a part of literature review as well as a partial discussion of other studies in the context of CLT studies.

1.5. Operational Definition of CLT

Communicative language teaching is a student-based approach in which students are the main actor (Browne, 2007; Klippel, 1984) as Richards (2006) pointed out that CLT refers to real world communicative activity that allows students to associate with their peers to learn new inputs. In the same way, CLT is understood as the realistic learning activity that promote students to develop their communicative competence (Holliday, 1997; Nunan, 1989; J. S. Savignon, 2002); in other words, Browne (2007) mentioned that CLT is the process of on-going activities that the students are continuously developed along the way of learning through communication to be ready for basic life-skills.

Canale and Swain (1980) indicated that CLT is categorized into two main inputs: structural and functional inputs. They stated that the structural inputs refer to an acquisition for grammatical structure in which the students are engaged through communicative process, focusing on the development of grammatical competence. The functional input is recognized

as the meaningful communication that the students learn to develop their conversation or communication meaningfully through a set of specific content. The communicative competence is developed through two kinds of practices: accuracy and fluency. The language learners are allowed to focus on their communication regarding the grammatical criteria that the accuracy is placed as the process of communication that flows accurately compared to the content. The fluency is about the meaningful practice of conversation in which the language learners can practice the communicative task naturally (Browne, 2007; Reid, 2015; Richards, 2006).

In short, CLT can be defined in different ways. The definition of CLT for this study is the teaching technique of communicative activities in which the students are encouraged to cooperatively associate with their classmates through communicative process to learn new inputs within a real context of language use. The students are engaged to take what they learn into their real practices through meaningful communication (Littlewood, 1981; Richards, 2006).

CHAPTER II: LITERATURE REVIEW

2.1. A Brief History of CLT

Communicative language teaching began with communicative need as English language learners have improved their demands and their communicative competences (Richards, 2006; J. S. Savignon, 2002). The ways people communicate with each other have been developed in many ways such as social media, newspapers, magazines, internet, and other social networking sites. In the same way, teaching and learning activities have also been developed based on people's needs and communicative purposes resulting in material development and resources of teaching and learning in terms of promoting communicative development in English as a foreign language (Klippel, 1984; Nunan, 1989). During the 1970s, communicative language teaching was developed as a teaching approach to encourage the students to develop their collaborative works as a means to improve students' interaction of communication (Richards, 2006).

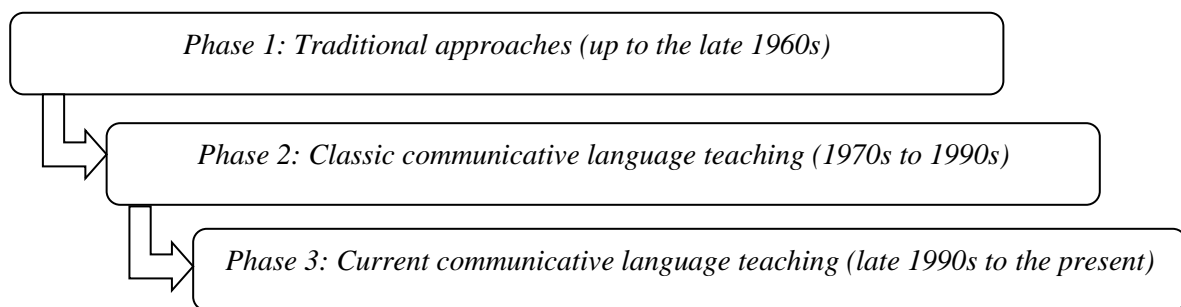
In addition, communicative language teaching involves the teaching approach which allows the students to have more opportunities to practice, to communicate, to associate with each other through communicative processes which mainly focus on how the students cooperate with each other to produce their communicative interaction (Littlewood, 1981; Nunan, 1989). First, CLT aims to develop communicative competence consisting of some aspects as identifying how language can be used in different functional purposes, identifying context-based knowledge of language functions, identifying how to produce text types based on the conversation and communication, and examining the strategies to communicate as a means to develop the competence (Richards, 2006). Second, students learn the new concepts through interaction, collaboration, communicative practice, negotiation, attention-based learning, and an experienced communication process which is known as the teaching

approach that draws the students to cooperatively practice their communication (Littlewood, 1981; Nunan, 1986). Third, the teacher works as the facilitator encouraging the students to practice and do the classroom tasks through pair work, group work within interactive operations and the students may become to be the independent learners as they have more opportunities to practice which would result in the development of communicative practices (Browne, 2007).

Moreover, there are three main phases of communicative language teaching. First, up to the late 1960s, CLT was called the traditional approach. The classroom teaching activities were based on the grammatical competence in which the class was begun with a deductive teaching approach. The students were allowed to memorize the communication or dialogs, question and answer, practical communication through speaking and writing, and drilling (see figure 1 below). During that time, the audiolingualism, Presentation Practice and Production

Figure 1:

Phases of Communicative Language Teaching (Richards, 2006, p.6)



(PPP), and Situational Language Teaching (SLT) were adapted in the class as the students learnt through reading, drilling, and following up activities based on the dialog or textbook (Brown, 2000; Richards, 2006). Second, CLT was known as the classical CLT during the 1970s to 1990s. The trend of the learners in terms of English as a foreign language was improved based on the change of the social needs which resulted in the innovative language learning from grammatical competence to communicative competence as the students learnt

through making requests, advice, and suggestions (Littlewood, 1981; Richards, 2006). Third, CLT is known as the current communicative language teaching as the students are encouraged to cooperatively interact with each other to develop communicative competence. The teacher implements skill-based syllabus (four-skill integration) and functional syllabus (functional language production) to encourage the students mastering their interactive process as a means to improve function-based practices (Brown, 2000; Larsen-Freeman & Anderson, 2011; Richards, 2006).

2.2. Definitions of EFL Teaching Issues

As EFL teaching is growing, issues are also emerging regarding its implementation. The issues of EFL can happen before, during and after teaching and learning activities (Browne, 2007; Nunan, 1989). Asmari (2015); Chen and Goh (2011); Richards (2006) pointed out the difficulty of EFL classroom practices that occurs in its implementation. It involves teachers, students, school policy and curriculum, and context of the study. In addition, Chen and Goh (2011); Nguyen, Fehring, and Warren (2015) mentioned that issues of the implementation consists of classroom instructional techniques in which the classroom instructor of EFL context may find it hard to select the appropriate teaching activity for the students and this issue is also related to the flow of information processing that may result differently from inputs to be instructed and outputs to be learned from the content, which mean that the students could hardly achieve the outcome. Anyway, the difficulty of EFL class involves both external and internal factors that could produce problematic practices (Kam, 2002; Long, 2003; Nguyen et al., 2015).

2.3. Difficulties of EFL Teaching and Learning

2.3.1. Difficulties of EFL in Thailand

Moreover, one study in Thailand revealed two main factors regarding the difficulties of the implementation of EFL teaching and learning activities consisting of teacher factors and student factors. EFL teachers in Thailand have some difficulties such as overload of teacher's duties, large class size, a lack of skill and background knowledge, a lack of teaching materials and technology to support classroom operations, and emergence of the EFL tutoring (Noom-ura, 2013; Wiriyachitra, 2001). Similarly, the EFL students also have some difficulties regarding the implementation of EFL. For instance, the nature of their mother tongue (Thai) produces some difficulties in using idiomatic expressions and pronunciations, they have less opportunity to speak as their daily spoken language is Thai. Other problems include low motivation, passive EFL learners, isolated learning practices, and low commitments towards EFL learning (Hiranburana, 2017; Wiriyachitra, 2002). Additionally, Noom-ura (2013) pointed two more difficulties regarding EFL implementation. There is less suitable to improve English skills and the EFL teachers lack opportunities to choose convenient textbooks for the students. Last, the student assessments seem to be little valid and applicable to strengthen the students' English ability and not very accurate to figure out the students' basic skills English proficiency.

2.3.2. Difficulties of EFL in Singapore

In Singapore, the difficulties of the EFL teaching and learning cover three aspects such as the teacher, the students, and context factors. First, the teacher factor illustrates 5 sub-factors such as the difficulty on how to motivate the students to learn, the difficulty in teacher development, the difficulty in organizing students' learning activities, and the difficulty in fulfilling students' necessities. Among 208 respondents, the difficulty of motivating students is the highest sub-factor compared to other sub-factors of the teacher's difficulty. Second,

there are two main aspects of students' difficulties such as passive participation of EFL classroom and a lack of English proficiency level. By comparing two aspects of the student factor, passive participation factor is more responsive than poor proficiency factor among the 203 respondents. Third, there are five difficulties of classroom context such as inconvenient classroom environment, a lack of authentic materials, crowded class, and a lack of time for students' practices. Similarly, poor classroom environment is the highest factor compared to other factors of the classroom context among 170 respondents which means that poor classroom environment happened regularly (Chen & Goh, 2011).

2.3.3. Difficulties of EFL in Lao PDR

Additionally, Souriyavongsa, Rany, Abidin, and Mei (2013) pointed out four major aspects that EFL teachers in Laos have faced regarding the implementation of EFL teaching and learning activities. First, the EFL teachers in Laos could receive little training in terms of applying instructional approaches to draw the students' attention as a means to achieve the expected learning outcomes. Second, the students have a poor background knowledge in English because English subject is not provided until they are in secondary school, Third, most students in Laos are low confident. They feel shy and afraid when they commit something considered as wrong. Most students mentioned that English is hard to learn as the English curriculum provided for the students could little help to develop their English proficiency. Last, there is a large class size that doesn't allow students to practice much at school. In the same way, the students also have little time to practice their English outside as they use their mother tongue (Laos) for their daily lives.

2.3.4. Difficulties of EFL in Saudi Arabia

As for the emergence of EFL teaching and learning difficulties, Saudi Arabia is not far different from the countries above. The EFL teachers also have problems regarding the

teaching materials that are really suitable to the students' learning process. The students could lose their learning attention as the teaching and learning materials could barely convince them to be involved in the classroom processes. The students could be less engaged as they are in overcrowded classes which is distracting. In case of large class size (too many students in one class), the teacher could find it hard to identify the individual needs of the students. Other difficulties of EFL teaching and learning in Saudi Arabia are the types of syllabus and textbooks. The syllabus seems to be broad and covers various activities in one particular content, in other words, the syllabus seems to be far away from the reality of students' practices and needs. Similarly, the textbooks (though not all) contain irrelevant and boring activities that make students feel demotivated. The textbooks also consist of meaningless tasks, out-of-date information, idiomatic and complexed structural expressions, and cultural statements producing less attention towards the EFL acquisition process (Al-Khairi, 2013).

2.3.5. Difficulties of EFL in Korea

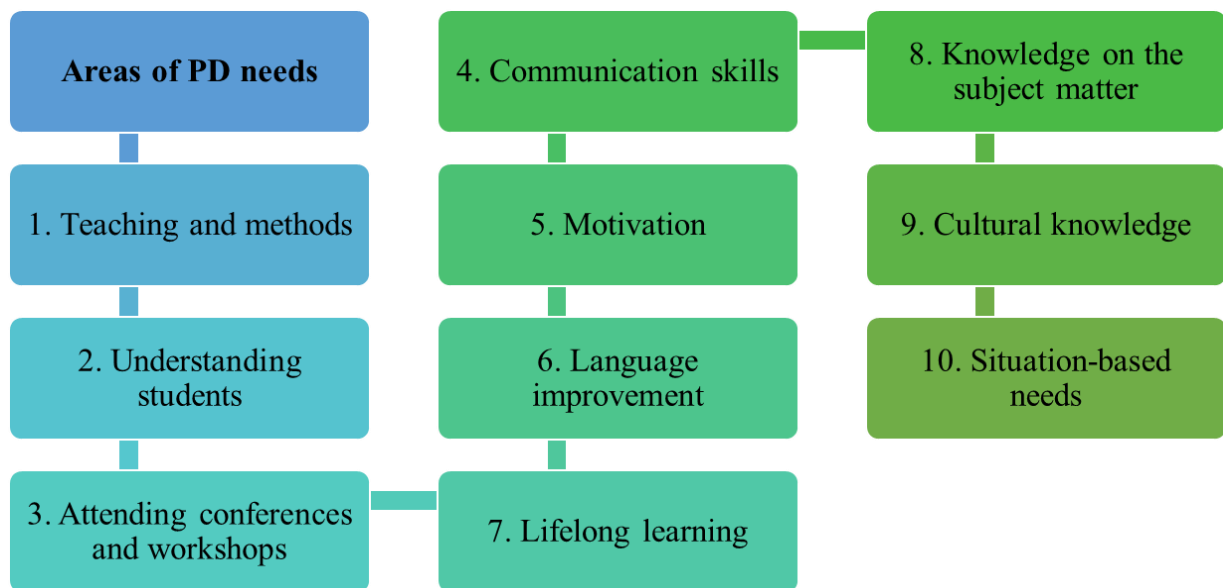
There are three broad aspects in terms of the EFL implementation difficulties in Korea. First, there is a big concern regarding the curriculum for EFL classroom practices as it seems to provide insufficient time for classroom practices and the contents stated in the curriculum are little relevant to the reality of students' daily practices. The second difficulty is about pedagogical teaching and learning activity. The EFL teachers need to strengthen their EFL teaching profession as they find it difficult to promote the students to be involved in the classroom operation. The students seem to pay less attention as they are attending EFL classroom due to their EFL background of knowledge as well as a lack of techniques to draw the students' attention. Last, Korea students though not all find it hard to speak English because of their natural mother tongue (Korean). They have problem with the pronunciation and EFL idiomatic expressions which would make them demotivated to acquire EFL competence (Lee, 2007; Long, 2003).

2.3.6. Difficulties of EFL in Cambodia

Moreover, Igawa and Tsujioka (2009) identified 10 factors regarding the needs of EFL Cambodian teachers towards EFL teaching and learning activities in his study such as the areas of (1) teaching skills and methods, (2) understanding students, (3) attending conference, seminars and workshops, (4) communication skills, (5) motivations, (6) language improvement, (7) lifelong education, (8) subject matter knowledge, (9) cultural knowledge, and (10) others.

Figure 2

The Areas of Professional Needs of Cambodian Teachers (Igawa & Tsujioka, 2009, p. 91)



Among 110 respondents of 36 participants, teaching skill and method factor is the highest factor which means that the teachers could find it hard to find the suitable teaching techniques that are appropriate for the students' learning appreciation and style of their learning to be aligned with the subject matter. In addition, the factor of understanding student is the second highest compared to the 10 factors. In this case, the students are the key people to be understood in order to apply the convenient types of instruction for them and the Cambodia EFL teachers faced challenges to identify the students' difficulties, needs and

strategies to motivate them to learn. By the way, cultural understanding factor is the lowest one compared to other factors which means that the EFL teacher may have little challenges towards cultural expressions in terms of the EFL implementation (Igawa & Tsujioka, 2009).

2.4. The implementation of Communicative Language Teaching

2.4.1. CLT in China

Communicative language teaching in China was implemented in 1992 by the State Education Development Commission (SEDC). Secondary school teachers were required to teach English for communication and then syllabuses and textbook series were adapted to generate the classroom teaching and learning for the language learners. During that time, the aims of English language teachers were to develop students with four macro skills and using English for communication. In 2001, task-based language teaching was adopted, and language teachers were encouraged to apply CLT to their daily classroom as the students were encouraged to learn as a means to develop their communicative competence. As CLT emerged, teaching methodology was adjusted to CLT and then language teachers found that the students get more improvement in terms of their language competency. By the way, some teachers did not want any changes in terms of the teaching process, resulting in a debate whether it is practicable or not to implement CLT. Still, the Chinese government encouraged teachers to implement CLT in their teaching process to allow the students to have more opportunities to practice (Anderson, 1993; Liao, 2004).

However, more challenges still emerged in China as teaching practices were inherited from large class size and grammar-based test. To solve these challenges, language teachers in China implemented pair work, group work, communicative practices, and other collaborative works for the students to work with each other. As communicative language teaching is becoming popular, it is now implemented in the University education level as well as high school level in China for the professional training. Textbooks and classroom practices are

adjusted to satisfy communicative competence and teaching practices are included with CLT components. In the same way, classroom sizes are reduced and students are more engaged to practice for more competency development (Hu, 2010; Liao, 2004).

Moreover, alongside CLT, the language teachers employ *grammar-translation method*, *direct method*, and *audiolingual method* as the teaching principles to guide students for their classroom interactions. In addition, there was another teaching approach called *context approach* which was introduced in China as language teachers were required to identify the need analysis to find an appropriate teaching approach for their students. By the way, it should be noticed that most teachers in China are not familiar with this kind of approach since they prefer implementing CLT in their class. Thus, communicative language teaching is still an appropriate teaching activity for China, and the China government believe that CLT would lead to positive implementation for English language teaching and learning progress (Anderson, 1993; Liao, 2004).

2.4.2. CLT in Thailand

Communicative language teaching is known as a teaching approach in which language teachers set up the environmental learning process for students within integrated skills of speaking, reading, writing, and listening. The students are engaged to learn through competency-based practices which means that they have more time to cooperate with each other to gain new inputs (Maurice, 1985). Morrow (1981) mentioned that CLT is characterized when five teaching principles are involved: (1) identifying what language learners are practicing, (2) focusing on the whole picture of practices rather than just a sort of activity, (3) concentrating on the process of practicing to gain new inputs, (4) practicing and observing, and (5) tolerating errors and producing opportunity to learn and practice. In addition, CLT is recognized as two phases of progress and production in terms of language practices in the class. The students are allowed to make a progress of collaboration from one

student to other students in the class to produce the interaction. As the students are interacting with each other, they may try to formulate new concept called productive activities (Maurice, 1985). Moreover, three phases of CLT known as analytic processes are introduced to engage student' learning processes such as (1) abilities to communicate mainly focusing on ways students discuss, talk, comprehend, or communicate with their peers, (2) orientated activities which are mainly about accuracy, fluency, and practicability of the contents or inputs, and (3) pedagogical activities involving with pair work, group work, role play, game playing, debate activity, and whole class discussion (Brumfit, 1984).

There are four challenging factors of implementing CLT in Thailand such as (1) material used for classroom operation, (2) classroom interaction among teacher and students, and students and students, (3) teacher factors, and (4) cultural and political institute. First, the material used for English language teaching and learning in Thailand during that time consisted of copying and pasting from one teaching context to another contexts resulting in a lack of sense and continuity in producing views in language learning since most language teaching could not reach the convenient practices gained from the materials (Maurice, 1985; Noom-ura, 2013). In addition, the materials designed needs a specific type of practice. Some students were getting bored since the materials could not satisfy the study goals. To develop the convenient materials drawing students to participate in the class, this required more time to develop and techniques to design. Second, the classroom interaction of language teaching in Thailand involved little practices in which language teachers guide the class through teacher-talk times allowing students less opportunity to practice and communicate. In addition, the students could be less engaged since they are allowed to sit at their table copying the correct answer in their notebooks resulting in students' lack of communicative competence. Third, there was a large class size consisting of more than 40 students in one class resulting in difficulties to control them within a crowded classroom. In addition, there

was a limitation of teachers' knowledge compared to the contents of the study. Some teachers still lacked ability and background to guide students to learn in terms of a particular lesson (Maurice, 1985; Wiriyachitra, 2002). Last, another challenge in implementing CLT in Thailand was culture and policy of the institute. In Thailand, it is a sensitive issue to question who get rewarded and for what reasons, and there is the concerns and debate among teachers about the rewarded teacher whether the one receiving the rewards is qualified enough in a language teaching. In addition, there is a culture of teaching without material as the teacher prefers using only textbook to chair the session of teaching and learning while students are allowed to copy within free workloads or assignments. There is also a policy of classroom lecturing as the teacher guides the class with less interaction among teacher and students and students and students (Maurice, 1985; Noom-ura, 2013).

To overcome the challenges identified above, language teachers in Thailand first improve the development of materials for classroom practices. The materials are developed based on students' proficiency level, their learning styles and content-related study. There are four phases to develop materials for classroom practices in Thailand such as (1) content-based development materials refers to developing the teaching materials based on the contents of the study, (2) needs analysis focuses on designing the materials based on the students' needs and skills they need to improve, (3) material-based evaluation refers to the alternative approach to evaluate the materials applied for classroom practices, and (4) material-based implementation focuses on how to use materials with accuracy and fluency for students' learning process. Second, to promote classroom interactions, task-based teaching and learning activity is implemented to engage students to learn along the way (Maurice, 1985; Wiriyachitra, 2001). In addition, the students are assigned to work in small groups and they are encouraged to collaboratively work with each other within a suitable classroom size. Third, teachers are encouraged to continue their professional training and personal

development to satisfy new contents of knowledge of and become aware of up-to-date teaching techniques and principles to enhance the students' learning outcomes (Maurice, 1985; Noom-ura, 2013). Last, to deal with such challenges in the institute, discussion clubs among teacher level and student level are implemented to see the essential needs of the whole school development as well as students' development skills. More importantly, student-run newspaper and special events are celebrated to promote students' practices among the local environment as a means to provide the opportunity for both teachers and students in the institute to share their productions to the public as well as the whole society (Maurice, 1985; Noom-ura, 2013; Wiriyachitra, 2002).

2.4.3. CLT in Vietnam

The study of CLT conducted by NGOC and Iwashita (2012) on Vietnamese learners' and teachers' attitudes towards communicative language teaching focused on four factors such as (1) grammar instruction, (2) error correction, (3) group and pair work, (4) and teachers' roles. These factors have been addressed because they reveal important dimensions of CLT and the studies from Asian contexts stated that these dimensions convey different attitudes among EFL teachers and learners (Jarvis & Atsilarat, 2005; Matsuura & Chiba, 2001). Findings of the study conducted by NGOC and Iwashita (2012) mainly focused on the comparison between teachers' and students' attitudes towards CLT in Vietnam and revealed that the teachers' attitudes were more favorable than students' attitude, except for group work and pair work. The highest mean scores for both teachers and students were obtained for the third factor, group and pair work. The finding also showed that the two groups of teachers revealed different attitudes towards teachers' feedback and error correction and there was a mismatch between teachers' and students' attitudes regarding roles of teacher in the classroom. The only factor that did not reveal a significant difference between teachers and students was the factor of group and pair work. The researcher pointed out that the findings

of group and pair work seem to be contrasted to (Sullivan, 1996) who argued that group work of CLT classroom communication was comfortable and affordable for classroom practices in Vietnam rather than working in pair or individual. By the way, the researcher also stated that this result of group and pair work supports a study of CLT conducted by An (2002) pointed out that group and pair work of CLT is the movement from traditional class to the class active in which the students have more opportunity to practice their communication to strengthen their competences.

In addition, the implementation of CLT in Vietnam also involves some challenges. First, grammar instruction and error corrections could be less beneficial in communicative language teaching as CLT is more focused on communication and errors are mostly tolerated. Second, CLT is more about communication. It would be some challenges in implementing CLT as the content consists of western cultures in language teaching which would result in unfamiliarity of Vietnamese's classroom. Third, a match between teachers' and learners' views is possible only when teachers fulfil the following two roles. On one hand, teachers need to be willing and able to listen to learners' voices so that any potential mismatches can be identified, and on the other hand teachers can modify their teaching practice in accord with what learners need. Fourth, there is a need for the teachers to implement CLT in their classroom within various sources from policy makers and curriculum developers to modernized skills and needs for the students. Last, implementing CLT is not only about teacher and students, but it is also about other stakeholders to deal with challenges in conducting CLT in EFL context.

2.4.4. CLT in Cambodia

The communicative language teaching in Cambodia by Nhem (2019) mainly focused on the beliefs of teachers and learners about the CLT, identifying six factors including (1) students' roles, (2) error correction, (3) the grammar role, (4) the teachers' roles, (5) the

native language roles, and (6) group/pair works. The results indicated that teachers and students played a significant role in assisting the classroom operation for the achievement of the outcome. The mean scores of the error correction, the grammar roles, and the native language roles revealed positive. The finding showed that grammar and native language were understood as the vehicle to drive the students to learning within the constructive feedback of the error correction assisted by pairs and group works (Nhem, 2019).

In addition, the study conducted by Doeur (2022) on Cambodian EFL teachers' attitudes towards the communicative language teaching, including 358 public-private EFL teachers, found that the determination of the individual practices regarding the attitudes, beliefs, and behaviors leads to the success of the CLT implementation. Moreover, the study of Phoeun and Sengsri (2021) on the flipped classroom with the communicative language teaching, consisting of 21 freshmen, revealed positive reinforcement in improving the students' speaking skill and making a better learning outcome. The critical review, conducted by Heng (2014) on the communicative language teaching in EFL context, revealed eight solutions including (1) promoting the educational program for the EFL teachers, (2) upgrading the values and attitudes in education, (3) promoting speaking and oral skills, (4) contextualizing the traditional format, (5) modifying the assessment for the competency development, (6) reforming the education, (7) exploring the suitable practices of teachers and students, and (8) employing new teaching paradigm.

2.5. Principles and Characteristics of CLT

Richards (2006) mentioned that there are ten core assumptions regarding their implementation of CLT in classroom as following:

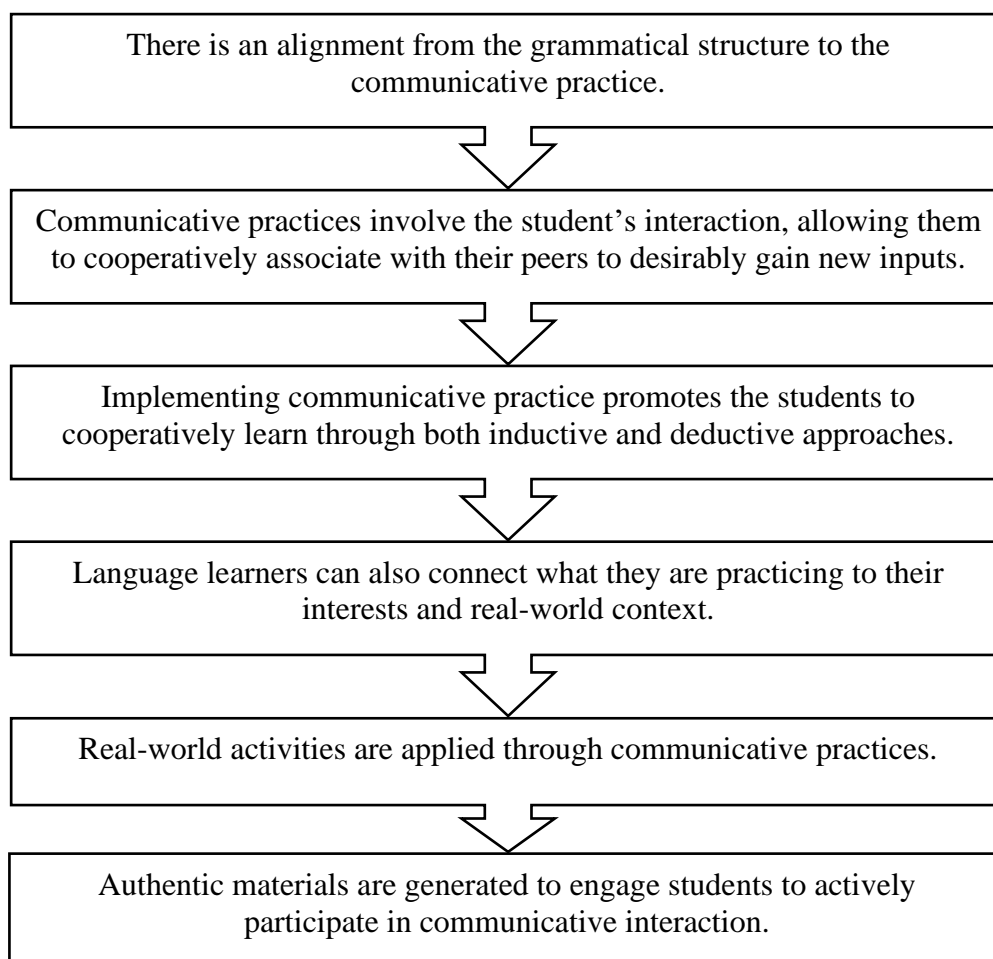
1. Learners' interaction as a language engagement
2. The use of effective tasks and exercises to assist language achievement
3. Implementation of meaningful communication

4. Modifying language uses and modalities
5. Combination of both activities and rules of language use in language learning
6. Language learning through both accuracy and fluency with tolerating errors
7. Independent learners in developing routes, progress, needs, and motivation in leaning
8. Communicative strategies with effective learning
9. Teacher as the facilitator
10. Classroom as the community of sharing and collaboration

Moreover, there are some characteristics of the current approaches to methodology regarding communicative language teaching as following (Richards, 2006):

Figure 3

Characteristics of Communicative Language Teaching (Richards, 2006)



Anyway, the current trends of communicative language teaching involve some approaches known as paradigm shifts of CLT as language teaching has been captured based on the classroom context (Jacobs & Farrell, 2003).

1. CLT produces a shift from teacher-centered approach to student-centered approach.
2. The classroom outcomes move from the product-based instruction to process-based outcomes.
3. CLT processes a shift from students' learning as a separated process to the collaborative process.
4. Implementing CLT promotes classroom interaction to change from learning as a follower to the independent learners.
5. The classroom activity moves from learning the roles as a surface-learning operation to the practical learning operation in which the language learners gain in-depth knowledge based on their practices.
6. CLT classroom practices bring real world context outside the classroom into the class for the learners to associatively learn as a holistic learning process.
7. Implementing CLT, the students develop their learning purpose as they are interacting with their peers.
8. Classroom activities of CLT allow the students to learn from a part-oriented text to the whole text activities as they associate with their classmates to produce unpredictable processes to communicate with each other along the way of class.
9. CLT promotes meaningful communication rather than drilling and rote learning.
10. Students are engaged to learn along the way as a lifelong learning, not to learn for the short period of an exam.

Lastly, the paradigm shifts in language teaching below has suggested eight major changes in classroom setting of CLT as following (Jacobs & Farrell, 2003):

1. Learner autonomy: CLT engages students to access themselves to learn as autonomous learners.
2. The social nature of learning: The students associatively learn through real world context.
3. Curricula integration: CLT provides more opportunities for students to learn not only about skills they need to improve, but it also involves collaborative work and functional inputs.
4. Focus on meaning: The students learn to develop their competence through a focus on practical meaning process.
5. Diversity: Through collaborative works, the students are promoted to learn together.
6. Thinking skills: CLT promotes students to develop both problem-solving and critical thinking skills.
7. Alternative assessment: The students focus more on the process to grow rather than on the process to learn.
8. Teacher as co-learner: Language teacher is the facilitator and the students as the practitioners. The teacher also gets involved in the students' communicative process as one of the students to encourage and make smooth progress of their learning operation.

2.6. Communicative Competences

Communicative Language Abilities (CLA) involve both knowledge and capacity in which communicative language use is contextualized for the language learners to develop their competence. CLA comprises three main aspects (1) language competence, strategies competence, and psychophysiological mechanism (see table 3) (Bachman, 1990). *The*

language competence is defined as communicative competence including two main competences such as organizational competence and pragmatic competence. The organizational competence is understood as the abilities to use and control *grammatical and textual structure*. This organizational competence is divided into two aspects as grammatical

Table 2

Components of Communicative Language Abilities (Richards, 2006)

| | | | | |
|---|-----------------------------|---------------------------|---|-----------------------|
| Communicative Language Abilities | Language competence | Organizational competence | Grammatical competence | Vocabulary |
| | | | | Syntax |
| | | | | Morphology |
| | | | | Phonology/ Graphology |
| | | | Textual competence | Cohesion organization |
| | | Rhetorical organization | | |
| | | Pragmatic competence | Illocutionary competence | Ideational function |
| | | | | Manipulative function |
| | | | | Heuristic function |
| | | | | Imagination function |
| | Sociolinguistic competence | | Dialect or Variety | |
| | | Register | | |
| | | Naturalness | | |
| | Strategic competence | Assessment | Identifying information | |
| | | | Determining language competencies | |
| | | | Ascertaining abilities and knowledge | |
| | | | Following communicative attempt | |
| | | Planning | Retrieving language competence to achieve the communicative goals | |
| | | | Neurological process | |
| | | Execution | Physiological process | |
| Psychophysiological Mechanisms | | | Receptive mode | Visual component |
| | Auditory component | Listening skill | | |
| | Productive mode | Articulatory component | Speaking skill | |
| | | Digital component | Writing skill | |

competence (*vocabularies, morphology, syntax, and phonology/graphology*) and textual competence (*cohesion and rhetorical organization*), focusing on spoken and written expressions (Bachman, 1990). In addition, the pragmatic competence is considered as the abilities to use and organize the signals of language expressions focusing on conditions and

characterization of language uses. This pragmatic competence involves two types of competences as illocutionary and sociolinguistic (see figure 13). The illocutionary competence is understood as the conceptual practices in which the language learners produce their expressions based on their personal context and assumption, covering four categories such as (1) *ideational function*, (2) *manipulative function*, (3) *heuristic function*, and (4) *imagination function*. Moreover, the sociolinguistic competence is understood as the abilities to use a specific language with a specific context in which the language learners could express various language functions for the appropriate and acceptable uses in terms of the sociocultural context. This sociolinguistic competence includes four categories modifying the pragmatic component such as (1) *dialect or variety*, (2) *register*, (3) *naturalness*, and (4) *cultural references and figures of speech* (Bachman, 1990).

Moreover, the second competence of communicative language abilities is strategic competence which is characterized by three components: (1) assessment, (2) planning, and (3) execution (see table 3). The communicative assessment involves four core assumption to achieve communicative goals: (1) identifying needed information for varieties of language context, (2) determining the source of language use covering areas (native, second, or foreign language), (3) conversational practice between two or more language producers to gain knowledge in using target language, and (4) communicative flows for language practice to extend communicative goals (Bachman, 1990). In addition, psychological mechanisms involve mechanical processes of both receptive and productive mode covering four skills such as reading, listening, speaking, and writing (Bachman, 1990).

2.7. Instructional Types of CLT

2.7.1. Process-Based CLT Approaches

2.7.1.1. Content-Based Instruction

Content-Based Instruction is understood as the classroom practices being guided by the content of the subject matter which involves the study content in alignment with communicative competence, grammatical knowledge, and real world context (Krahnke, 1987). The content is known as the main idea or topic of the study that plays a very important role in guiding students to perform their activities during classroom operations to develop their competence. The content of the study is decided before the skills, contexts, and functions. The teacher may select such a convenient subject matter for the students, and then demonstrated skills, texts, and materials are recruited later (Richards, 2006).

For example, the teacher decided to guide the students with simple past tense.

First, he selected such a subject matter (past simple). He then organized classroom inputs (expected learning outcomes) and prepared relevant outputs (activities, texts, materials).

There are three characteristics of Content-Based Instruction (CBI) such as (1) language learners become familiar with what they are learning as they focus more on achieving the real practices of the content rather than just to acquire the inputs, (2) CBI is organized based on the students' needs, and (3) the content of the subject matter is interrelated to various language skills and activities to develop learners' competence (Richards, 2006). In addition, Richards (2006) also suggested five frameworks of the implementation of CBI as following:

1. Unit of the subject matter: The content of the subject matter is made before other options regarding language teaching in the class. In this case, the teacher prioritizes

such contents as the subject matter that could cover relevant skills and inputs based on the students' needs, and then other important activities would be organized later.

2. A key to guide for the whole course: The key content of the subject matter can be known as the mainstream or the module covering skills and knowledge to be improved.
3. Organizing learners to see their needs: The students are guided to develop their competency based on their social and individual needs. The subject matter is an important requirement that the students need to know in order to upgrade their potential.
4. A core trend to guide the students for other subjects: The content here is applied as an additional course for strengthening their ability as a means to help them to reach another mainstream course.
5. Preparing students for EFL/ESL: The content is selected based on students' interests and the overall needs of the society of EFL/ESL. The students are equipped with their knowledge through contents to be studied for improving their EFL/ESL competence.

Moreover, implementing CBI also results in some challenges according to the content and context of the classroom operation. Actually, the students may focus more on the content rather than accuracy to be used for real life. In addition, the teachers in some areas may lack the content knowledge regarding the specific field of the content. The popular issue is about the assessment to be used to figure out the students' competency whether it is about the content of subject matter or the accuracy (Richards, 2006).

2.7.1.2. Task-Based Instruction

In addition, Task-Based Instruction (TBI) is known as the interactional task in which students learn to perform the activities in the class through a task designed by the teacher based on the setting of the classroom activities. The students learn based on the task which

covers not only grammatical forms, but it also demonstrates in the real world context to equip the students with communicative competence (Richards, 2006). In this case, the teacher needs to have such expertise in designing tasks for the students to learn through various ways of communicative purposes based on the students' needs. To recognize TBI, here are four characteristics describing the implementation of TBI such as (1) the task consists of the pre-acquiescing knowledge, (2) it involves the language production regarding task-based activities, (3) the students are allowed to focus more on meaning, and (4) it is designed to promote students to collaboratively communicate with their peers.

Moreover, Richards (2006) also mentioned that TBI is classified into two main categories. The first category is called Pedagogical Task in which the students are interacting through specific tasks within functional and structural language. The task is designed for language practices in which students focus more on language improvement rather than just real-world context. The second category of TBI is known as the real-world task. This task promotes the students to conduct such real practices in which the students are involved with their classmates cooperatively producing the communicative interaction as a real situation. Additionally, Willis (1996) mentioned that TBI is divided into six main types as following:

- (1) listing task activity,
- (2) scoring and ordering activity,
- (3) the comparison activity,
- (4) problem-solving activity,
- (5) experience-based sharing activity,
- and (6) creative task activity.

In addition, Richards pointed out that TBI also involves three steps of the presentation-practice-production approach which reveals little different practices compared to traditional teaching approaches. First, the presentation stage is understood as the guided

activity in which the content needs to be presented by the teacher. Second, the students are allowed to practice with their peers. Last, the students are encouraged to produce such productions of the language or activities based on the expected learning outcomes.

Additionally, the activity of TBI consists of some order activities such as (Willis, 1996):

- *pre-task activity*: mainly about the opening of the task or subject matter,
- *task cycle*: consisting of tasks (students working in pairs or groups), planning the classroom activity, and reporting activity,
- *language focus*: the students work on the task analyzing phrases, statements, or texts, and then they take their analyzing into a real practice of communication.

More importantly, Richards (2006) mentioned that TBI can be applied as the course framework, as the particular activity or the course component, and as the specific type of classroom technique to satisfy the students' learning process. However, implementing TBI remains some issues. There is a problem regarding selecting the convenient task that is fit to the classroom context and the students' needs. Anyway, TBI remains less evident to prove that it is much more convenient than the presentation-practice-production approach. Another issue is that TBI is more focused on the language needs rather than the communicative process which results in the vague conditions to be implemented for improving communicative competence (Richards, 2006).

2.7.2. Product-Based CLT Approaches

2.7.2.1. Text-Based Instruction

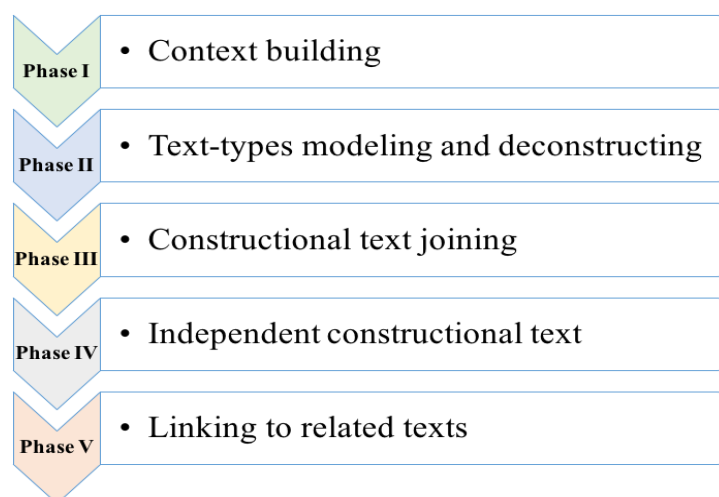
Text-Based Instruction is defined as the genre-based teaching and learning operation in which the classroom process involves various types text to satisfy the students' learning process. The text is recognized as the essential need of the class to promote such classroom activities. The text type is equipped with a specific context of the subject matter consisting of norms, social practices, and language uses within intonations and word uses. Feez and Joyce

(1998) Text-Based Instruction (TBI) can be identified based on some characteristics such as (1) grammatical and functional language uses through text-type activities, (2) operating the text-types of writing and speaking to cultural uses, (3) student-based practices through demonstrated skills and practical texts, and (4) communication-based practices within a meaningful context of skillful communication through text-types. To promote the students to meet the expected learning outcomes, text types need to be mastered based on the students' level of studies, for example, primary, secondary, high school, or university levels.

In addition, the text is designed within realistic components that are related to the English for Specific Purpose Approach consisting of both fluency and accuracy to be demonstrated in the text-types. (Richards, 2006) mentioned that there are some contents of text types included in the certificates in Australia such as *exchanges, forms, procedures, information texts, story texts, and persuasive texts*. In addition, he also pointed out that in Singapore text-types for primary and secondary levels are *procedures, explanations, expositions, factual recounts, personal recounts, informational reports, narratives, conversations and short functional texts*. More importantly, the implementation of text-based instructional approach involves five main phases as following (Feez & Joyce, 1998, pp. 28-31):

Figure 4

Phases of Implementing Text-Based Instruction



However, Text-Based Instruction also have some issues regarding its implementation. As described above, this kind of instruction tends to focus more on the production rather than the process which would result in insufficient practices of personal creations and individual needs. Moreover, the TBI seems to make a little boring process for learning as five phases of the TBI are applied for integrating four skills and this would make some repetitive practice regarding students' performances (Richards, 2006).

2.7.2.2. Competency-Based Instruction

In addition, Competency-Based Instruction (CBI) is understood as the teaching approach that promotes learners to prepare themselves for the real context uses of language and it has been popularly used since the 1970s. In other words, this CBI is called *competency-based language teaching* (CBLT) in which the students are equipped with social needs and survival skills regarding language learning for fluency. The CBI approach is characterized into eight characteristics such as (1) developing students to be autonomous learners, (2) demonstrating socialization skills, (3) focusing on result-based performance, (4) sequences of instructional approach, (5) explicit outcomes, (6) implementation of pre-formative, and summative assessments, (7) students' performance-based objectives, and (8) student-based activities for the types of classroom instruction (Richards, 2006). In addition, the implementation of CBLT is the continuous process of the specific needs of language for real world uses. The teacher may need to design the course with a very specific content based on the students' competency to strengthen their language for life skills. It is essential that the students are encouraged to play a role in generating their communication with their peers to produce such an operation of basic life skills. In this case, the students are the main practitioners to independently perform the activities (Canale & Swain, 1980). However, this implementation of CBLT also involves some issues regarding identifying the students' competency and the achievement of life skills. Of course, the students' competency can be

hard to identify in some cases which would result in the initiative instruction rather than just the CBLT approach (Dooly, 2013; Hymes, 1972). Anyways, there would be some missing points regarding the students' practices which means that the students who could successfully perform the activities in the class can find it hard to take their classroom actions into a real world context (Dooly, 2013; Richards, 2006).

2.8. Roles of Teacher and Students

As communicative language teaching is equipped in the class to students' communicative competence, the EFL teacher work as the facilitator to guide the students' learning process (Larsen-Freeman & Anderson, 2011; Littlewood, 1981). The EFL teacher in CLT class is not the one telling the students all time for what they need to do, but the teacher is considered as the continuous support to help the students practice along their learning journey. Making the students to collaboratively work with their peers to discuss, consult and exchange their ideas in terms of the target topic is recognized as the basic preparation that the teacher needs to organize for students in order to make such a convenient pragmatic in real world context (Canale & Swain, 1980; Richards, 2006). Moreover, errors of speaking during the students' conversation are frequently tolerated since the goal of communicative competence focuses little on accuracy at the first time, but this is mainly for the fluency in which the students need to produce their output through their productive domains for the continuous development of their communicative capability (Browne, 2007; Larsen-Freeman & Anderson, 2011; Richards, 2006; Sato & Kleinsasser, 1999).

Moreover, the students work as practitioners cooperatively working with their classmates to gain communicative abilities and knowledge. This cooperative process provides the students with autonomous opportunities to develop their skills. Larsen-Freeman and Anderson (2011) mentioned that the students work as the language producers in communicative class as group work, role-play, debate, and presentation are operated for the

communicative language use. In addition, Richards (2006) stated that roles of students in communicative class is the independent learner since the students need more practical activities to capture their competence. The students are allowed to associate with their groupmates and discuss about the specific topic as a means to exchange their ideas. In doing so, autonomous learning domain could be developed as the students independently control themselves for ongoing learning activities. This ongoing learning activity could become the habit as the students regularly collaborate with each other. This habit would draw the students' awareness of communicative output as the outcome-based practice, resulting in positive impacts to development their communicative competence (Hu, 2010; Klippel, 1984; Sato & Kleinsasser, 1999).

2.9. The practices of CLT

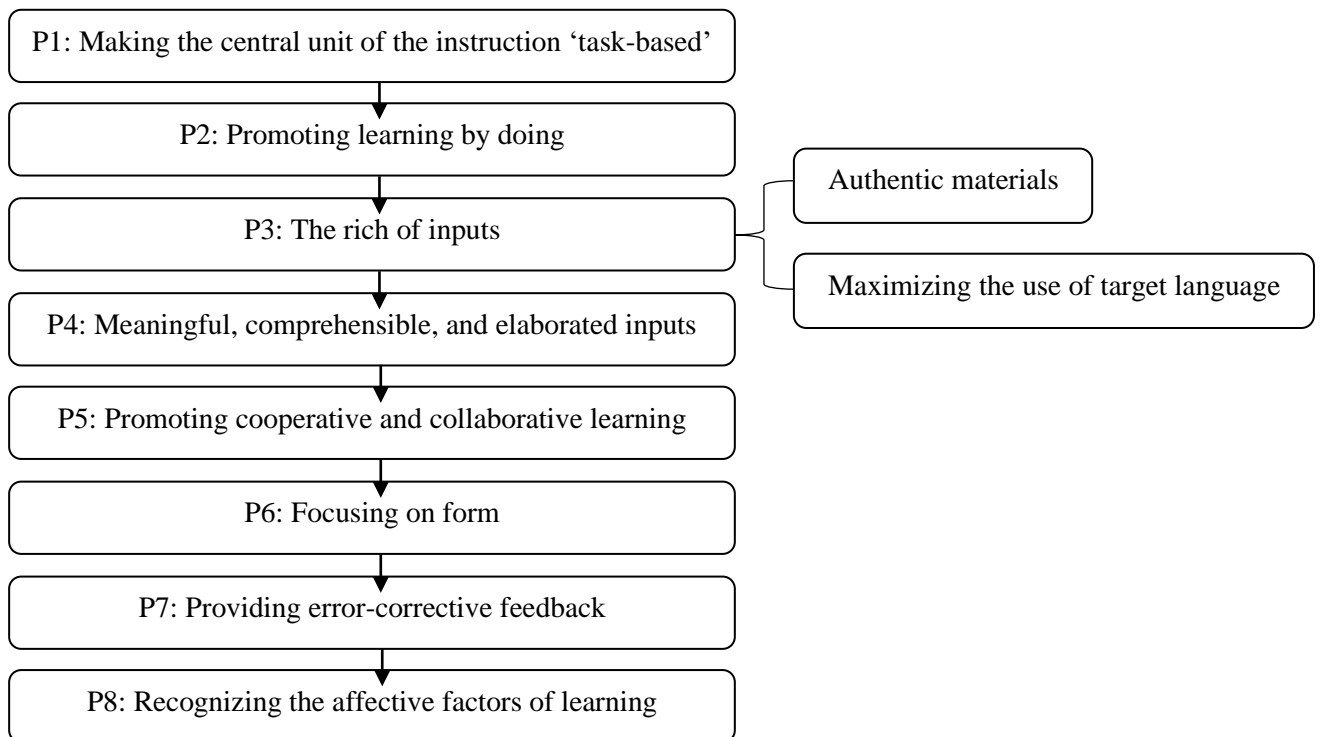
CLT is understood as the teaching activities in which the students are engaged to collaboratively work with their peers to through meaningful communication in purpose of developing their communicative competence (Brandl, 2008; Larsen-Freeman & Anderson, 2011; Richards, 2006). In addition, Hiep (2007) stated that the implementation of the communicative language teaching needs encouragement and stimulation as a means to draw the students' attention. The stimulation could help the teacher with students' motivation through understanding the students' needs and their background, and this leads the students to perform the activities as they get the power and encouragement from the teacher and the classmates. Similarly, building the students' confidence is also understood as the reinforcing factor in the students' learning process (Alamri, 2018; Brandl, 2008; Kwon, 2017). The lower achievement students are mostly low confident in learning. In this case, the EFL teacher could provide continuous support to the students through additional explanation, extra teaching hours, engagement activities, and the competitiveness for the awards. The students would be enjoyed with their learning activities and this would encourage the students as they

are participating in the middle of classroom operation, interacting with their classmates to achieve the expected learning outcome (Asmari, 2015; Hiep, 2007; Kwon, 2017).

Moreover, Brandl (2008, pp. 7-20) stated five principles of the communicative language teaching within the task-based instruction, in which the main input is identified for the actual practices of the students towards the achievement of the outcomes. The principles

Figure 5

The Principles of the Communicative Language Teaching and Task-Based Instruction
(Brandl, 2008, pp. 7-20)



of CLT implementation begins with the stage of identifying the target input in alignment with the students' proficiency level and their interests of learning. The students are then encouraged to learn with interactive practice through the authentic materials that are suitable for the target language. The target input is identical as the students collaboratively interact with their classmates through the target activities planned by the EFL teachers. After the students produce their language outcomes, constructive feedback is allocated for further

improvement. The students are then evaluated on what they have achieved and the areas they need to improve to achieve the expected learning outcomes (Brandl, 2008; Larsen-Freeman & Anderson, 2011).

In addition, the students could learn well as there are such support from the teachers and the relevant stakeholders, especially the lower achievement students (Asmari, 2015; Hiep, 2007). This type of students needs motivation and encouragement. The teacher also needs to keep in touch with the students' parents and inform them about their children's learning process (Alamri, 2018; Brandl, 2008; Richards, 2006). Similarly, Brumfit (1984) mentioned that the students' club can be one of the community buildings to strengthen the students' commitments and their willingness as the club is the stage of sharing experiences and opportunity of growing. To some extent, implementing CLT can be a bit challenging as the students are mixed in levels. In this case, the EFL teachers may need to be flexible in dealing with the students' passivity (Kwon, 2017; Littlewood, 1981; Maurice, 1985). The interactive learning activities, allowing the students to learn cooperatively and collaboratively, are suggested to assist the students in learning process (Brandl, 2008; Browne, 2007; Hu, 2010; Jacobs & Farrell, 2003; Richards, 2006).

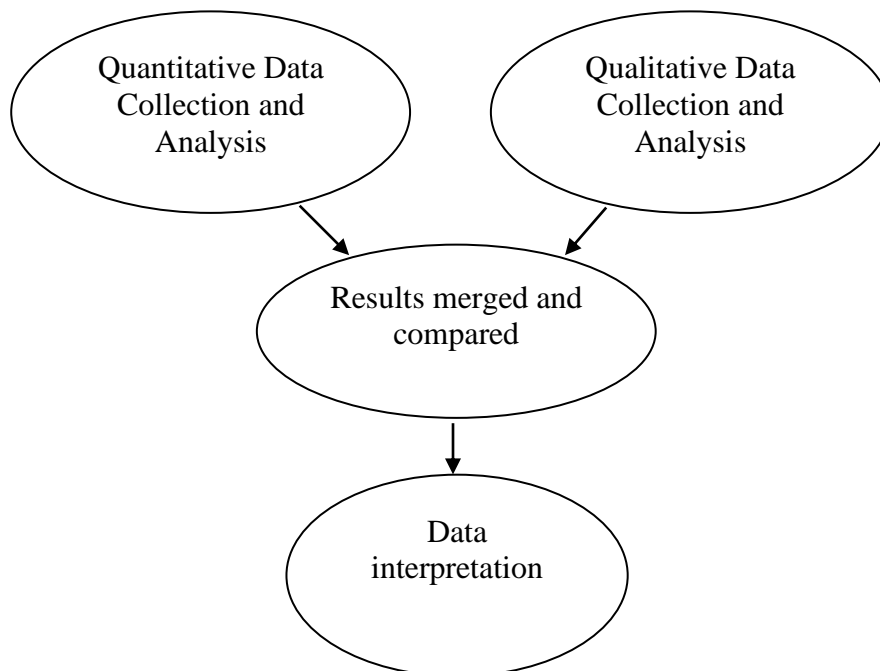
CHAPTER III: RESEARCH METHODOLOGY

3.1. Research Design

This current study employed both quantitative and qualitative research designs called a convergent mixed methods approach in which the data of both qualitative and quantitative progress were collected, compared, and analyzed separately and the results were merged together to see if they confirm or disconfirm the constructs and concepts from the participants. The two databases were combined and compared for its convergence or its divergence as a means to triangulate the data for such phenomena as mentioned in the research objectives (Creswell & Clark, 2018).

Figure 6

The Convergence Design (Creswell & Clark, 2018, p. 123)



The EFL teachers were asked to fill in a Google Form questionnaire, and then the interview was conducted in order to identify the remaining factors and to dig out additional perceptions regarding the practices of EFL and CLT. The results of both quantitative and qualitative data were combined to examine the data confirmation or disaffirmation.

3.2. Research Sites

Six New Generation Schools (NGS) out of ten schools in Cambodia were selected as research sites because the study focused on high school level: 1) Sisowath High School, 2) Prek Leap High School, 3) Somdech Akkak Mohathammak Pothisal Chea Sim Prek Anchanh High School, 4) Hun Sen Kampong Cham High School, 5) Kork Pring High School, and 6) Hun Sen Peam Chikorng High School. These six NGSs are located in three provinces and one city including Kampong

Table 3

Location and Approximate Distance from the School to Phnom Penh

| New Generation School (NGS) | District/Khan | Province/City | Approximate Distance from Wat Phnom |
|------------------------------------|----------------------|----------------------|--|
| Preah Sisowath High School | Dun Penh | Phnom Penh | 2.3 km |
| Prek Leap High School | Chroy Changva | Phnom Penh | 7.8 km |
| Chea Sim Prek AnhChanh | Mok Kampoul | Kandal | 25.4 km |
| Hun Sen Kampong Cham | Kampong Cham | Kampong Cham | 120 km |
| Peam Chi Kang | Kang Meas | Kampong Cham | 78.2 km |
| Kork Pring | Svaychrom | Svay Reing | 118 km |

Cham Province, Kandal Province, Svay Reang Province, and Phnom Penh City. New Generational School is known as the autonomous school in which the budget is supported by the students' parents and the government. This type of NGS government school could modify the curriculum to make the best-fit of the school need supported by Kampuchea Action to Promote Education (KAPE) powered by Ministry of Education Youth and Sport (MoEYS), Cambodia. As mentioned in the official schedule by MoYES, the students require to learn 4 study hours a week for their English class. The number of students in one class is less than 45

students and the school climate is more about the disciplinary and self-study in terms of NGS standards, evaluated every academic year.

In addition, the teachers at NGS context usually pass an entrance exam or an interview to be selected. Continuous training on professional development and Information and Communication Technology (ICT) for education is ordinary conducted throughout the school colleagues and technical team leaders to equip new teachers to be ready for the class. This continuous training has become a routine in NGS which positively impacts the students' outcome; otherwise, the daily practice of the teacher could be the sample practices of other common grade-level teachers as well.

3.3. Participants

3.3.1. Qualitative Participants

7 EFL teachers in 6 New Generation Schools were recruited for the interview based on their agreements in Google Form Questionnaire and selective criteria. There were 5 criteria to select the participants upon their agreements: 1) high school teacher, 2) Bachelor's Degree at least, 3) three-year experience at least, 4) one or two-participants per NGS. Among 7 New Generation School teachers, 2 of them are from Sisowath High School, one is from Hun Sen Kampong Cham High School, one is from Prek Leap High School, one is from Kork Pring High School, one is from Prek Anchanh High School, and one is from Peam ChiKorng High School (see table 5).

3.3.2. Quantitative Participants

34 teachers, over a total of 35 EFL teachers in the selected schools and missing one EFL teacher because of her health issue, responded in the Google Forms questionnaire, including 19 male and 15 female teachers. All participants in the study are EFL teachers, who experienced in teaching English at least 3 years and finished at least the Bachelor's Degree.

They are public-school teachers, who finished the High School Teacher Training Program at the National Institute of Education, or the Secondary School Teacher Training Program at the Regional Teacher Training Center (see table 4 and table 5).

3.4. Research Instruments

3.4.1. Qualitative Instrument

The questionnaire and the interview question guide were employed in the study. The questionnaire consists of 47 items divided into 5 main sections such as 1) demographic information, 2) issues in English language teaching, 3) the contribution of communication language teaching to English 4) the practices of communicative language teaching, and 5) EFL teacher’s difficulties in CLT implementation, adapted from Ozsevik (2010); Jafari, Shokrpour & Guetterman (2015); Spada (2007); Nunan (1987); Savignon (2007); and Larsen-Freeman & Anderson (2011). Additionally, section 2 consists of 17 items divided into 3 basic

Table 4

The Structure of the Questionnaire

| | | | | |
|------------------|--|--|---|-----------------------------------|
| Section 1 | Demographic information | 10 items | | |
| Section 2 | Issues in English language teaching | Teaching-related issues (7 items) | Educational system-related issues (4 items) | Learning-related issues (6 items) |
| Section 3 | The contribution of communication language teaching to English | The contribution to EFL teachers (5 items) | The contribution to EFL learners (5 items) | |
| Section 4 | The practices of communicative language teaching | 5 items | | |
| Section 5 | EFL teacher’s difficulties in CLT implementation | 10 items | | |

constructs such as teaching-related issues, educational system-related issues, and learning-related issues (see table 7). Section 3 comprises of 10 items, including 2 main constructs such

as the contribution to EFL teachers, the contribution to EFL learners. Some sections in the questionnaire include definitions of the specific terms and aspects to help the respondents understand the purpose of the item. The questionnaire was embedded with 4-level Likert scale responses: 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree.

3.4.2. Quantitative Instrument

The interview guide question consists of 10 main questions, equipped with follow-up questions if necessary to dig out better answers from the participants. Question one is mainly about the starting point of teaching English, in which EFL teacher faced in the workplace and question two demonstrates the encountered issues of the EFL teachers. Question three (*What come to your minding when you hear the word CLT?*), four (*Have you ever practiced CLT in your class? How often?*), and five (*Can you describe your CLT activities in your class?*) problematize the current practices of EFL teachers in terms of communicative language teaching in their classroom context. Question six (*How do you feel about using CLT in your classroom?*) and seven (*How can CLT contribute to English teaching?*) indicate the contribution of English language teaching towards communicative language teaching (see appendix 3). Correspondingly, question eight (*What difficulties have you encountered when using CLT in your English class?*), nine (*What have you done to solve the difficulties of using CLT you have faced in your class?*), and ten (*Do you think what EFL teachers should do to make a better practice of CLT in the class?*) demonstrate difficulties, solutions, and EFL teacher's best practices of CTL in terms of their socio-cultural context.

3.5. Data Collection

3.5.1. Data Pilot

The questionnaire was piloted with 4 EFL teachers in New Generation School. They were 2 males and 2 females teaching in lower and upper secondary levels. Some items were

adjusted based on the respondents' feedback and some phrases were modified to meet the school-word-use. Additionally, the interview question guide was also piloted using semi-structure interview with two EFL teachers in NGS context. After the interview pilot, the follow-up questions were found significant to modify based on the school context to dig out further information from the participants.

3.5.2. Quantitative Data Collection

The questionnaire comprising 5 main sections was introduced to the respondents using Google Form attached with note-verbal instruction after the permission from the school principal. The google form questionnaire was directly sent to the school principal with a permission paper from New Generation School Pedagogical Research Center. The questionnaire was then introduced to the teachers attached with note-verbal instruction in Telegram (the communication app) supported by the school principal. The respondents could fill in the form anytime and anyplace they were available, and they also contacted the researcher if necessary. At the end of the questionnaire, there was an item indicating if the respondent was willing to take the interview. Only the respondents available for the interview were purposively recruited within an agreeable time and place.

3.5.3. Qualitative Data Collection

The interview was conducted virtually using video-meeting Zoom. The interview employing Zoom meeting was much appreciated by the participants because that was the Covid-19 period and the participants were busy. The interview lasted approximately 30 to 50 minutes followed by the follow-up questions and examples; otherwise, few participants were contacted at the second time to clear-up some contextual wordings and phrases in the agreeable and possible short amount of time. It is essential that the research question five "*How are these difficulties overcome?*" was found significant to employ only qualitative data

collection, employing both quantitative and qualitative data collection for the rest research questions, since the research question five conveys various based practices which means that an open-ended question was more relevant than a close question.

3.6. Data Analysis

3.6.1. Quantitative Data Analysis

The quantitative data from Google Form questionnaire was double-checked and compared to the number of EFL teachers in the six New Generation Schools. The data in Google Form was then converted into a Microsoft Excel spreadsheet. The data was cleaned up in Excel format before inserting into IBM SPSS. The labels, missing data, and levels of measurement in IBM SPSS were labeled based on each item and responses. The point values of each item were coded into the scale of measurement. To analyze the data, frequency and descriptive statistics were employed to indicate the minimum, maximum, mean, standard deviation, and skewness of the data based on the demographic information, sections, and constructs of the given data. The outliers were also identified to indicate abnormal data from other point values. As upholding the outputs of the descriptive statistics, the core data shown in output tables of the IBM SPSS were extracted into the single table of Microsoft Words for the data interpretation, indicating significant values for the subject area of the study.

3.6.2. Qualitative Data Analysis

In addition, the qualitative data derived from the interview were recorded. The voice-recorded data were transcribed using Happy Script (the online tool from data transcription) and compared to the notes taken during the interview. The data transcriptions were accordingly cleaned-up collating the voice recording and notes of the interview. The data coding was allocated into themes and subthemes using Microsoft Words and Excels, identifying the subject matters of the study. Correspondingly, the data was interpreted

employing themes and subthemes driven from supportive speech, quotations, and phrases of the core-element data.

3.7. Ethical Consideration

The permission letter was sent directly to the NGS principals to seek the data collection approval and collaboration from the school. The letter stated the aims, objectives, and durations of the study officially approved by New Generation Pedagogical Research Center to the local sites of NGS. The participants in the study were fully volunteers, not to be nominated, sharing their perceptions in terms of the study matter. The items stated in the questionnaire are more likely about the experiences and current practices of the participants, less likely disturbing them on policies, codes of conduct, or sensitive issues. The consent forms of the interview were introduced to seek personal permission before conducting the interview. Moreover, the female participants were encouraged to share their experiences and current practices in terms of the study matter, dismissing any inappropriate messages or conversation during the interview; otherwise, the personal information of the participants was kept confidential and to be used for the study only.

CHAPTER IV: RESEARCH FINDINGS

This chapter begins with the demographic information of the participants of both qualitative and quantitative data within the Cronbach's alpha of the internal consistency and follows by the findings of all five research questions.

1.1. Demographic Information and Cronbach's Alpha

All 7 EFL teachers giving the interview are aged 22 to 31 years old. Four of them hold a bachelor's degree and three of them have a master's degree. These 7 participants have 3 years of experience at least, and the highest one has 7 years of experience in teaching English. Three participants teach 20 hours per week, whereas one participant teaches 4 hours a week (see table 5). 19 respondents (55.90%) are male, and 15 respondents (44.10%) are female.

Table 5

Demographic Information of EFL Teachers for the Interview

| NGS | Sex | | Age | Degree | Experience (Year) | Number of Class | Teaching hours per week |
|----------------|-----|---|-----|----------|-------------------|-----------------|-------------------------|
| | F | M | | | | | |
| Sisowath | 1 | | 28 | Bachelor | 6 | 5 | 10 |
| Sisowath | | 1 | 31 | Master | 4 | 3 | 6 |
| Prek Leap | | 1 | 30 | Master | 5 | 4 | 20 |
| Prek Anh Chanh | | 1 | 29 | Master | 7 | 1 | 4 |
| Kampong Cham | 1 | | 22 | Bachelor | 3 | 4 | 16 |
| Peam Chi Korng | | 1 | 27 | Bachelor | 6 | 5 | 20 |
| Kork Pring | 1 | | 26 | Bachelor | 4 | 4 | 20 |

Table 6 shows that, 34 EFL teachers in 6 New Generation Schools filled in the Mean and standard deviation of the respondents' ages is ($M = 28.68$, $SD = 2.97$) and this means that they are in adulthood of working age. 25 respondents (73.50%) finished bachelor's degree, and 9 respondents (26.50%) finished master degree. 50% of the respondents experienced in teaching English from 4 to 6 years as 12 respondents (35.30%) experienced from 1 to 3 years,

and 5 respondents (14.70%) experienced from 7 to 10 years, indicating $M = 4.35$ and $SD = 2.16$ in terms of teaching experiences. As mentioned in the teaching levels, 12 respondents (35.30%) are teaching lower secondary level, 10 respondents (29.40%) are teaching upper

Table 6

Demographic Information of EFL Teachers in NGS

| Characteristics | <i>n</i> | % | <i>Min</i> | <i>Max</i> | <i>M</i> | <i>SD</i> |
|------------------------------|----------|-------|------------|------------|----------|-----------|
| Gender | | | | | | |
| Male | 19 | 55.90 | | | | |
| Female | 15 | 44.10 | | | | |
| Age | | | 22 | 35 | 28.68 | 2.97 |
| Education | | | | | | |
| Bachelor | 25 | 73.50 | | | | |
| Master | 9 | 26.50 | | | | |
| Teaching experiences (Year) | | | | | 4.35 | 2.16 |
| 1-3 | 12 | 35.30 | | | | |
| 4-6 | 17 | 50.00 | | | | |
| 7-10 | 5 | 14.70 | | | | |
| Teaching levels | | | | | | |
| Lower secondary | 12 | 35.30 | | | | |
| Upper secondary | 10 | 29.40 | | | | |
| Lower and upper secondary | 12 | 35.30 | | | | |
| Number of classes | | | | | 4.09 | 1.53 |
| 1-3 | 9 | 26.50 | | | | |
| 4-6 | 24 | 70.60 | | | | |
| 7 or more | 1 | 2.90 | | | | |
| Teaching hours per week | | | 4 | 24 | 15.76 | 6.38 |
| 1-10 | 10 | 29.40 | | | | |
| 11-20 | 21 | 61.80 | | | | |
| 21 or more | 2 | 5.90 | | | | |
| Missing | 1 | 2.90 | | | | |
| Number of students per class | | | 27 | 78 | 36.78 | 10.24 |
| Up to 30 | 2 | 5.90 | | | | |
| 31-40 | 28 | 82.30 | | | | |
| 41 or more | 2 | 5.90 | | | | |
| Missing | 2 | 5.90 | | | | |

(*n* = Number, *Min* = minimum, *Max* = Maximum, *M* = mean, *SD* = standard deviation)

secondary level, and 12 respondents (35.30%) are teaching lower and upper secondary level.

Among 34 EFL teachers in terms of number of classes, 24 respondents (70.60%) are teaching four to six classes as the normal duties in their school, indicating $M = 4.09$ and $SD = 1.53$.

Similarly, 21 respondents (61.80%) are teaching 11 to 20 hours a week, whereas 29.40% of the

respondents are teaching less than equal or lower than 10 hours a week as the mean and standard deviation is ($M = 15.76, SD = 6.38$); otherwise, 82.30% of respondents is teaching 31 to 40 students per class as only 5.90% of respondents is teaching equal or lower than 30 students a class, indicating $M = 36.78$ and $SD = 10.24$.

The satisfaction questionnaire was sent to the EFL teachers of six high school New Generation Schools and 34 EFL teachers filled in the questionnaire form, consisting of 39 items excluding the 3 items with more than one option, and the value for Cronbach's Alpha for the survey result was ($\alpha = .8130$). This value indicates that the survey form questionnaire has a good internal consistency.

In addition, the interpretation scheme of the mean interval for the 4-point Likert Scale was categorized into 4 attitudes: Very Positive, Positive, Negative, and Very Negative. These 4 attitudes are identified by the mean interval: 1.00 to 1.49 = Very Negative, 1.50 to 2.49 = Negative, 2.50 to 3.39 = Positive, and 3.50 to 4.00 = Very Positive (see table 7). This scheme was found more than 90% accurately in measuring the respondent's satisfaction by mean of 4-point Likert Scale (Pornel & Saldaña, 2013).

Table 7

Mean Interval of 4-point Likert Scale (Pornel & Saldaña, 2013, p.18)

| Mean Interval | Attitude |
|---------------|---------------|
| 3.50 – 4.00 | Very Positive |
| 2.50 – 3.39 | Positive |
| 1.50 – 2.49 | Negative |
| 1.00 – 1.49 | Very Negative |

1.2. Findings of Research Question One

What issues are existed in English language teaching in New Generation Schools?

The result of the research question one examined three kinds of issues in English language teaching of NGS context such as 1) teaching-related issues, 2) educational system-related issues, and 3) learning-related issues.

1.2.1. Teaching-Related Issues

Table 9 shows that EFL teachers in NGS have significant problem of workload as mean and standard deviation is ($M = 3.21, SD = .59$), indicating 97.1% of the respondents reveal positive responses with workload issues. Similarly, Mean and Standard Deviation of non-school work is ($M = 1.76, SD = 1.05$) indicating that EFL teachers are facing issues on additional schoolwork beside from teaching as 79.4% of the respondents reveals negative response. They have additional work beside from their teaching duties. These additional works may include administrative work, student clubs, and professional learning community. 94.2% of the respondents shows positive responses, $M = 3.26, SD = .57$, designating that EFL teachers are more likely to have ability to teach English using communicative language teaching. In addition, Mean and Standard Deviation of having enough time ($M = 2.91,$

Table 8

Mean and Standard Deviation of Teaching-Related Issues

| Characteristics | <i>M</i> | <i>SD</i> | Response Distribution (%) | | | |
|-------------------------|----------|-----------|---------------------------|------|------|------|
| | | | SD | D | A | SA |
| Workload | 3.21 | .59 | 2.9 | | 70.6 | 26.5 |
| Non-school work | 1.76 | 1.05 | 55.9 | 23.5 | 8.8 | 11.8 |
| Easy to teach | 3.26 | .57 | | 5.9 | 61.8 | 32.4 |
| Having enough time | 2.91 | .51 | | 17.6 | 73.5 | 8.8 |
| Organizing materials | 2.76 | .61 | 2.9 | 23.5 | 67.6 | 5.9 |
| Controlling class | 2.74 | .62 | 2.9 | 26.5 | 64.7 | 5.9 |
| Ability to use pedagogy | 2.71 | .58 | 2.9 | 26.5 | 67.6 | 2.9 |

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

$SD = .51$) and organizing materials ($M = 2.76, SD = .61$) indicated that EFL teachers are less likely to have enough time to organize the teaching materials and they find it a bit difficult to organize the authentic materials for their EFL class. Furthermore, the EFL teachers in NGS

are less likely to find easy to control their English class ($M = 2.74$); otherwise, the Mean of ability to use pedagogy is 2.71, similar to Mean of controlling class designating that the respondents are facing a bit difficult in using pedagogical knowledge for their EFL class.

1.2.1.1. Teacher's Ability

Three of seven interviewees (P3, P6, and P7) mentioned that their ability in teaching English is limited since English is being updated day by day. They need to study and research more on the field that they are teaching to continue their teaching profession. They also added that they do not have any problems regarding the grammatical structure, but it is about wordings and new words that they have never faced before. Before teaching the students, they need to read and prepare such plans in advance to avoid any errors or mistakes. One of these three interviewees, P6, certified that:

“...my ability is limited in terms of some wordings or updated words. I sometimes find it difficult to answer the students' questions. I need to think for a while or sometimes I try to find the answer through Google or other Browsers.... I know I need to learn more along the way of my teaching profession...”

1.2.1.2. Teaching Materials

Three interviewees (P5, P6, and P7) stated that they faced difficulties in teaching materials because the contents in English as the Foreign Languages needs materials such as photos or images that relate to the context, flash cards, and hand-made materials for specific activities. Sometimes they spend time finding them through the internet, but it is less related to the content. When they try to make it themselves, it took a long time to prepare such hand-made materials for their teaching. In addition, some contents need activities. Not just speaking and writing, but it is also about the performance or role-play. When it comes to these activities, they need specific materials for the activities. Additionally, P5 stated that:

“... I still need kind of materials to support my teaching. When I let the students do the activities in the class... Of course, the satisfying material is

absolutely important for them to make the activity more convenient. When I prepared the materials by myself, it spent more time and I also need to do other things as well...”

1.2.2. Education-Related Issues

As shown in table 10, the EFL teachers in NGS were satisfied with the suitable number of students per class ($M = 3.15$, $SD = .56$) and suitable classroom environment ($M = 3.38$, $SD = .60$). Among these two satisfying factors, the classroom environment is more satisfying than the number of the students per class. Interestingly, some EFL teachers showed discomfort with textbook contents ($M = 2.68$, $SD = .84$) and students’ knowledge ($M = 2.50$,

Table 9

Mean and Standard Deviation of Education-Related Issues

| Characteristics | M | SD | Response Distribution (%) | | | |
|-------------------------------------|------|------|---------------------------|------|------|------|
| | | | SD | D | A | SA |
| Suitable number of students a class | 3.15 | .56 | | 8.8 | 67.6 | 23.5 |
| Textbook contents | 2.68 | .84 | 11.8 | 20.6 | 55.9 | 11.8 |
| Students’ knowledge | 2.50 | .75 | 5.9 | 47.1 | 38.2 | 8.8 |
| Classroom environment | 3.38 | .60 | | 5.9 | 50 | 44.1 |

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

$SD = .75$). Among these two dissatisfying factors, the students’ knowledge is more dissatisfying than the textbook contents as 53% of the respondents expressed negative responses, 20.6% more than textbook contents.

1.2.2.1. Textbooks

Five interviewees mentioned that they faced problems with the textbooks because some lessons are higher than the students’ ability. When they taught the students one lesson to another, it took more time because they separated session for the students to learn extra vocabularies. In addition, the lesson in each unit is quite long so that they could not finish all lessons in the textbooks. P5 stated that:

“...if we count, we have about 12 or 13 units. But actually, in the real class, I can teach only six units the most... and the textbook is higher than

the student level, so it is hard for the students to learn...Sometimes, I don't follow the textbook at all... I added some extra sessions for my students to learn new vocabularies..."

1.2.2.2. Limited time for English Class

Three interviewees mentioned that the teaching hours of English class is insufficient because they have only around 2 hours per week. This challenge of insufficient teaching hours could affect the students' learning process and the completion of the lessons in the textbooks. They added that time constraint of EFL teaching results in shortage of the students' practices. In case the teachers wish to finish all lessons of the textbook, they need to go fast because of the shortage of teaching hours, and this loses the students' engagement. The teaching hours were unintentionally cut off due to the unplanned visit of the relevant officials, stakeholders, and other ceremonies in the school. In additionally, P2 certified that:

"Time for EFL teaching is not enough because the lesson is quite long, students' ability is not suitable at all compared to the textbook, and as we know the school always has such ceremonies because of unplanned visits and so on... to be honest I could not finish all lessons in the textbook because of the shortage of the teaching hours. I can just finish 60% or 70% of the total lessons... just so, you can imagine the students' ability for the next level when we could not finish the lessons..."

1.2.3. Learning-Related Issues

Table 11 shows that the EFL students in NGS are likely to be involved in classroom activities as the point values of the Mean and Standard Deviation is $M = 2.94$ and $SD = .49$ designating 85.3% of the respondents show positive responses. In the same way, the point value of the Mean of students' motivation ($M = 2.94$) indicated that the students are likely to have motivation for their EFL studies. Similarly, the point value of the Mean for sufficient time to practice is $M = 2.74$, $SD = .62$, indicating that the EFL students are less likely to have

Table 10

Mean and Standard Deviation of Learning-Related Issues

| Characteristics | <i>M</i> | <i>SD</i> | Response Distribution (%) | | | |
|----------------------------------|----------|-----------|---------------------------|------|------|-----|
| | | | SD | D | A | SA |
| Students' involvement | 2.94 | .49 | | 14.7 | 76.5 | 8.8 |
| Students' motivation | 2.94 | .49 | | 14.7 | 76.5 | 8.8 |
| Sufficient time to practice | 2.74 | .62 | | 35.3 | 55.9 | 8.8 |
| Students' sufficient background | 2.32 | .77 | 8.8 | 58.8 | 23.5 | 8.8 |
| Students' confidence | 2.56 | .61 | | 50 | 44.1 | 5.9 |
| Different levels of the students | 2.62 | .66 | 2.9 | 38.2 | 52.9 | 5.9 |

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

sufficient time to practice English for their studies. The students' background, in addition, in terms of EFL proficiency level indicates 67.6% of negative responses ($M = 2.32$) designating that the EFL students have insufficient background in English comparing to the class they are studying. The students, moreover, are likely to have low confident to learn English ($M = 2.56$, $SD = .61$) as 50% of the respondents shows negative responses. Likewise, the EFL teachers are facing a bit challenge ($M = 2.62$, $SD = .66$) in terms of mixed level students in the class indicating 41.1% of negative responses for different level students.

1.2.3.1. Mixed Ability of the Students

All seven interviewees stated that the students in the class have mixed abilities and the teachers find it hard to teach them. Some students are very poor at English because they have less background in learning English. When the teacher goes fast in terms of teaching English from one lesson to another, the lower achievement students could understand little about the lesson. When the teacher goes slow, the higher achievement students could get bored because of the repetition of the lessons and activities. When it comes to the group work and sharing session, the higher achievement students come up and share others as lower achievement students calm down without any activities, and this reveals unequal activities amount the lower and higher achievement students. In addition, P4 mentioned that:

“... mixed ability students in the class results in complicated activities that I find hard to teach to my students... the poor one just sits without saying anything while the smart one is very active sharing the idea to the group

and the whole class... the smart students do not want to work with poor students. They like working alone or working with other smart students... poor students sometimes feel frustrated, nervous, and shy because of the unstoppable bullied words from their classmates... ”

1.2.3.2. Limited proficiency of the students

All seven interviewees indicated that they faced difficulties in dealing with the limited proficiency of the students. Some of them are studying in the higher level, high school, but they could read and write less in English as some more of them know very little about English. When it comes to English class, some students cannot understand what the teacher is saying in English. They just sit quietly without any activities. When the teacher assigned one topic to the class, giving time to discuss and calling them to share their ideas, they can say very little or sometimes they can just stand up without any ideas, heading down feeling nervous or embarrassed. Additionally, P3 stated that:

“... my students’ ability in English is limited... when I talk to them in English, they could reply to me very little and sometimes they do not understand what I am saying... when I provided the exercises to them, only few students could do it... this is because of their limited proficiency. Of course, some smart students could help them, but it is not all time... I can just go [teaching students] one by one and let them do step by step...”

Moreover, three interviewees added that lower achievement students remained in their schools for years and they need to solve this problem almost every time they are teaching in their schools. The lower achievement students come from many aspects such as low background in learning English, lower-income family, father-mother education, students’ motivation, and students’ appreciation. They also mentioned that the lower-achievement students are not because of their family factors at all, but it is also related to the students themselves and the society that they are associating with like the value of English, the encouragement, their friends, and their motivation to learn English. Similarly, P6 stated that:

“...some students in my class are very poor at English. This is because of their lower background in English... They do not actually like to learn English... since they were in secondary school. Here come to my class in high school. They are still poor at English... This is also related to their poor understanding on the English language value...”

1.2.3.3. Students’ Low Motivation

Six interviewees mentioned that students’ motivation is the challenges they faced when teaching English in their context. The students get less involved in teaching and learning activities and they seemed to be bored when it is time for English class. Some students change from English to study French because they think that English is hard, and French is easy when taking grade 12 national exam. Some students, understanding less value of English, just follow their friends. Not just because of what, it is because they want to study with their friends. In addition, the teachers themselves find it hard to motivate them because they have limited resources to engage the students to learn English, especially for those who are poor at English. In addition, P1 indicated that:

“...it is hard to motivate my students to learn English... some of them are poor at English so they do not want to study it... sometimes they are careless in English language learning... and they play more than learning as their friends who are also poor at English... also the value of English, they know little about this... and some students change to study French because French is easier than English when taking exam [grade 12 national exam]... I try to encourage them to learn English explaining the value of English for their further career, but this takes time because their ability is lower than the grade that they are studying...”

1.3. Findings of Research Question Two

How practicable is Communicative Language Teaching in New Generation Schools?

As shown in table 12, employing Communicative Language Teaching is more likely to require high proficiency in English ($M = 2.97$, $SD = .72$), designating 73.5% of the respondent reveals their positive responses. Similarly, the EFL teachers need a higher knowledge of the target culture when applying Communicative Language Teaching, $M = 3.03$

and $SD = .67$, as the point value of respondents 79.4% reveals their positive responses on sufficient knowledge of the culture to use CLT. In addition, 24 respondents (70.5%) indicate that the roles of the EFL teachers in CLT class are varies such as the facilitator, the language guide, and the monitor that best describe the teacher when using CLT. In the same way, 24 respondents (70.5%) reveal that the frequent activities for the EFL students when applying Communicative Language Teaching include role play, group works, pair works, flash card,

Table 11

Mean, Standard Deviation, and Frequency of CLT Practices

| Characteristics | <i>n</i> | <i>%</i> | <i>M</i> | <i>SD</i> | Response Distribution (%) | | | |
|--------------------------------|----------|----------|---|-----------|---------------------------|----------|----------|-----------|
| | | | | | <i>SD</i> | <i>D</i> | <i>A</i> | <i>SA</i> |
| High proficiency to use CLT | | | 2.97 | .72 | | 26.5 | 50.0 | 23.5 |
| Knowledge to use CLT | | | 3.03 | .67 | | 20.6 | 55.9 | 23.5 |
| Roles of EFL teacher | 24 | 70.5 | Facilitator, language guider, and monitor | | | | | |
| Most frequent activities | 24 | 70.5 | Role play, group work, pair work, flash card, and presentation | | | | | |
| Correction of students' errors | 26 | 76.5 | Tell them after they have finished their talk and at the end of the session | | | | | |

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

and presentation. 26 EFL teachers, furthermore, (76.5%) correct the students' errors by telling them after they have finished their talk and they also correct the students' errors at the end of the session.

1.3.1. The Use of CLT

1.3.1.1. Definitions of CLT

Six interviewees mentioned that communicative language teaching is the way of language practices in which the students are facilitated to do classroom activities more than the teacher. The students are given opportunities to discuss exchanging their views, do exercises, perform activities, present their assigned topic, and research the particular case as the project through group works, pair works, role-play, or whole class discussion.

Additionally, P2 indicated that “...*CLT is known as the collaborative activity that the students work as the practitioners ... the teacher guide the students in order the perform such classroom activities...*” P5 stated that “...*CLT provides the students with the opportunities to co-practice with their classmates new learn new concept... not just reading and writing, but it is also about speaking and listening... that the students make in order to learn as the group of classroom cooperation...*”.

1.3.1.2. Beginning of CLT in the Class

At the beginning of the CLT class, the EFL teachers often start with previous lesson revision allowing some students to call back what they have studied in the previous time. Doing this the students could review the previous lesson as the linkage from the previous to the upcoming lesson. Before starting a new lesson, the EFL teachers could start with warm-up activities such as a short conversation related to today’ lesson, a short game to revise words, ongoing grammatical structure to build to sentences, asking questions to reflect the students’ understanding of the previous lesson, or watching the video record of today’s lesson as a refreshment or reflection on the new lesson.

Moreover, P3 mentioned that “...*I asked my students to make a small conversation at the beginning of the class... by working in pairs or groups... and sometimes I let my students play the game... spelling some words... and so on...*”. P2 also stated that “...*if my today’s lesson is about the grammar, I ask my students to build statements in groups, pairs, or individual... they do this as the circle... if I have a good video clip, I let them watch first. I asked them what that video clip is talking about... and... they reflect about a few minutes...*”. P4 indicated that “...*at the beginning, I ask my students some questions that relate to the previous lesson... let them think for a while... the students answer the questions and link to the new lesson...*”.

1.3.1.3. During CLT in the Class

Six interviewees indicated that group work, pair work, and role-play are often applied to make the classroom collaboration. The students are divided into different groups including lower and higher-achievement students in one group to make them help each other along the way of group discussion. Each group is rolled with the group leader, the secretary, and the members responsible for the assigned topic. The students are given a suitable amount of time with clear instruction. During the students' discussion, the teacher walks around the class to facilitate and observe the students in case they need some help from the teacher. After their group discussions, the students have a group presentation on the given topic. Each group could have a chance to ask questions for clarification on particular points. They also added that in CLT class the students are active to make the class progress in which the students are encouraged to share their ideas, make the communication, show their feelings, and discuss on the assigned topic. In addition, P5 stated that:

“...I normally tell them... how many groups there are and how many members are added to the group and what they are going to do in group and who should take responsibility for this... we assign... the roles for them... give clear instruction, and let them discuss on the given topic... the students could come up for the presentation... and other students could ask some questions... at the end of each group presentation...”

Moreover, four interviewees indicated that when organizing the CLT class the EFL teachers also need to consider the demonstrated skill whether the today's classroom is about listening, speaking, writing, or listening. Even though CLT is applicable for these four skills, the activities to be used in the class have to be aligned with the content, way of students' learning, and possible time for the classroom operation. After identifying the aim and objectives of the class based on the focused skill, the feasible classroom activities such as individual works, pair works, group works, role-play, whole-class discussion, or project-based learning can be demonstrated for the students to make sure that they could understand

the progress, and then allow them to work independently. The students have ownership in the way they are learning to improve their language competencies in alignment with the real-world context. Additionally, P4 stated that:

“...when it comes to writing session on Present Simple Tense, the students are organized into groups of 4 or 5 members [based on actual numbers in the class...] working on the forms... and building statements of the Present Tense... they then show up their group results... they are also encouraged to build Present Tense statements... related to their daily lives...”.

1.3.1.4. The End of CLT in the Class

All seven interviewees mentioned that at the end of the CLT class the students are assigned the activities to make the alignment from the theories into real-world practices. After the students perform the activities, share their views, or present on the particular topic, constructive feedback is logically provided for the students' further practices. To some extent, the students can also be encouraged to do the activities, tasks, or games to check if they could achieve the expected learning outcomes. These kinds of activities at the end of the class in CLT are to check the outcome and to put the students into real practices in terms of the input they have studied. The students can also be asked to reflect on what they have done with their classmates by capturing the important activities, and the homework is then introduced for the students as a home task covering relevant or extra aspects of the today's lesson inputs. Similarly, P6 indicated that:

“...at the end of the class in CLT, I assign my students to play a small game.... related to actual practice in their daily lives... this game can also check my students' ability if they can achieve the objectives of the study... then I write the homework on the board... and I explain them how to do it...”.

1.3.2. Teacher's Roles

All seven interviewees indicated that the EFL teacher works as the facilitator in CLT class coordinating the students to learn. The teacher is the one who guides the students and helps them along the way of learning to make a better progress of language learning

development. In addition, three interviewees added that an EFL teacher in CLT class also works as a peer-corrector who provides constructive feedback to the students when they produce errors or mistakes in order to shape the way that the students are walking within the clear direction towards the development of the language competence. Moreover, six interviewees also mentioned that EFL teachers in CLT class work as monitors providing continuous support to the students for the continuous practices. Within the monitoring process of teacher towards the students, instructional guidance is introduced to the students and let them do such things independently for the continuous development. The EFL teacher monitoring the students assists them to see both strengths and weaknesses of ways in EFL learning and development towards the further career through step-by-step evaluation identifying the process in which students could reflect themselves in order to make further improvement in terms of their lives and learning balance towards the real-world practices. In addition, P5 stated that:

“... I facilitate my students to learn... and guide them on the way they need to be for their learning process... the students need to find the solutions themselves... I sometimes provide them some feedback.... let them think of themselves... reflect themselves... I coordinate them... elicit some questions and let them practice independently...”.

1.3.3. Students' Roles

All seven interviewees mentioned that the students work as practitioners taking roles as active learners to perform classroom activities. The students share their views on the common topic assigned by the teacher within the discussion, communication, or presentation to make their learning process more engaged and collaborative. In addition, four interviewees indicated that the students are responsible for their tasks taking action towards the expected learning outcomes facilitated by the teacher guiding the direction for their walks in learning process. The students are encouraged to work collaboratively doing some research [finding the answers to the assigned questions through the internet, other browsers, or resources in

library and searching some information through project-based learning], sharing ideas in groups, building team spirits, and having the presentation. Three interviewees added that the students in CLT class do more activities than the teacher. It is not only about learning, but it is also about helping each other, especially the lower achievement students in the class. In addition, P7 stated that:

“...when applying CLT, my students can help each other... Sometimes, they share their ideas in the group and explain the poor one how to do the exercise... If it is time to play game... each group want to be the winner... so they try hard pushing the poor students work and reach out... they do it as a team to win the game...”

Moreover, three interviewees stated that the students are more than just learners. They collaborate with each other in the group, especially for the group discussion or group debates. They have prepared such things in advance, leading their groups within the internal role distribution among the groups themselves. They are the kind of protagonist taking responsibility in their learning process, trying to explore, explain and share their ideas to show their potential.

1.3.4. Student Motivation

Five interviewees mentioned that to motivate the students to learn in CLT class, they develop the classroom activities as enjoyable or engagement activities as follows:

1. Clap the board, P5 stated that *“Two students stand next to the board and clap the words written on the board as the teacher counts the number and call the words.”*,
2. Word-trains, P5 stated that *“The students are divided into groups writing one word on the board and the next group writes the next word using the last letter of the previous words. Next group comes and write next word as the train and each group do this as a circle.”*,

3. and Kahoot, P3 stated *“It is an online quizzes game of close-ended questions with limited time responses. The one answering best in time and correctly is the winner.”*.

Four interviewees stated that encouragement is the way to motivate the students to learn. They find the students' appreciation and needs in the learning process, and they fulfill this learning process to motivate the students. They find the students' talent and let them do it. They let the students share the idea and do the exercises and these are marked with additional scores.

The EFL teacher also makes the students feel comfortable in learning within the enjoyable moment of classroom practices. The teacher sometimes explains to the students to see the value of EFL learning and its relevant future career and let them see how important EFL is for their studies and continuous development. Flexibility is needed in some cases, which means that the teachers may not follow the lesson plan at all. They can observe the students and see how they feel during the classroom operation. In case that the students feel bored because of one particular classroom activity, the teacher may modify the teaching and learning activity with some refreshments or enjoyable actions related to the studied content to draw the students' attention.

In addition, all seven interviewees mentioned that they need to speak both English and Khmer to motivate the students. They could not speak only English or Khmer when they are teaching English. It is the combination of both English and Khmer language because there are both lower and higher achievement students in the class. Five interviewees added that in case that the EFL teachers speak only English, the lower achievement students would be bored and they would understand less in terms of the classroom content. When the teachers speak only Khmer in English class, the higher achievement students would be less interested in

learning and this would be less engaged. Just so, the combination of both Khmer and English in English class would be normally applicable for both types of students.

1.3.5. Student Evaluation

All seven interviewees indicated that exercises are commonly used to evaluate the students' learning outcomes. The students are assigned to do the exercises in order to check their achievement at the end of the class. They added that not all students could do the exercises with good results, but at least they know what they can do for the next session to further strengthen their ability in terms of the previous studied content. In addition, four interviewees mentioned that they ask students to work in groups, discuss the assigned topics, and have the group presentation. When the students could have the presentation assigned by the teacher, this shows the competencies that the students have achieved. In the same way, some questions can be asked by their classmates or the teacher to clarify to their content knowledge in terms of the assigned topic.

P7 stated that: "... I prepare the exercise for my students... I let them do it... when they can do the exercise that I give them... it is good and I can know how much they can get the lesson... some students... cannot do it, so I can prepare my lesson for the next session to help them... most of the time I use exercises or tests to check... evaluate my students..."

"... I asked them to work in groups... if they understand, they can present it fluently... the students can share their ideas... show their ability about the content that they are studying... and they can also ask some questions... when their friend make the presentation... and I can see... this is what I let them do to evaluate them...", P2 said.

In addition, three interviewees mentioned that they ask the students to do the reflection to check their students' achievement and evaluate them. At the end of the class, the students are assigned to do a small reflection on what they have studied. This reflection can be in class or can be at home based on time allowance. When the reflection is conducted in the class, the students are asked to describe what they have studied, what they have achieved,

and what they need more in terms of the studied content. This in-classroom reflection can be done in groups or individually. At-home reflection is often applicable for the students to describe what they have learned in summary, what they have achieved, and their questions in terms of the content they studied in written paper. These two types of reflection would be marked to evaluate their abilities compared to the subject matter they have studied.

1.3.6. Error Correction

All seven interviewees stated that they often correct the students' errors when the students have finished their speech or presentation. They rarely interrupt the students to correct their mistakes or errors when the students are speaking. This would lead to demotivation and upset cases. They wait until the students finish and they draw the students' attention to the mistakes or errors and then they provide the feedback or sometimes they ask other students to correct those errors. Three interviewees added that they also interrupt the students' speech or presentation if necessary. The interruption is done in a polite way, and it is a kind of asking the students to pause and correct them immediately. When the error is quite normal and it takes a very short amount of time to correct it, immediate correction takes place.

P2 stated that: *"... I just repeat that words... asking them to pause a moment while they are talking.... then correct them immediately... we know time to interrupt them... time to correct them..."*.

"... I wait until they finished their presentation... because when we correct them immediately, maybe they forget what they need to present... sometimes they feel upset and they don't want to do it anymore... we can correct them after they their presentation is better...", P6 said.

Three interviewees indicated that the EFL teachers can also correct the students' errors individually later during free time because some students are sensitive. If the teacher corrects their errors in front of other classmates, they may be upset or disappointed. In addition, when the error is common to everyone and it is just a tiny one, the teacher can let

them go and correct themselves. Some other types of error correction can also be included in the feedback, peer correction, and gestures to make sure that the students feel positive to realize their errors and correct them as a means of avoiding students' embarrassment during the error correction.

1.4. Findings of Research Question Three

What can Communicative Language Teaching contribute to English language teaching in New Generation Schools?

The result of the questionnaire reveals 2 main constructions of Communicative Language Teaching contributing to English language teaching in New Generation School such as 1) the contribution to EFL teachers and 2) the contribution to EFL learners.

1.4.1. The Contribution to EFL Teachers

Table 13 shows that EFL teachers in NGS context practice CLT in their EFL class most of the time, $M = 3.09$ and $SD = .51$, as 91.1% of the respondents show positive responses. In the same way, 97.1% of the respondents reveal their positive responses on the student engagement using CLT, $M = 3.21$ and $SD = .59$, indicating that the EFL teachers believe that CLT helps to engage their students in EFL learning process. Moreover,

Table 12

Mean and Standard Deviation of The Contribution to EFL Teachers

| Characteristics | M | SD | Response Distribution (%) | | | | |
|---|------|------|---------------------------|-----|------|------|------|
| | | | DK | SD | D | A | SA |
| Practicing CLT most time | 3.09 | .51 | | | 8.8 | 73.5 | 17.6 |
| Student engagement using CLT | 3.21 | .59 | | 2.9 | | 70.6 | 26.5 |
| Organizing students' activities | 3.24 | .50 | | | 2.9 | 70.6 | 26.5 |
| Organizing the lesson using CLT | 2.79 | .73 | 2.9 | | 20.6 | 67.6 | 8.8 |
| Consistency of content and students' learning | 2.74 | .93 | 8.8 | | 5.9 | 79.4 | 5.9 |

Rating response scale: 0 = Don't Know, 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

employing CLT helps the EFL teachers to organize the students' activities for the EFL class, $M = 3.34$ and $SD = .50$, designating 97.1% of the respondents reveals their positive responses. On the other hand, the EFL teachers are likely to find it easy to organize the lesson using CLT, $M = 2.79$, $SD = .73$; similarly, CLT is likely to reinforce the consistency between the contents and the students' learning, $M = 2.74$ and $SD = .93$, designating 76.4% of the respondents show their positive responses, whereas 14.7% of the EFL teacher find it inconsistent.

Moreover, five interviewees mentioned that they feel comfortable in applying communicative language teaching as the class is well-controlled. The students are more engaged and the teacher finds it useful to continue their classroom activities. They added that they feel confident in using communicative language teaching because the classroom is well-organized and the students do more activities. Communicative language teaching provides the EFL teachers with a convenient classroom environment in which the students are involved sharing their ideas with their classmates. CLT allows the EFL teacher to do less activities compared to other teaching styles, in which the students perform more activities independently managing their learning progress guided by the teacher. In addition, P4 indicated that:

"... I feel happy and comfortable to use CLT... the students are more engaged... and the class is easy to control... CLT helps me in teaching English... because the students are active... when it comes to CLT class, it is a bit noisy... because the students communicate with their friends..."

Similarly, five interviewees also indicated that using CLT would help the EFL teacher to be easy in organizing the classroom activities. The EFL teacher provides the students with opportunity to communicate with their classmates, to share their views to the class, and to collaborate among students and students as a means to develop their communicative competence. Additionally, three interviewees stated that using CLT could help the EFL

teacher to help the lower achievement students because the students are organized in groups. That is why the higher achievement students could help the lower one under the supervision of the teacher. CLT also leads EFL teachers to do some more research in terms of collaborative activities to engage the students to learn. The EFL teacher needs to prepare the lesson in advance with the target activities in alignment with the subject matter and feasible classroom operation. This lesson preparation is to match with the students' proficiency level as the EFL teacher may need to know their students' abilities and their hobbies in language learning to make the students feel more comfortable in language learning involvement for such communicative development.

"...CLT helps me in teachings. It provides me a good opportunity to...organize my students to think... and allow them to practice their language... using CLT actually refers to a kind teaching... to activate the student to work or perform more activities than the teacher...", P2 said.

1.4.2. The Contribution to EFL Learners

As shown in table 14, the EFL students are more likely to work with their classmate, $M = 2.94$ and $SD = .69$, when CLT is employed in the class. Communicative language teaching, moreover, makes the students practice, $M = 3.00$ and $SD = .70$, designating 91.2% of the respondents show their positive responses on students' practicing when using CLT. 88.3% of the respondents reveal their positive responses on developing students' communication, indicating that applying CLT helps to develop the students' communicative skill ($M = 2.88$ and $SD = .59$), whereas 11.8% of the respondents shows their negative

Table 13

Mean and Standard Deviation of the Contribution to EFL Learners

| Characteristics | M | SD | Response Distribution (%) | | | | |
|---|------|------|---------------------------|----|-----|------|------|
| | | | DK | SD | D | A | SA |
| Students' working with their classmates | 2.94 | .69 | 2.9 | | 8.8 | 76.5 | 11.8 |
| Students' practicing English using CLT | 3.00 | .70 | 2.9 | | 5.9 | 76.5 | 14.7 |

| | | | | | | | |
|---|------|-----|-----|-----|-----|------|------|
| Developing students' communication | 2.88 | .59 | | 5.9 | 5.9 | 82.4 | 5.9 |
| Students' activeness | 3.00 | .74 | 2.9 | | 8.8 | 70.6 | 17.6 |
| Taking students to real-world practices | 3.18 | .52 | | | 5.9 | 70.6 | 23.5 |

Rating response scale: 0 = Don't Know, 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

responses. Employing CLT makes the students active ($M = 3.00$ and $SD = .74$) as 88.2% of the total respondents showed their positive responses. In addition, communicative language teaching is more likely to bring the EFL students to be ready for their real-world practices, $M = 3.18$ and $SD = .52$, designating 94.1% of the respondents reveals their positive responses for real-world practices when employing CLT.

Five interviewees mentioned that communicative language teaching provides the students with opportunity to practice as a means to build their language competency. The students are given feasible time to collaborate with their classroom making discussion, communication, and presentation on the assigned topics. The students are encouraged to work with their friends exchanging their ideas. During the group discussion, the students can also build their team spirit and help each other. The higher achievement students could help the lower achievement students as they discuss with their teammates sharing the common practice and move closer to strengthen their relationship. The lower achievement students can be active as their friends encourage them to share their ideas or report the group results to the whole class based on their group guidance.

P2 stated that: “... CLT leads the students to practice.... guided by the teacher... they can apply the language they learn... they build their team spirit... they feel a bit closer than before with their teammates... for those who are quite can be friendly and active... using CLT, the active learners love to share... they poor students can just try again and again to build confidence... day by day and step by step, they can express their ideas...”.

In addition, six interviewees mentioned that CLT helps the students to improve their English language proficiency through real-world practices. The students associate with their friends practicing the new concepts that they are studying in the class. They use their EFL

competencies in communication, discussion, and collaboration, putting the theories learned in the class into real practices. The students work with their classmates talking about the particular topic sharing common practices and views to develop their communicative competence. CTL also helps the students to motivate their learning process as they are doing such classroom activities with their teammates to strengthen their EFL ability in terms of the subject matter.

Moreover, five interviewees stated that communicative language teaching is the way of transforming communicative practices which means that the students are encouraged to associate with their classmates formulating communicative activities as their learning process. They associate with each other sharing experiences, commitments, or motivation in terms of the target topics as a means of communicative development. The students are motivated to learn as they have sufficient time to put the theories into their practices in alignment with their learning competency and target skills. They are engaged in the process of the study collaboratively work as the practitioner to develop their English language proficiency.

“...CLT brings the students’ interactions... which mean that classroom is dynamic and active... student can participate actively, and they can share, they can take part in classroom operation... like collaborative learning or collaborative teachings... CLT is a kind of activity that brings a lot of actions for the students...”, P4 stated.

In addition, four interviewees mentioned that CLT brings practical environment to the class which means that the students are active to make the cooperation in learning with their classmates. Both lower and higher achievement students are involved and this brings the on-going process for the lower achievement students that the higher achievement students could help the lower one through the interaction between students and students guiding each other step by step within the peer feedback and continuous growth towards the communicative

competent development. CLT could bring the students to be committed in learning as they stay in the middle of language practices observing their classmates to share ideas, to perform the activities, or to make the presentation as their common practices. Day by day and step by step, this would strengthen the students' performance and they get involved in the practical process for their proficiency development.

1.5. Findings of Research Question Four

What difficulties have EFL teachers encountered regarding the implementation of CLT in their English classroom?

Table 15 shows that some EFL teachers showed discomfort in using English proficiency for their CLT class ($M = 2.91$, $SD = .45$), indicating 14.7% of the respondents show their negative responses on the English proficiency. Similarly, 17.6% of the responses reveals their negative responses on the knowledge and culture for CLT class, $M = 2.82$ and $SD = .39$, indicating that the EFL teachers are less likely to have challenges in using their knowledge and culture for their CLT class as 82.4% of the respondents reveals their positive responses. On the other hand, the EFL teachers are facing challenges in insufficient time to get training about Communicative Language teaching, $M = 2.47$ and $SD = .62$, designating 52.9% of the respondents show their negative responses. The EFL teachers, moreover, are likely to face difficulty in insufficient time to develop the materials for the communicative classes ($M = 2.62$ and $SD = .55$). In the same way, the Mean of understanding clearly how to

Table 14

Mean and Standard Deviation of EFL Teachers' Difficulties in Implementing CLT

| Characteristics | M | SD | Response Distribution (%) | | | |
|--|------|------|---------------------------|------|------|-----|
| | | | SD | D | A | SA |
| English proficiency of EFL teachers | 2.91 | .45 | | 14.7 | 79.4 | 5.9 |
| Knowledge and culture for CLT class | 2.82 | .39 | | 17.6 | 82.4 | |
| Sufficient opportunity for training | 2.47 | .62 | 2.9 | 50.0 | 44.1 | 2.9 |
| Enough time to develop materials for CLT | 2.62 | .55 | 2.9 | 32.4 | 64.7 | |

| | | | | | |
|--|------|-----|------|------|------|
| Understanding clearly how to use CLT | 2.74 | .45 | 26.5 | 73.5 | |
| Students' activities when using CLT | 3.15 | .50 | 5.9 | 73.5 | 20.6 |
| Students' participation in communication | 2.94 | .49 | 14.7 | 76.5 | 8.8 |
| Students' feelings to learn | 2.97 | .58 | 17.6 | 67.6 | 14.7 |
| Students' motivation for the competence | 2.94 | .49 | 14.7 | 76.5 | 8.8 |
| Sufficient authentic materials | 2.71 | .58 | 35.3 | 58.8 | 5.9 |

Rating response scale: 1 = Strongly disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

use CLT ($M = 2.74$ and $SD = .45$) indicates that the EFL teachers are likely to have difficulty in dealing with the process to implement CLT for their EFL class, whereas 73.5% of the respondents is able to apply CLT for their students' learning activities. Interestingly, the EFL students do more activities when using CLT, $M = 3.15$ and $SD = .50$, indicating 94.1% of the respondents reveals their positive responses. The students' participation in communication ($M = 2.94$), the students' feelings to learn ($M = 2.97$), and the students' motivation for the competence ($M = 2.94$) indicate that the students like participating in communicative activities, they are happy to learn when using CLT, and they are likely to have motivation to develop their communicative competence. Furthermore, the EFL teachers are likely to face challenges in insufficient authentic materials for their CLT class, $M = 2.71$ and $SD = .58$, designating 35.3% of the respondents reveals negative responses on the sufficient authentic materials.

1.5.1. Shortage of CLT Training

All seven interviewees mentioned that they applied communicative language teaching for their classes based on what they understand and there is no standard principle for the use of CLT in their schools. They employed CLT as their own practices without clear steps from one EFL teacher to another. There is lack of CLT training and the EFL teachers in the studied context employed this teaching activities of CLT due to their own studies and further reading. The EFL teacher also includes their own teaching practices in communicative language teaching which leads to an inconsistent implementation of CLT practices as the steps in CLT

applied by the EFL teacher can be various in terms of its elements. Due to the shortage of CLT training, the EFL teachers in the studied context assume that the CLT practice in the class refers to the students' performance that is more than teacher's activities in terms of teaching and learning. When CLT is applied, types of students' activities as groupworks, pair works, role-play, games are implemented with less standard practice of CLT since the EFL teacher employed their type of CLT leading to various practices of the communicative language teaching.

“...there is lack of training in communicative language teaching... I use it based on my own way... I am not sure about new concept of CLT because I just use it as I use before... I read some books related to CLT... and I use it the way I am... sometimes I just see the way students work and it is a flexibility to make them to learn...”, said P2.

1.5.2. Insufficient Time for Material Preparation

Five interviewees mentioned that employing communicative language teaching requires more teaching materials to assess the students' activities. The teaching materials take time to prepare and to develop. There is a shortage of time to prepare the teaching materials because the teachers also have other duties such as administrative tasks, lesson plan, students' club, and family responsibilities. Working in NGS context, the teacher must prepare lesson plans regularly and these lesson plans are submitted to the administrative office. Just so, the teachers need time to prepare their lesson plan before teaching. When it comes to the teaching materials for communicative language teaching, the teacher feels like the materials are needed and they need extra time to prepare or to develop those kinds of materials to assess their students' learning. The teachers are not frustrated with the materials at all. The challenges they face in CLT class is insufficient time for the material preparation since they also need to do other tasks, especially their second jobs and family responsibilities.

P4 stated that, *“...I do not have enough time to prepare the teaching materials for my class at all, especially when using CLT... because I also do other tasks as well... When it comes to CLT, the material is needed... I*

know that CLT is good for my students, but it needs more time to practice and it needs more materials... and the material needs more time to develop...”.

“...using teaching material for CLT needs more time... CLT is good because it leads the students to work..., but when I use it... I need to prepare the materials for the students... the materials that I use for my CLT is more... and I need more time to do it... Anyways, I have other works as well... so it is hard for me because I do not have much time...”, P3 said.

1.5.3. Shortage of the Students’ Ability

All seven participants mentioned that they face challenges in applying the communicative language teaching because the students’ abilities in English is limited. When the students are assigned to work with their friends, sharing ideas in English, some students could not do well because they do not have many ideas in English. When they are assigned to talk, they are frustrated due to the shortage of the English ability. Some students are quite poor compared to the level that they are studying due to some reasons such as low background in English from the early grade level, family education, family incomes, and their motivation in learning English. When applying CLT, the class is crowded in English. For the students who are poor at English, it is hard for them to associate with their classmates and this leads to be passive.

“...it is hard for me to use CLT because some students are very poor at English... when it comes to communication... they feel bored and they do not want to study at all... When their friends express their ideas, ... they cannot... because they do not know how to do it.... For those who cannot speak English, they feel a bit upset... they feel a bit frustrated to work with our teammate...”, P2 said.

P1 stated that, *“...it is difficult for me to use CLT because... some of my students are poor at English...When I ask them to work... they cannot do it and they feel bored... Sometimes I added extra sessions for them for the vocabularies... this spend time and I ...could not finish my lesson at the end of the year... I can just select the lessons that are appropriate for them...”*

In addition, four interviewees indicated that lower achievement students face difficulties in learning when CLT is applied. The lower achievement students are less involved with the classroom activities as it is fully spoken in English. Therefore, the teacher needs to separate the session for the vocabularies or the instruction session to build the foundation knowledge in terms of the lesson they are studying. In this case, the teacher may add extra time to teach the students since the mixed levels of students' abilities stands for the obstacles in teaching and learning process. This extra time in language learning leads to the extension of the curriculum since the target lessons could be hardly finished by the end of the academic year.

1.5.4. Students' Less Involvement

Four interviewees mentioned that some students are passive in CLT class. They are less involved because of their limited English language proficiency. The lower achievement students feel bored as they could not share their ideas in English to the class. Some students do not like sharing or doing activities in groups. They like doing activities alone. Moreover, four interviewees added that the students participate less in the class, especially the lower achievement students. When group works activity is applied, small amount students (1 or 2 students) stay quiet, listening to their friends. They often stay behind their teammates without sharing any ideas. The reasons for that low involvement are mainly because of limited proficiency, learning styles, less motivation, and shyness. Small numbers of students face family problems, for example, divorced family, violence, financial problem, and moving place.

"... few students are passive when I use CLT because they do not want to share... this is because they are shy... they do not want to speak at all... they just sit and stay quiet in English class... one of my students is from divorced family... it is hard for me to help his ... to motivate him... When learning, he often thinks about something else... I think maybe he think about his family...", P5 said.

In addition, family factors and less motivation in learning may become the crucial points of students' less involvement as three interviewees mentioned that the students who are from family problem are often absent and this make them feel bored in learning because their learning readiness is quite low compared to their classmates and they could understand less regarding the lessons to be studied since they are the continuous process from one to other lessons. Moreover, some students are less confident in learning as they are less motivated to learn. They feel less comfortable in classroom operation. Even if sometimes they are assigned to share ideas, they can just stand with speechless.

P4 stated that, “... *not all students are better involved with the classroom activities... Some students are very passive. They do not speak... Sometimes I assigned them to work in groups and let them speak out... they just stand, smile without speaking... they are not really involved in learning... they feel bored in learning... this is also related to less motivation and their association with poor students... They do not like learning... They like playing...*”.

1.6. Findings of Research Question Five

How are these difficulties overcome?

1.6.1. Continuous Professional Development

Seven interviewees mentioned that the EFL teachers need to strengthen their professional development to better the practice of communicative language teaching. The EFL teachers need to research more and read more about how they could implement CLT for their classroom context. They may understand their students' background and learning style to the extent that the students may be familiar with the learning process. The EFL teachers applying communicative language teaching is not the one who just teaches without any concepts in CLT. They need to keep their continuous development, building their researchable habits to upgrade the ability for their profession, especially the use of CLT for their contexts.

In addition, four interviewees indicated that professional learning community plays an important role in building teachers' capacity for their teaching career. The teachers gather together as one community sharing their experiences and practices to other teachers as the circle. The teachers in the community may learn from other teachers' experiences and practices on the common and suitable practices. The community of profession provides the opportunity for the teachers with experienced-based sharing as they could put their challenges under the table for such insightful discussion. The community is considered as the suitable time and place that the teachers could learn faster than reading a book to some extent since the practices shared in community are aligned to other teachers' practices and this reflects real and up-to-date situations in their context.

"...in my school... we always have PLC [professional learning community] very week... teachers... they share their ideas on what they have practiced in their class... and we can learn more from their experiences... Sometimes, we have one topic about the teaching style and we share it to other teachers in the school... it is the way we as the teachers learn and share with each other...", P2 said.

Moreover, three interviewees indicated that self-studies could help to improve their teaching career. The teachers may need to spend time learning more about their subject contents before coming to the class. They have to be sure that the content to be shared with the students is accurate within clear order of learning arrangement. Additionally, they added that some teachers also continue their studies to upgrade for the next level, which means that they continue studying Bachelor's Degree or Master's Degree. This next level of degree may help them to seek additional aspects in terms of the concept in teaching and learning theories and practices. Some teachers also experienced teachers' exchanging program, learning more about the context of teaching and learning from other countries to share with other teachers in the school. They also bring contextualized practices from abroad and make it suitable for the

current practices of the context. This type of teacher's upgrading also promotes students' learning as the classroom interaction is more about freedom of sharing and communication.

P1 stated that, "... I read more books about what I need to do for my students... sometimes I search some information... relevant to the lesson... and this helps me... I think... self-study is good for me to develop my teaching... Sometimes, I also ask my colleagues as well... They shared with me some ideas... and I can do it...".

"...when I have questions, sometimes I approach my mentor... they give me some ideas and tell me the option I can do... and I take those options to apply in my class and it works... Sometimes, we do not know what to do... the mentor helps us to reflect on that... think about the options for the solutions... Sometimes the mentor tells me the way to solve the problem... so, this helps me a lot... ", P6 said.

Anyways, four interviewees mentioned that teaching and learning in New Generation Context can also be assisted by the mentor [the one who provides both emotional and technical support] who guides them for further practices. If they have doubts or questions related to their classroom practices, they go to the mentor and ask for help. This way of facilitation and coordination from the mentor to the teachers could help them to deal with obstacles occurring in the classroom and this could assist the teachers to fulfill the students demands. To some extent, the teachers themselves are not sure whether what they are doing actually matches with the students' needs and the school's demand or not. In this case, the mentor can be the one providing such on-going support with the reflection to help the teachers find the direction for their teaching and learning. The mentoring program can also help to assist the teacher to meet their teaching profession as a means to strengthen their emotions and technical practices in teaching and learning.

1.6.2. Planning Lessons

Five interviewees mentioned that lessons planning could help them to better achieve the outcomes of the lesson. The EFL teachers may start with organizing the topic that is suitable for the students' activities. This lesson organization is to match the students' level and how they perform the activities. Mostly, in CLT class, the students are more engaged in doing such actions to drive their competences for the classroom interaction. The teacher may select a suitable type of classroom activity and organize it into single steps. These steps could describe how the students interact with their classroom to achieve the outcome under the supervision of the teacher. This also describes how the teacher helps and engages the students in the learning process. Choosing the lesson and organizing it into single steps is considered as the first stage that the teacher needs to do.

P4 said, "...I prepare the lesson for my students ...I need to understand their levels and styles in learning... In my lesson plan, I organize it into steps... I allow my students to do more action... mostly I use group works, pair works, and tests... and I organize my lesson plan based on the textbook and I compare it with the school curriculum...".

In addition, they also stated that identifying the students' level is important for the teacher to target the activity for students during the classroom operation. The teacher may check the students' ability through tests or performance-based practices to problematize how to organize the lesson that is suitable for their different demands. One of the challenging points is the students' mixed ability. To some extent, this challenge can be solved as the teacher groups the students into their learning types or levels of ability and provides tests that are equivalent to their abilities. When it comes to the group discussion, the teacher may need to combine both lower achievement students and high achievement students, so that they could help each other during their group operation. The high achievement student could help the lower one as the group discussion is held and the guidance is given to the lower one. To some extent of the group discussion between the lower and higher achievement students, the

encouragement can also be established to promote the lower ones in learning as the positive attention towards to outcome is identified. Even though the students' various levels in the class can be quite challenging, the classroom is well-organized to assist them to achieve their demands. This is considered as an on-going process to target the students' levels.

Additionally, five interviewees mentioned that the EFL teacher may need to prepare the lesson, ordering students' activity into steps. The teacher may start the class with greetings and a warm welcome. This greeting can be a normal talk about students' feelings, how they are, general news in the community, or classroom rules. The previous lesson revision is then applied to assist the students to revise what they had studied in the previous lessons. The students could talk to their friends, sharing ideas about the previous lesson. To some extent, some students are assigned to answer several questions about the previous lessons that are aligned to today's lesson. This revision could help the students to imagine the lesson they had learned, and this assists their memories. In planning lessons of the previous lesson revision, the EFL teacher could have the students to link from the previous lesson to today's lesson by asking some essential questions or doing types of activity, linking the subject matter from the previous one to the subject to study today. This type of linkage could strengthen the students' readiness for the new concept to study today as they step up from the previous to the new lesson. The students may have some ideas to some extent in terms of the new lesson, comparing the previous to the new one and identifying its subject areas.

Four interviewees added that in planning the lesson, the EFL teacher then steps into the new lesson by organizing the students into groups, pair works, individual works, or other types of student interaction. The students are encouraged to work with their peers, discussing the assigned topic and sharing their views. Within these activities, the students are given power to manage their learning process, in which self-esteem can be developed as they can learn independently. During the students' work, the EFL teacher is the one who facilitates

and assists the students. The teacher coordinates the students to reach out to their potential in case of questions or difficulties, happening during their learning process. The students are then encouraged to share their ideas with the whole class, identifying their group results or the findings of the individual practices on the group works or project works. Within this classroom planning, the whole class is equipped for communication, discussion, and collaboration, where the students can actively associate with their classmates to achieve the expected learning outcomes.

In addition, the students' achievement can be assessed by tests and performance-based practices. At the end of the class or terms of the week, the students are assigned to do the tests in order to figure out how much they could achieve compared to the expected learning outcomes. The EFL teacher may identify both strengths and weaknesses of the students, revealing them in the test paper. In this case, further lesson planning can also be established based on the students' achievement and what they require to do more in order to continuously strengthen their capacity building. In the same way, the EFL teacher could observe the students' activities and mark the scores for them. The daily attendance can be marked, the result of group works or project works can be marked, and the scores of small quizzes can also be added. The total score is then calculated, combining the activities performed in class, and this could identify the students' ability compared to outcomes that they have achieved.

"...lesson plan helps me to prepare the lesson in advance... Sometimes, when I forget some points, I can take a look at it... I can teach my students... I can include some activities for my students ...and I feel confident when I teach...", P2 stated.

P3 said: *"...I know the way I can do for my students... in NGS we also prepare lesson plan every time we teach... Sometimes, it is not the lesson plan at all... it is just a draft activity to tell what I and my students do... and we walk through it... Sometimes, we do not follow it at all. We can be flexible to make the students... feel comfortable to learn..."*.

Four interviewees mentioned that planning the lesson could help the teacher to identify the subject area to be applied for the students. This subject area could problematize the students' needs to meet their learning demands. Planning the lesson may guide the teacher to see such teaching and learning direction, in which the teacher could prepare the plan in advance for the classroom operation. The teacher may need to consult the textbook, preparing such contents and activities that are aligned with the students' levels and their learning styles. In addition, the teaching materials need to be prepared to assist the students' learning as the students could employ the materials to associate with their classmates to develop their competencies. The materials could play as the vehicle, driving the students to perform the activities. The materials, students' activities, and the subject matter of the new concept in planning lesson is to be consistent, making balance between the content and the students' achievement, to build the students' learning process for their real-world context.

1.6.3. Students' Engagement Techniques

All seven interviewees mentioned that they draw the students' attention to do more classroom activities as the engagement technique. The students are organized in groups or pairs, making interactions through communication, discussion, and association with their classmates on the common topics. The students are engaged in learning as they are joining in the process of sharing their views with their group mates. In addition, the students are taking a big role in the class as they are performing role-play activity based on the assigned topic. It is the time of putting the theory into practice, in which the real-world activity is done in the class and the students discuss, exchanging their ideas among students and students. This learning process could drive the students to be independent and courteous. The whole class is equipped by the classroom interaction, in which the students play a key role in making such activities. The students talk, communicate, have the presentation, and share their views. They are drawn in the classroom activities as the teacher provides more opportunities for them to

independently interact with their classmates as a means to achieve the expected learning outcomes.

P5 said: “... *I give [ask] my students to do more activities... and they are happy to do it... My students involve in the process of learning... and they are engaged to discuss and share the ideas... When we assign the students to work more, they are engaged and they do the activities... that is the way I attract them to learn...*”.

Four interviewees mentioned that the students are more engaged as they are the subject of classroom operation. The teacher may assign the students to play games, give them instruction on how to do it. The team winner can be marked by the additional scores. The students working with their teammates may share roles with their friends responsible for part of the play from one to another. This role contribution represents the responsibility and the state of sharing with the team. The students discuss and share their ideas on how each role may work as a team. The students from one team to another challenge each other during the play to be the winner. This classroom activity makes the students independent, and they become more responsible and engaged in the play, driving their capacity building. No matter if they win or lose the game, receiving additional scores or not. They have built their competencies as they are drawn in the play, known as the main actor in making group process to achieve the goal.

“... *I assign my students to play game... they like it so much... they challenge each other to win the game... the class is a bit crowded, but they are happy in learning... To be the winner... they try their best... discuss with their friends... they try to find the way to win the game... Game makes them happy to learn...*”, P6 said.

Moreover, five interviewees mentioned that students' encouragement could drive them to be self-controlled in learning. Not all students are smart and not all students find it smooth to learn. Still, some students face problems as they are learning. These problems may include self-interests, financial problems, father-mother education, violent family, divorced

family, and migrant family. The students need support and encouragement for their learning process. The teacher may come to the students, asking them about the reasons and finding a way to support them. The students are encouraged to learn through being kind, support, and inspiration. Bullying is forbidden, and friendship with continuous support is established to build a friendly environment. The teacher is the one who drives the students with inspiration and partner of encouragement as a means to assist the students' power in their learning.

P6 said: "...I go to my students when they are upset... I ask them why they are upset... what come to you? ...They tell me... What I can do is to support them... encourage them... be friend with them... In my class, bullied works are not allowed... I encourage my students to work closely with each other... make friend and support...".

"...I try to motivate my students to learn... When I assign them to do some activities, I mark them some additional scores to encourage them... Sometimes, I explain them about the advantages of learning... the advantages of making good friends, not bad friends... Sometimes, I create some fun activities or challenging work for them... they try and they are motivated to learn...", P2 stated.

Four interviewees mentioned that the students need motivation as a means to drive their competency in learning. The teacher may create a suitable environment for the classroom process through outside classroom activities, allowing the students to cooperate with their friends outside the classroom. The students may feel fresh with the learning condition, changing from inside to outside classroom, where the students could make the alignment between the concept to the real practices. Additionally, the students are motivated through prizes and additional scores, which means that the students could receive prizes or additional scores if they could answer correctly or they could do well in the groupwork activity. The prize or additional score could attract the students to be actively involved in the classroom operation. Similarly, four interviewees added that they also explained to the students about the important of learning and its impacts on their further careers. This explanation could drive the students to see how they would perform the action, how they

could make changes to their actions in case of walking on the inconvenient track, and how they should do further to assist the achievement.

1.6.4. Supports for Lower Achievement Students

Six interviewees mentioned that the teacher needs to pay more attention to lower achievement students. It is a normal occurrence that the class includes lower achievement students, and this needs to be solved by the teachers and relevant stakeholders. The teacher may need to identify the students' background and their target levels, where to begin the support. Identifying the students' level could allow the teacher to see a possible way to guide the lower achievement, who they are and which level they are in. Comprehensive tests, including sections to figure out the students' skills in reading, writing, listening and speaking, could be conducted to examine the students' ability. The subject content is then organized based on the students' level, in which both learners of lower and higher achievement could correspond to the new concept. In addition, the students are assigned to work together in case of groups or pairs, organizing higher achievement students to work with lower ones. In this case, the higher ones could help the lower ones as the discussion among the teams is situated as a continuous process. The lower achievement students could be guided by the higher ones to some extent to achieve their common goals in terms of the learning activity.

P4 stated: "...I try to help the poor students... I have tests for them and let them do it... I provide them with extra explanation... and I encourage them to do more activities... Day by day, they learn and grow...".

In addition, the teacher may provide additional explanations to the lower achievement students to further reach out for the new concept. The lower achievement students are encouraged to perform more activities compared to the higher ones since the lower one need further progress and development. In this case, the teacher could provide detailed instruction for the lower one as a means to assist them correspond to the subject matter. The teacher may organize additional time for the lower ones to work more, providing more guidance and

assigning them to practice the exercises or to work harder than before. This process also includes the encouragement to drive the students' willingness in learning to further strengthen their abilities. To some extent, the teacher may have the students' club, the small community of the students for sharing and helping each other. This students' club can assist the students' performance as they could approach the club for more help with their studies in case of some obstacles. They could exchange their views, combining both emotional and technical support in learning, as a means to develop their learning competencies.

P5 said: "...the student club can also help poor students... they share with each other... The smart students explain the poor about how to do exercises and so on... they learn and they do it... and I guide them more... so they can improve..."

"...I contact the students' parents... to help their children... I tell them the result of their children... Sometimes, the school organizes the meeting with the students' parents... and we can talk about the students' results and their performance... We cannot do it alone... we need the students' parents to help us...", P6 stated.

Moreover, four interviewees added that the teacher also needs to consult with students' parents on how to help their children. The teacher may contact the students' parents regularly, especially for the lower achievement students. The lower achievement students' situation in learning, including their behaviors towards the studies, their result of the month, and their learning process, should be informed to the students' parents in order to ask for the cooperation from them. In addition, the teacher can also talk to the school principal to organize some events such as public speaking, students' result exhibition, and award ceremonies. These events could push the students' encouragement and their motivation in learning as they could see their friends receive the awards. They also stated that there is a meeting between the school, the students' parents, and the community. This meeting could partly brief the students' information for parents and community about their overall achievement and results of the academic year. The students' parents may also get updates

from the school about the students' learning process and the needs of the students' parents to the school. The involvement of the students' parents could play an important role in assisting the students' learning process, especially for the lower achievement students, to strengthen their abilities as the continuous process for the next grade level.

CHAPTER V: DISCUSSION

The findings of five research questions are discussed in this section. This discussion section includes key findings, the interpretation, and the implication of the research study.

Regarding the research question one, the issues existing in English language teaching in New Generation School include three main points 1) teaching-related issues, 2) education-related issues, and 3) learning-related issues. The teaching-related issues remain two challenges as teacher's ability and teaching materials. This teaching issue also stated the difficulty in teaching as the EFL teachers have workloads because of the duties of school work. The education-related issues remain textbooks and limited time for English, and this also includes insufficient knowledge of students. The learning-related issues remain three points as mixed ability of the students, limited proficiency of the students, and students' low motivation, and this also includes insufficient time to practice English, students' low confidents, and low background in learning EFL.

In terms of the research question two, the EFL teacher works as the facilitator, the language guider, and the monitor in the communicative language teaching class as the students work as the practitioners, actively collaborating with their classmates to achieve the expected learning outcomes. The class of CLT frequently employs role-play, group work, pair work, flash card, and the presentation. When an error occurs, the EFL teacher frequently tells the students after they have finished their talks and at the end of the session. The practice of CLT is regularly divided into three sections such as beginning, during, and the end of the communicative language teaching. This also includes how the EFL teachers motivate and evaluate the students.

Regarding the research question three, the communicative language teaching contributes to two main points of the English language teaching in New Generation School, the contribution to the EFL teacher and the contribution to the EFL learners. First, the

contribution to the EFL teacher includes the students' engagement in their EFL learning process, the facility to organize the students' activities, the consistency of content and students' learning, and teacher's confidence in CLT. Second, the contribution to the EFL learner includes students' working with their classmate, students' practicing English, communicative development, students' activeness, and taking the students to real-world context.

In terms of the research question four, the difficulties that the EFL teachers have encountered regarding the implementation of CLT in their English classroom include: 1) the shortage of EFL training, 2) insufficient time for material preparation, 3) the shortage of the students' ability, and 4) the students' low involvement. Similarly, the EFL teachers are likely to face difficulty in organizing the authentic materials for the CLT class to some extent.

Regarding the research question five, the difficulties mentioned above are overcome based on the principles such as 1) continuous professional development, 2) planning lessons, 3) the students' engagement techniques, and 4) the supports for the lower achievement students. First, to develop the continuous profession, the EFL teachers have the professional learning community, commitment to keep self-studies, and the mentoring program. Second, organizing the lesson plan includes identifying the students' levels, ordering the students' activities, assigning works for the students, and evaluating the students' achievement. Third, the students' engagement techniques are employed through by drawing the students' attention, engaging the students into the classroom operation, and motivating the students to learn. Fourth, the lower achievement students are supported as the teachers identify their background and begin with their target level, provide additional explanation for them, and consult with their parents.

As shown above, the findings of research question one identifies three aspects of EFL teachers' challenges in English language teaching at New Generation School such as 1)

teaching-related issues, 2) education-related issues, and 3) learning-related issues. If we compare to EFL teaching in Thailand, Noom-ura (2013) and Wiriyachitra (2002) stated that the EFL teachers faced two main difficulties such as the teacher factor and the student factor, including teacher's ability, teaching materials, mixed ability of the students and students' low motivation. Among these difficulties, mixed ability class and the students' low motivation happen regularly at school in general and the key practical persons may need to put more effort to address these issues. In addition, the finding also reveals the teachers' difficulty in workload, which is similar to EFL teachers in Thailand, as stated by Noom-ura (2013), that there are overload duties of teachers.

Comparing the findings to the research question one to Thailand by Hiranburana (2017); Noom-ura (2013); Wiriyachitra (2002), Singapore by Chen and Goh (2011), Lao PDR by Souriyavongsa et al. (2013), Saudi Arabia by Al-Khairi (2013), and Korea by Lee (2007); Long (2003), the difficulty in EFL teaching and learning corresponds to low proficiency of the students. Some students' abilities are mismatched to the grade level that they are studying, and this leads to low commitment in EFL learning. In addition, the difficulties of EFL teachers in Thailand include three more aspects, eliminated in the current finding, such as technology to support teaching and learning activities, EFL part-time class, and mother tongue (Hiranburana, 2017; Noom-ura, 2013; Wiriyachitra, 2002). This is because the technology for the classroom operation in NGS context fully supported, the private class is forbidden, and Khmer mother is suitable for EFL learning by most Cambodian students.

In addition, the difficulties in EFL in Singapore by Chen and Goh (2011) includes two more aspects as inconvenient environment and students' assessment, Lao PDR by Souriyavongsa et al. (2013) includes curriculum issues, Saudi Arabia by Al-Khairi (2013) includes syllabus issues, and Korea by Lee (2007) and Long (2003) includes lack of

pedagogy in EFL teaching. These aspects remain eliminated compared to the current findings due to the contextual practices and current needs of the practitioners.

More importantly, comparing the current findings to the areas of professional needs of Cambodian teacher by Igawa and Tsujioka (2009), the result seems to suggest that the teachers' workloads is key priority to take the action, which means that the EFL teachers at NGS are encouraged to reduce their duties as officially accepted by the school administrators. Still, lack of students' background and mixed ability class are the obstacles, as suggested by the findings, that the man in charge of this may need to reinforce the solutions. In addition, the finding is likely to suggest that the EFL teacher may have training on how to motivate and encourage the students to learn in order to strengthen their competencies. Beside from the areas of teacher's needs by Igawa and Tsujioka (2009), this also includes needs of the students and need of the school in order to fulfill the challenges in EFL implementation.

Regarding the research question two, the result reveals the collaborative activities to be frequently applied in the class as the EFL teacher works as the facilitator and the students work as the practitioner within the interaction as the motivation, the tolerated errors, and the evaluation. These findings reveal similar cases, comparing to China and Cambodia, that the students are encouraged to learn through cooperative learning, in which pair works and group works are commonly applicable to assess the students' learning in terms of the CLT implementation. (Anderson, 1993; Doeur, 2022; Liao, 2004; Nhem, 2019). Additionally, the current finding indicates additional factors in terms of the use of CLT, including beginning, during, and the end of CLT. These three elements of before-during-after CLT identify how EFL teachers and students operate the class using CLT within specific learning activities. In addition, the findings reveal similar cases to Thailand, where the CLT is characterized into two phases as the progression and the production (Brumfit, 1984). The current findings seem to suggest the stage before the class, in which the EFL teacher needs to prepare the lesson

advance, to plan the lesson, and to identify the students' levels and activities in order to organize the suitable contents, contexts, and directions for the students as a means to achieve the expected learning outcomes of the study.

Additionally, the implementation of the CLT found in the current findings indicates almost identical, comparing to the practice of CLT in Vietnam by Jarvis and Atsilarat (2005) and Matsuura and Chiba (2001), in which the communicative language teaching in Vietnam is employed based on group works and pair works, teacher' roles, and error correction. The result of the CLT implementation shows opposite direction to the previous studies of Anderson (1993); Liao (2004); NGOC and Iwashita (2012) in terms of teaching method as China mainly employs the CLT based on grammar-translation, direct, and audiolingual method and Vietnam frequently implements the CLT through the grammar instructional type. The current finding on the practice of CLT is likely to indicate that CLT focuses not only on one instructional types, but it is more about the students' activeness as the constructivist learning (Bada & Olusegun, 2015). Any syllabus types and teaching methods, allowing the students to work more and interact with their classmates, can be understood as the communicative language teaching in terms of the English language teaching. The EFL teacher could modify the steps and activities in communicative language teaching based on the context, the contents, and needs of the practitioners, reaffirming the students' activities from the theories to the real-world context.

Moreover, the roles of the teacher and students in CLT implementation reveals an alignment aspect, identical to Chinese, Thailand, and Vietnamese (Hu, 2010; Jarvis & Atsilarat, 2005; Maurice, 1985), in which the teacher facilitates the students along the process of learning through the motivation, the encouragement, and engagement in order to assist their learning; similarly, the students work as practitioners, actively associating with their classmates to achieve the study outcomes. These roles of teacher and students indicate the

consistency towards theories of teacher-students' roles as the football man and his colleagues in the pitch (Browne, 2007; Larsen-Freeman & Anderson, 2011; Littlewood, 1981; Sato & Kleinsasser, 1999). The current findings of teacher-student roles compared to the previous findings indicate similar practices between the teacher-and-students and student-and-student as a meaningful interaction to achieve the common goal of the study.

Regarding the research question three, the contribution of CLT to English language teaching in New Generation School consists of the contribution to the EFL teacher and the contribution to the EFL learners. This finding reveals similar factor towards the studies of Richards (2006) and Jacobs and Farrell (2003), in which CLT is characterized to engage the students' learning, to build the communicative development, and to promote the students' activeness. The core assumption of CLT is optimistic for EFL context, in which the teacher is responsible for building the students' competencies within the current trends of communicative language teaching to build the meaningful communication (Bachman, 1990; Jacobs & Farrell, 2003; Richards, 2006). In this case, the finding suggests that communicative language teaching could help the EFL teachers to strengthen the background and current abilities of the students through continuous support and practices.

Similarly, the contribution of CLT to the EFL teacher includes the content consistency and the lesson preparation. This finding shows the identical aspect, compared to process-based approach and product-based approach. The process-based approach consists of context-based instruction and task-based instruction, in which the class is more about assisting the students to continuously learn along the process (Krahnke, 1987; Richards, 2006; Willis, 1996). The finding seems to suggest that CLT could reinforce the students in learning process as assisted the EFL teacher within the process-based approach preparation, similar to the EFL practices in China by Anderson (1993) and Liao (2004).

Additionally, the finding indicates that the EFL teacher could strengthen their students' abilities through productive learning, in which the students are given more opportunities to interact with their classmates and this takes them to real-world context. This particular finding is aligned to the product-based approach, consisting of the text-based instruction and competency-based instruction (Canale & Swain, 1980; Dooly, 2013; Feez & Joyce, 1998; Hymes, 1972; Richards, 2006). The students are more engaged to collaborate with their friends or to work individually for strengthening the fluency as a means to achieve the productive stage. The students' practices in the productive stage reveals the alignment with CLT practices in Thailand, Vietnam, and Cambodia where the students are more likely to produce their English language production through writing and speaking (Brumfit, 1984; Matsuura & Chiba, 2001; Maurice, 1985; NGOC & Iwashita, 2012; Nhem, 2019; Noom-ura, 2013). The current findings address the CLT contribution to the EFL implementation through productive activities, in which the fluency of language practice is reinforced for the competency development.

Regarding the research question four, the difficulties of the EFL teachers in terms of the implementation of CLT at New Generation School consists of the shortage of EFL training, insufficient time to prepare the materials, limited abilities of the students, and lack of the students' involvement. This finding indicates similar practices, compared to one particular study in China, in terms of the low ability and background of the students (Anderson, 1993). The challenges of classroom practices of CLT in China is more about the large class size and grammar-based test (Hu, 2010; Liao, 2004). This reveals contradiction to the current findings in terms of the difficulties of EFL teachers, implementing communicative language teaching, since the large class size of the students in NGS is suitable for the teachers to guide the class. The CLT practices in NGS is more about communication rather than

grammar-based test as the students are given more opportunities to associate with their classmates (Browne, 2007; Richards, 2006; Sato & Kleinsasser, 1999).

Moreover, the difficulties of EFL teacher of the current finding, comparing to the EFL teachers in Thailand, reveals similar aspects that the EFL teachers in Thailand faced classroom interaction problems, lack of teaching materials, teacher factors, and cultural and political aspects (Maurice, 1985; Noom-ura, 2013). The problem of the teacher factors also consists of the shortage of the pedagogy of the students' engagement and classroom instruction, the institutional practice of communicative language teaching, and the shortage of training (Brumfit, 1984; Nunan, 1989; J. S. Savignon, 2002; Wiriyachitra, 2002). The finding seems to suggest that the difficulties of the teacher factors and the involvement of the stakeholders could be the prioritized point to be addressed to further strengthen the implementation of CLT and reinforce the students' competencies.

In addition, the finding of the EFL teachers in terms of the difficulties in CLT implementation reveals similar aspects, compared to Vietnam (Jarvis & Atsilarat, 2005; NGOC & Iwashita, 2012). The EFL teachers faced difficulties in promoting the students to work in groups or pairs as few students are passive, especially the lower achievement students. Some students are shy and demotivated in learning and this leads to less engagement and obstacles in achieving the expected learning outcomes (An, 2002; NGOC & Iwashita, 2012; Sullivan, 1996). A small number of students feel frustrated when they are assigned to work in groups. They prefer working alone, especially the higher achievement students, because they can work faster and they do not want to work with poor students. The difficulties of EFL teachers in Vietnam also face difficulties in correcting the students' errors and implementing grammar instruction, which indicate the distraction compared to the current finding as the EFL teachers in the study context are more likely to face difficulties in limited background and abilities of the students and less motivation (An, 2002; Hu, 2010;

Matsuura & Chiba, 2001; Sullivan, 1996). The finding suggests that strengthening the students' proficiency starting from the lower grade level shall be committed to shape the students' abilities and this leads to addressing the mixed ability class.

Regarding the researching question five, the solutions to overcome such challenges in the implementation of CLT consists of four main types such as (1) the continuous professional development (2) planning the lessons, (3) the student engagement techniques, and (4) the support for the lower achievement students. These findings indicate similar aspects, compared to CLT practices in Thailand, as the further development of the EFL teachers could help them with the up-to-date techniques and knowledge for their professional development (Maurice, 1985; Noom-ura, 2013; Wiriyachitra, 2002). The collaborative teaching and learning activities are promoted to draw the students' attention and this leads the continuous motivation in order to strengthen the students' abilities (Larsen-Freeman & Anderson, 2011; Littlewood, 1981). By the way, the findings suggest that continuous professional development is the priority to strengthen the teacher's profession. The EFL teachers from different schools can be collected as the community to share their knowledge and practice for further development. In addition, planning the lesson within the authentic materials aligned with the students' abilities could drive the classroom operation towards the development of the communicative language abilities and this reveals similar case to the previous studies of Bachman (1990); Noom-ura (2013); Richards (2006); Wiriyachitra (2002). The result reveals the additional aspect of the lower achievement students, in which the EFL teacher needs to put more attention on the lower students in order to strengthen their proficiency towards fluency development.

In addition, the finding of the way to overcome the difficulties of the implementation of CLT at the current study context indicates similar practice in China in terms of pair works, groups, communicative practices, and the collaborative activities (Hu, 2010; Liao, 2004). The

students are given more opportunities to interact with their classmates to produce their language production for such competency development (Anderson, 1993; Larsen-Freeman & Anderson, 2011; Liao, 2004; Sato & Kleinsasser, 1999). It is essential that CLT practice in China indicates the contradiction to the current findings in terms of the textbook adjustment as the EFL teaching and learning in China could modify the context uses and its realistic information compared the ability of the EFL learners (Hu, 2010; Klippel, 1984). The finding seems to suggest that the textbook for EFL may need to be adjusted in terms of the cultural context in alignment with the students' abilities.

Additionally, the current findings indicate similar aspects, comparing the communicative language teaching practice in Vietnam and Cambodia, in terms of classroom interaction to encourage student learning and teacher development, in which the EFL teachers continue their professional development within the suitable technique to engage the students (An, 2002; Heng, 2014; Jarvis & Atsilarat, 2005; NGOC & Iwashita, 2012). The findings reveal limited aspects in terms of the teachers' club and the students' club as community of professional sharing. The EFL teachers are clustered as the community to share common practice, to solve the technical issues in teaching and learning, and to further strengthen their profession. Similarly, the students are also connected as groups or communities to strengthen their abilities, in which the students could help each other in terms of the technical and emotional support for the communicative language abilities (An, 2002; Larsen-Freeman & Anderson, 2011; Littlewood, 1981; Sullivan, 1996). This finding seems to suggest the EFL teachers also need to strengthen their communicative language teaching practice through the club of the teacher and the students, in which both teachers and students could gather as the communities for the continuous support and development.

CHAPTER VI: CONCLUSION, LIMITATION, AND RECOMMENDATIONS

This chapter consists of the conclusion, limitation, and recommendations of the study.

Further research will be suggested at the end of the chapter.

6.1. Conclusion

The key answers of the five research questions are concluded in this section. First, the issues that exist in English language teaching in New Generation School consists of eight main aspects such as (1) teacher's workload, (2) teacher's ability, and (3) teaching materials, (4) textbooks, (5) limited time for English class, (6) mixed ability of the students, (7) limited proficiency of the students, and (8) low motivation. In this case, it is essential that the EFL teachers in NGS face workloads, interpreted as the main challenge of teaching in NGS.

Second, the practice of the communicative language teaching in NGS context is divided into three phases, including (1) before the class, (2) during the class, (3) and after the class. The EFL teacher works the facilitator, language guide, and monitor. The students work as practitioners, active learner, and collaborator. The frequent activities employed in the CLT class in terms of the study context includes role-play, group works, pair works, flash card, and the presentation, and these activities include the motivation, error correction, and the evaluation. In addition, the student's motivation, students' evaluation, and error correction are also established during the implementation of CLT in NGS. Third, communicative language teaching can contribute to two main aspects to the EFL teaching in New Generation School such as (1) the contribution to EFL teachers; including teacher's comfort in using CLT, drawing students' involvement, and easy in organizing the activities; and (2) the contribution to the EFL learners; including the opportunity to practice, the students' activeness, and taking them to real-world context. Forth, the difficulties of EFL teacher encountered in terms of the implementation of CLT in NGS consists of four main aspects

such as (1) lack of EFL training, (2) insufficient time to prepare teaching materials, (3) limited ability of the students, and (4) low involvement of the students. Among these four aspects, limited ability of the students is the key issue that the relevant practitioners need to take action against. Fifth, to overcome the challenges of the CLT implementation, the solutions are proposed including four factors such as (1) the continuous professional development, (2) the lesson planning, (3) techniques to engage the students, and (4) the support for the lower achievement students. In this case, the EFL teacher may pay more attention to support the lower students, making cooperation with the students' parents, school principal, and stakeholders.

6.2. Limitations of the Study

As mentioned in the above methodology, this study employed mixed convergent research design, the combination between qualitative and quantitative data collection within semi-structure interview and the questionnaire. However, this current study is limited to some extent. First, this study selected only teachers as the participants for the interview and questionnaire without any inputs from the students to the study. Second, the EFL teachers were invited to interview through online video call Zoom, in which the research could not observe the real situation of the class, due to the Covid-19 outbreak. The Google Forms questionnaire was employed in the study, which leads to less demonstration and some disturbance in filling the questionnaire form. Third, the data collection of the current study excludes the classroom observation and documentation analysis due to the confidentiality of EFL teachers and the prohibition of the school. Fourth, the findings of the study can only be applied for the New Generation School context since the program and the autonomy of the school is higher than the public school in general.

6.3. Recommendations of the Study

According to the result of the current study, the recommendations are stated to the practitioners and relevant stakeholders as follow:

To the curriculum developers:

- The English language teaching shall be started from the beginning grade level of the primary education. Of course, English language teaching is officially taught from grade 4 up to next levels. By the way, the students' ability in EFL still remains low and the EFL teachers find hard to strengthen the students' ability since the class is mixed by different levels of the students. This should be updated since English is currently broadly used. That is why the students should study English from grade one.
- More instructional hours should be allocated for EFL teaching. As the data has suggested, the EFL teachers could not finish their lesson at the end of the academic year. In this case, the EFL teaching hours should be added up to make the alignment between time and contents.
- The textbook shall often be adjusted based on the students' grade levels and the cultural context. The students' level to some extent is not aligned to the textbook in terms of word-use, structures, exercises, and cultural context.

To the school principal:

- The school principal may need to reduce the duties of administrative works for the teachers. As the finding has suggested, the EFL teacher faced challenges in workload. They have more administrative work including school works as well. In this case, the school principal may consider appropriate relevant duties for the teacher, allowing them to mainly focus on their teaching rather than administrative works.
- The school principal should organize training for the teachers to strengthen their professional skills. Some EFL teachers need more training on the up-to-date contents

as well as teaching strategies since they still find it vague for better practice.

Similarly, they also face challenges in terms of the standard of teaching principles for the local school. That is why the training would help them with assisting their teaching habits to foster the students' achievement.

- The school principal may prepare the system and events to support the study club. Of course, each New Generation School has a study club. By the way, the essential thing is to make the club work well. In this case, the school principal may work the teachers and relevant stakeholders to prepare specific schedule for the club, including events for the competition and exhibition, and this, of course, needs fund to support for a long run.

To the EFL teachers

- EFL teachers may create the professional learning community for their local school to share experiences and knowledge with each other as a community of capacity building. As shown in the findings, the EFL teacher needs to develop their profession regularly. To make this stable at the local school level, the community is needed with the affordable support.
- The EFL teachers should focus more on lower achievement students. As the data has suggested in terms of the support of lower students, the specific schedule within steps and progress of the students' improvement should be issued under the supervision of the classroom teacher and co-supported by the students' parent and stakeholders.

Further research studies:

- Perspectives of EFL teachers and students towards the implementation of Communicative Language Teaching
- Difficulties and needs of the students regarding the Communicative Language Teaching

- The implementation of Communicative Language Teaching in rural areas
- Exploring the EFL teachers' perspectives towards the syllabus preparation of Communicative Language Teaching
- Exploring techniques to support lower achievement students of English as the foreign language.

Further research studies should address the issues as above-mentioned, examining both EFL teachers and students' perceptions, CLT at rural schools, syllabus types in CLT, and how to support lower achievement students. This current study addressed only the current issues due to the scope of EFL teachers, locations of the NGS in the urban areas, and shortage of time to collect additional population.

Appendix 1: Consent Form and Invitation Letter

National Institute of Education New Generation Pedagogical Research Center Consent form and Invitation letter

Topic: Examining EFL Teachers' Perceptions towards the Implementation of
Communicative Language Teaching in New Generation Schools

Dear teacher,

Recently, I am conducting the research to examine the difficulties in implementing CLT, thriving Cambodian EFL teaching techniques in CLT for my MA of Education in Mentoring project at National Institute of Education, New Generation Pedagogical Research Center.

This research study aims to get actual information from students, who understand the perceptions of communicative language teaching. Therefore, I would like you to participate in this study by filling in form and answering what you understand about CLT.

After filling in the form of questionnaire, the researcher will screen each participant's writing and invite 7 teachers to interview in the purpose of further exploring in depth regarding perceptions of CLT implementation. In addition, since the participation in this research study is based on voluntary basics, for the interview stage you are free to withdraw from the study any time without having to give any reasons or resulting any consequences. Your responses in the study will be kept confidential, only the researcher, Mr. Run Netra, is accessible to the data.

I, _____, have read and understood the information above clearly, and all doubts have been answered to my satisfaction. I agree to participate in this study, knowing that I can withdraw from the study anytime I wish.

Name of Participant : _____

Signature of Participant : _____ Date : _____

I look forward to receiving your responses to this questionnaire.

Sincerely Yours,
Netra Run

Appendix 2: Questionnaire

Please fill in the following questions about your personal information. Please check (✓) your answers in the appropriate boxes. Your name and information will be kept confidential.

Section 1: Demographic Information

1. Your Name:
2. Your Telegram number:
Email:
3. Gender:
4. Age:
5. What is the highest academic degree that you have?
 - a. High School
 - b. Associate
 - c. Master
 - d. Doctor
 - e. Others:
6. How many years have you been teaching English?
.....
7. What grade(s) are you currently teaching?
.....
8. How many classes are you teaching this year?
.....
9. How many hours do you normally teach per week? (For example: 5 hours)
.....
10. How many students in your class? (For example: 32 students)
.....

Section 2: Issues in English Language Teaching

4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree

Teaching-related issue

11. My workload in teaching English is reasonable.

4 3 2 1

12. I do NOT have school work beside from teaching English.

4 3 2 1

13. It is easy for me to teach English with ICT.

4 3 2 1

14. I have enough time to organize materials for English class.

4 3 2 1

15. I find it easy to organize authentic materials for English class.

4 3 2 1

16. It is easy for me to control my English class.

4 3 2 1

17. It is easy for me to use my pedagogical knowledge to teach English in my class.

4 3 2 1

Educational system-related issues

18. There is a reasonable number of students in my English class.

4 3 2 1

19. The content in the English textbook is well related to the students' ability.

4 3 2 1

20. I am satisfied with my students' knowledge in English.

4 3 2 1

21. Classroom environment is suitable for the students to learn English.

4 3 2 1

Learning-related issues

22. My students are involved in English learning.

4 3 2 1

23. My students have motivation in learning English.

4 3 2 1

24. My students have sufficient time to practice English.

4 3 2 1

25. My students have sufficient background knowledge of English.

4 3 2 1

26. My students are confident to learn English.

4 3 2 1

27. I can easily deal with the different levels of my students in my English class.

4 3 2 1

Section 3: The Contribution of Communicative Language Teaching to English Class

4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree

The contribution to EFL teachers

28. I practice CLT in my English class most of the time.

4 3 2 1

29. I think that CLT helps me to engage the students to learn.

4 3 2 1 don't know

30. I think that CLT helps me to organize the students' activities for the class.

4 3 2 1 don't know

31. I think it is easy to organize the lesson using CLT.

4 3 2 1 don't know

32. I think that CLT reinforces the consistency between the contents and students' learning.

4 3 2 1 don't know

The contribution to EFL learners

33. I think that it is easy to make the students work with their classmates when I use CLT.

4 3 2 1 don't know

34. I think that it is easy to make the students practice English when I use CLT.

4 3 2 1 don't know

35. I think that it is easy to develop my students' communicative skill.

4 3 2 1 don't know

36. I think that students are active when CLT is applied in the class.

4 3 2 1 don't know

37. I think that CLT brings the students to be ready for their real-world practices.

4 3 2 1 don't know

Section 4: The Practices of Communicative Language Teaching (CLT)

38. I think that CLT requires the teacher to have high proficiency in English.

4 3 2 1

39. I think that the teacher needs a higher knowledge of the target culture when using CLT.

4 3 2 1

40. Which of the following roles best describe you as a teacher when using CLT? (You can choose more than one.)

1. Facilitator

2. Language guider

3. Monitor
4. Translator
5. Lecturer
6. Animator
7. Others

41. What are the most frequent activities of your students? (You can choose more than one.)

1. Role play
2. Group work
3. Pair work
4. Individual work
5. Flash card
6. Others

42. What do you normally do to correct the students' errors? (You can choose more than one.)

1. Tell them after they have finished their talk.
2. Tell them immediately during their talk.
3. Tell them at the end of the session.
4. Do nothing.
5. All of them
6. Others

Section 5: EFL Teacher's Difficulties in CLT Implementation

43. It is easy to use my English proficiency for my CLT class.

4 3 2 1

44. It is easy to use my knowledge of language and culture for my CLT class.

4 3 2 1

45. I have sufficient opportunity to get training about CLT.

4 3 2 1

46. I have enough time to develop materials for my communicative classes.

4 3 2 1

47. I understand clearly how to use CLT in my English class.

4 3 2 1

48. My students do more activities when using CLT.

4 3 2 1

49. My students like participating in communicative activities.

4 3 2 1

50. My students are happy to learn when using CLT.

4 3 2 1

51. My students have motivation to develop their communicative competence.

4 3 2 1

52. There are sufficient authentic materials for CLT class.

4 3 2 1

Appendix 3: Interview Protocol

Introduction:

- Step 1 (Before Record): Good morning (afternoon). My name is Run Netra. I am studying MA of Education in Mentoring at NIE (NGPRC). I am here to learn about implementation of CLT. Thank you for your interview participation today. The purpose of this interview is to study the difficulties/ challenges of CLT based on your personal experiences. There is no right or wrong answer, or desirable or undesirable answer. It is very hard for me to take every detail during the interview. So I would like to ask for recording the interview. The record will be transcribed and sent to you for your validation. Only my supervisor and I will have an access to the tape record and your personal information.

- Step 2 (After the participant approve the tape record, the record is on): My name is Run Netra. Today is _____ (the date). Now I am conducting an interview with the participant _____ (Nick Name of the participant) for the research on the topic of “Examining EFL Teachers’ Perceptions towards Difficulties in Implementing Communicative Language Teaching: A Mixed Study in New Generation Schools in Phnom Penh.”

Sample Questions:

1. What are the main issues you have encountered when you teach English in New Generation School (NGS)?
 - Could you please tell me how you faced those difficulties?
2. Can you describe your CLT activities in your class?
 - When do you use CLT?
 - Can you describe teacher’s roles when using CLT in your class?
 - Can you describe students’ roles when using CLT in your English class?
 - How do you motivate your students when using CLT in your English class?
 - Do you use Khmer or English to communicate with your students? How?
 - How do you know that your students could achieve the objectives of your CLT class?

- How do you normally respond to the students' errors?
3. How do you feel about using CLT in your classroom?
 4. How can CLT contribute to English teaching?
 5. What difficulties have you encountered when using CLT in your English class?
 6. What have you done to solve the difficulties of using CLT you have faced in your class?
 7. Do you think what EFL teachers should do to make a better practice of CLT in the class?

Ending the Interview:

- Thank you so much for coming this morning (afternoon). Your time is very much appreciated and your comments have been very helpful. I will contact you if I have further questions for clarification. Your participation in this study is anonymous, and your comments will be kept confidential.

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