



សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
ROYAL UNIVERSITY OF PHNOM PENH

**ការយល់ឃើញរបស់និស្សិតកម្ពុជា ដែលសិក្សាភាសាអង់គ្លេស
ចំពោះប្រសិទ្ធិភាពរបស់CLTទៅលើជំនាញនិយាយភាសា
អង់គ្លេស និងការឆ្លើយតបរបស់ពួកគេ៖ ករណីសិក្សានៅ
វិទ្យាស្ថានបណ្តុះបណ្តាលមួយនៅទីក្រុងភ្នំពេញ**

**Cambodian EFL Students' Perceptions on the Effects of Communicative
Language Teaching (CLT) on their Spoken English and Responses:
A Case Study at a Training Institute in Phnom Penh.**

A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Master of
Education in Educational Administration and Leadership

Sun Somara

December 2014

សាកលវិទ្យាល័យភូមិន្ទភ្នំពេញ
ROYAL UNIVERSITY OF PHNOM PENH

**ការយល់ឃើញរបស់និស្សិតកម្ពុជា ដែលសិក្សាភាសាអង់គ្លេស
ចំពោះប្រសិទ្ធិភាពរបស់CLTទៅលើជំនាញនិយាយភាសា
អង់គ្លេស និងការឆ្លើយតបរបស់ពួកគេ៖ ករណីសិក្សានៅ
វិទ្យាស្ថានបណ្តុះបណ្តាលមួយនៅទីក្រុងភ្នំពេញ**
**Cambodian EFL Students' Perceptions on the Effects of Communicative
Language Teaching (CLT) on their Spoken English and Responses:
A Case Study at a Training Institute in Phnom Penh.**

A Thesis
Submitted in Partial Fulfillment of the Requirement for the Degree of Master of
Education in Educational Administration and Leadership

Sun Somara

Examination committee: Dr. Mok Sarom (Chairperson)
Dr. Sok Vanny
Mr. Chan Sophal

December 2014

មូលដ្ឋានសង្ខេប

CLT គឺជាវិធីសាស្ត្របង្រៀនមួយដែលដឹកនាំអោយអ្នកសិក្សាមានការសន្ទនាជាមួយគ្នា តាមរយៈសកម្មភាពសិក្សា។ អ្នកស្រាវជ្រាវភាគច្រើន ធ្វើការសិក្សាតែទៅលើការយល់ឃើញរបស់គ្រូ ចំពោះវិធីសាស្ត្របង្រៀនមួយនេះ។ ដូច្នេះហើយ គោលបំណងសំខាន់នៃការសិក្សានេះ គឺដើម្បីរកអោយឃើញនូវការយល់ឃើញរបស់និស្សិតចំពោះការអនុវត្តវិធីសាស្ត្រនេះ(CLT)នៅក្នុងវិទ្យាស្ថានបណ្តុះបណ្តាលមួយនៅទីក្រុងភ្នំពេញដោយប្រើប្រាស់វិធីសាស្ត្រប្រមូលទិន្នន័យ មុនពេល កំឡុងពេល និងក្រោយពេលអនុវត្ត។ ការសិក្សានេះ ត្រូវបានធ្វើឡើងក្នុងចន្លោះខែវិច្ឆិកា ដល់ ខែធ្នូ ឆ្នាំ២០១៣ ជាមួយនិស្សិតពីរថ្នាក់ផ្សេងគ្នា នៅក្នុងឆ្នាំទី១ និង ឆមាសទី២ ជំនាញភាសាអង់គ្លេសចំនួនប្រាំនាក់។ ហើយការសិក្សានេះ ប្រើប្រាស់ឧបករណ៍ប្រមូលទិន្នន័យ ដូចជា ការសង្កេតនៅក្នុងថ្នាក់រៀន និង ការសម្ភាសន៍ដោយផ្ទាល់ ដើម្បីស្វែងរកអោយឃើញនូវការយល់ឃើញ ក៏ដូចជាការឆ្លើយតបរបស់និស្សិតចំពោះវិធីសាស្ត្របង្រៀនមួយនេះ។ លទ្ធផលសំខាន់ៗនៃការសិក្សានេះ គឺបានបង្ហាញអោយឃើញថា៖ តាមរយៈការសម្ភាសន៍ដោយផ្ទាល់ មុនពេលពួកគេមានបទពិសោធជាមួយCLT ពួកគេចូលចិត្តវិធីសាស្ត្របង្រៀនបែបបុរាណ (GTM និង គ្រូមជ្ឈមណ្ឌល) ប៉ុន្តែ ពួកគេមិនសូវមានភាពរីកចំរើនទៅលើការប្រើប្រាស់ភាសា ក៏ដូចជាជំនាញក្នុងការនិយាយប៉ុន្មាននោះទេ តាមរយៈវិធីសាស្ត្របង្រៀនទាំងពីរនេះ។ ហើយកំឡុងពេលវិធីសាស្ត្រនេះ(CLT)បានកំពុងនឹងអនុវត្ត ដំបូងពួកគេមានអារម្មណ៍ភ្ញាក់ផ្អើល និងអៀនខ្មាស់ ប៉ុន្តែមួយរយៈក្រោយមកទៀត ពួកគេគិតថា វាគឺជាវិធីសាស្ត្របង្រៀនដ៏ល្អមួយ។ ហើយចុងបញ្ចប់ បន្ទាប់ពី CLTត្រូវបានអនុវត្តនៅក្នុងថ្នាក់រៀនរបស់ពួកគេ គឺពួកគេមានភាពរីកចម្រើនទៅលើជំនាញទាំងបួនក្នុងការសិក្សាភាសាអង់គ្លេស ជាពិសេសជំនាញនិយាយភាសាអង់គ្លេស។ នេះសបញ្ជាក់អោយឃើញថា វាបានផ្លាស់ប្តូរវិធីសាស្ត្រក្នុងសិក្សារបស់ពួកគេទោះបីជាពួកគេមានអារម្មណ៍ថាចំឡែក រឺក៏ញាប់ញ័រ នៅពេលដែលមានបទពិសោធន៍ជាមួយវាជាលើកដំបូងក៏ដោយ។ ការសិក្សានេះ ក៏អាចជួយបង្ហាញផ្លូវ ដើម្បីទទួលបាននូវគុណភាពនៃការអប់រំ អោយកាន់តែប្រសើរ នៅក្នុងដេប៉ាតឺម៉ង់អប់រំ រឺ ការិយាល័យសិក្សានៅក្នុងវិទ្យាស្ថាននេះ។

ABSTRACT

CLT is one of teaching approaches which leads all of the language learners to communicate in the target language with one another through the learning tasks. Many researchers look into only teachers' perceptions toward this approach. Therefore, the fundamental purpose of this study was to identify the students' perceptions regarding the implementation of the teaching strategy, CLT, in a Phnom Penh training institute using a before, during, and after approach of data collection. From November to December, 2013; the study was conducted with five participants from two different classes in year 1 and semester 2 who were majoring in English. In addition, this study used two instruments, classroom observation and face-to-face interviews, to investigate on the students' responses and perceptions toward this teaching approach. The major findings of this study were: first of all, according to face-to-face interview, before students experienced with CLT they preferred the old traditional teaching method—Grammar Translation Method and teacher-centered model, but they did not improve much in language use and speaking skills. Then, when CLT was first applied, they at first felt surprised and shy; but later on they thought that it was a good teaching method. Finally, after CLT was applied in their classroom, they have improved all of the four macro skills in English learning, especially speaking skills; and their learner autonomy is also increased. This means that it changed their ways of learning, even though they felt strange and nervous at the first time. This study could possibly shed light on how to achieve a better quality of education in the Department of Education or Academic Office of this institute.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education

Name of candidate: Sun Somara

Title of thesis: Cambodian EFL Students' Perceptions on the Effects of Communicative Language Teaching (CLT) on their Spoken English and Responses: A Case Study at a Training Institute in Phnom Penh.

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, conceptual framework, methodology, and presentation and discussion of findings.

Supervisor: Dr. Ouk Diven

Date.....

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I (Sun Somara) hereby present entitled “Cambodian EFL Students’ Perceptions on the Effects of Communicative Language Teaching (CLT) on their Spoken English and Responses: A Case Study at a Training Institute in Phnom Penh” for the degree of Master of Education at the Royal University of Phnom Penh 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: Sun Somara

Date:

Countersigned by the Chief Supervisor:

Date:

ACKNOWLEDGEMENTS

This research project would not have been possible without support, assistance, cooperation, and guidance of many people. First of all, I would like to express my deep gratitude to my supervisor, Dr. Ouk Diven who has been abundantly helpful and has offered invaluable support, remarks, comments and guidance throughout the entire process.

Moreover, I would like to express my appreciation to all of my lecturers and the staff of MEd office at Royal University of Phnom Penh for their generously offering their time, valuable feedback, and encouragement within this process.

Furthermore, I would like to thank Dr. John Walker, Dr. Karen Walker, Dr. Mok Sarom and Mr. Chhourn Bun Hoeun who have guided, supported, and encouraged me on the way to complete this thesis. Also, I would like to thank the participants in my survey, who have willingly shared their precious time during the process of interviewing. Then, I would like to express my appreciation to the administration and students of this institute who cooperate warmly and sharing ideas during the process of data collections.

Finally, deepest gratitude are also due to my parents, Mr. Sun Buntha and Ms. Koy Saroeurn, who always support, encourage, and look after my daughter instead of me to complete this thesis. Special thanks also to my wife, Chieb Sreymom, who has supported me both materially and mentally, struggled with me, and kept me harmonious within this couple of years.

TABLE OF CONTENTS

	Page
Abstract in Khmer	i
Abstract in English	ii
Supervisor's Research Supervision Statement	iii
Candidate's Statement	iv
Acknowledgements	v
Table of Contents	vi
List of Tables	ix
List of Abbreviations	x
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study	1
1.2 Problem Statement	5
1.3 Purpose of the Study	6
1.4 Research Questions	6
1.5 Research Significance	7
1.6 Definition of Key Terms	8
1.7 Summary of the Chapter	8
CHAPTER 2 LITERATURE REVIEW	
2.1 Issues with CLT in Practice	10
2.1.1 Students' Perceptions about Speaking Using the CLT Approach	11
2.1.2 Students' Perceptions on other Methods	12
2.1.3 Students' Perceptions on Speaking with other Methods	13
2.1.4 While Applying CLT	15
2.1.5 The Effect of CLT on Students' Spoken English	17
2.2 Communicative Language Teaching (CLT)	18
2.3 Learner Autonomy	21
2.4 Summary of the Chapter	22
CHAPTER 3 METHODOLOGY	
3.1 Research Design	24
3.2 Research Participants	25
3.3 Instruments	25
3.3.1 Observations	26
3.3.2 Face-to-Face Interviews	26
3.4 Data Collection	27
3.4.1 Observations	28
3.4.2 Face-to-Face Interviews	28
3.5 Data Analysis	28
3.6 Ethical Consideration	29
3.7 Summary of the Chapter	30
CHAPTER 4 RESULTS	
4.1 Students' Perceptions before Applying CLT	31

4.1.1 First Student: Joy	31
4.1.2 Second Student: Leakhena	32
4.1.3 Third Student: Vichet	32
4.1.4 Fourth Student: Den	33
4.1.5 Fifth Student: Chenda	33
4.2 Students' Perceptions when Applying CLT	34
4.2.1 First Student: Joy	34
4.2.2 Second Student: Leakhena	34
4.2.3 Third Student: Vichet	35
4.2.4 Fourth Student: Den	35
4.2.5 Fifth Student: Chenda	35
4.3 Students' Perceptions after Applying CLT	36
4.3.1 Results from Classroom Observation	36
4.3.2 Results from Face-to-Face Interview	37
4.3.2.1 Positive Responses Regarding CLT	37
4.3.2.1.1 First Student: Joy	37
4.3.2.1.2 Second Student: Leakhena	37
4.3.2.1.3 Third Student: Vichet	37
4.3.2.1.4 Fourth Student: Den	38
4.3.2.1.5 Fifth Student: Chenda	38
4.3.2.2 Learner Autonomy	38
4.3.2.2.1 First Student: Joy	38
4.3.2.2.2 Second Student: Leakhena	39
4.3.2.2.3 Third Student: Vichet	39
4.3.2.2.4 Fourth Student: Den	39
4.3.2.2.5 Fifth Student: Chenda	39
4.3.2.3 Challenges	40
4.3.2.3.1 First Student: Joy	40
4.3.2.3.2 Second Student: Leakhena	40
4.3.2.3.3 Third Student: Vichet	40
4.3.2.3.4 Fourth Student: Den	41
4.3.2.3.5 Fifth Student: Chenda	41
4.3.2.4 Solutions and Suggestions	41
4.3.2.4.1 First Student: Joy	41
4.3.2.4.2 Second Student: Leakhena	42
4.3.2.4.3 Third Student: Vichet	42
4.3.2.4.4 Fourth Student: Den	42
4.3.2.4.5 Fifth Student: Chenda	42
CHAPTER 5 DISCUSSION AND CONCLUSION	
5.1 Summary of the Major Findings	44
5.2 Discussion of the Major Findings	45
5.2.1 Students' Perception before Applying CLT	45
5.2.2 Students' Perception when Applying CLT	47
5.2.3 Students' Perception after Applying CLT	47
5.3 Pedagogical Implications	49
5.4 Limitations of the Study	50
5.5 Suggestions for Further Studies	51
5.6 Concluding Remarks	51

REFERENCES	53
APPENDICES	63
Appendix A: Classroom Observation Checklist	63
Appendix B: Structure Interview Protocol	64
Appendix C: Transcript of Face-to-face Interview with Joy	66
Appendix D: Transcript of Face-to-face Interview with Leakhena	74
Appendix E: Transcript of Face-to-face Interview with Vichet	82
Appendix F: Transcript of Face-to-face Interview with Den	88
Appendix G: Transcript of Face-to-face Interview with Chenda	96

LIST OF TABLES

Table 3.1 Selection for Sampling	Page 25
Table 4.1 The Results from Classroom Observation	36

LIST OF ABBREVIATIONS

ASEAN	Association of Southeast Asian Nations
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELT	English Language Teaching
GT	Grammar Translation
GTM	Grammar-Translation Method
L1	Mother Tongue
L2	Second Language
MSP 7	Multi-Skills Program, Promotion 7
MSP	Multi-Skills Program
SLA	Second Language Acquisition
TEE	Teaching English in English
UNTAC	United Nations Transitional Authority in Cambodia
WTC	Willing To Communication
ESL	English as Second Language

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The foreign language most studied in Cambodia started with French, then to Vietnamese and Russian, and lastly to English. Because presently we are moving into the globalization and most of expatriates who come to Cambodia, in companies or organizations, they need those who can speak English. As a result, English is studied very hard by the Cambodians. Moreover, English education in Cambodia appears to be running smoothly (Igawa, 2008). Similarly, Clayton (2002) reveals about the recent preference for English over French which was the second language in Cambodia before the Pol Pot regime. More recently, English has substituted French as the more important language used in the educational system. By 2000, more than 1, 000 out of approximately 24, 000 pupils in state and private higher education institutions were doing Bachelor of Arts in English, while only 250 were pursuing the French equivalent (Ahrens & Kemmerer, 2002; MoEYS, 2005).

English is spreading over time in Cambodia and is also considered as the international language to use both in local and international communication. From the researcher's own observation, nowadays most of companies in Cambodia prefer English and most of the documents are in English also. The most preferred foreign language in Cambodia nowadays is English which is in both international business and education (Igawa, 2008). Pit and Roth (2003) demonstrate that Cambodians realize the recent growth in foreign language teaching policies and practices in Cambodia. English language program is enrolled in amount of comparable size of the total pupil enrollment of majors in Cambodian universities (Chet, 2006). As a result, many people start studying

it in order to get a well-paid job or to fulfill in their own business. Similarly, in the 2000s, Cambodians who speak English have more job opportunities (Igawa, 2008). Clayton (2008) concludes that the 'choice' of studying and using English has resulted in the privileging of English, importantly through an attraction to its accepted functional benefits. In addition, Clayton (2007) pointed out that there are two political events: the United Nations Transitional Authority in Cambodia (UNTAC) (1992-1993) and the Association of Southeast Asian Nations (ASEAN) (1999) which recently promoted the English using in Cambodia. Clayton (2007) observed that during the 2-year mission of the UNTAC, totally more than 60, 000 Cambodians worked in this and some degree of English proficiency was needed for most of them to complete their tasks. Moreover, the economy in Cambodia has been developed rapidly in recent years. This change in economic market has promoted the English studying and using in Cambodia (Igawa, 2008; Moore & Bounchan, 2010). In the present time of Cambodia, English has been taken as a symbol and tool of modernization (Sodby, 2004).

Khmer (or Cambodian) is used as the official language and is spoken by a big number of people, even though many older generations also speak French. Nguyen (n.d.) has stated that Cambodian learners study hard, they are willing to learn and happy to teach even though they are frequently shy and reluctant to speak. Moreover, they prefer to study grammar and reading rather than listening and speaking. Furthermore, the teachers comment on Cambodian EFL students that because of there are no tenses and subjects and verbs agreement in Khmer, Cambodian students who use English not follow the tense rules in present or past and the pronunciation of the ending letters are also a big problem if compared with European English learners. Finally, since Khmer lack system articles, Cambodian students face many problems in using English articles.

Moore and Bounchan (2010) found that many students thought that English is an important language for development Cambodia as well as for the status of English learners, a minority of them believed that Khmer was a higher ranking language to English. Although, English language education is really needed, it is not taught in state schools until junior high school, as it is first included at secondary level in grade 7. However, three-fourths of Cambodian pupils do not have an opportunity to study English (Igawa, 2008). Yim (2012) found that 92.63% of the high achievement students showed their positive attitude regarding to English learning. Moreover, 72.22 % of high accomplishment pupils imputed their high range to their effort. The ability to speak English held the highest position and Cambodians who could communicate English well were considered more seriously by foreigners and took as better than those who could not (Clayton, 2008). Kirkpatrick (2010) concluded that in Cambodia nowadays has realized that English has the main regional role as lingua franca uttered by multi-linguals across ASEAN and Asia.

However, Nou (2002) found that most of Cambodian secondary teachers of English are inadequate teacher preparation before they start their real teaching. Nou continues that many difficult situations for English teachers still occur: substandard school buildings, classrooms, and facilities, teachers' low salaries, and limited availability of teaching equipment and materials. Moore and Bounchan (2010) found that Cambodian English contains a form of English which is used in Cambodia and which has not appeared quite the same anywhere in the world. Igawa (2010) summarizes that Cambodian students speak English much more than other nations in Southeast Asian.

This research study will use an action approach in the researcher's own use of new strategy in his teaching and the goal of which is improved the use of spoken English

among all of the students. The major strategy, that the researcher will use, is Communicative Language Teaching (CLT). Saengboon (2006, cited in Wong, 2010) summarizes CLT as the following:

“It is: 1) a focus on message meaning, resulting in language lessons involving communicative functions; 2) the use of authentic materials; 3) learner-centered and experienced-based views of L2 acquisition/learning; 4) a focus on meaningful tasks in which learners play the role of negotiator of message rather than on linguistic items; and 5) the use of pair/group activities carried out in a learner-friendly atmosphere (p.33)”.

CLT has been taken as an effective and widely accepted approach in language teaching and has been adapted in most parts of the world (Harmer, 2001; Richards, 2006; Gray & Klapper, 2009). Also, it promotes interactive learning through the real communication in a meaningful way (Richards, 2006; Gray & Klapper, 2009). If we compare to the traditional teaching methods: the Audio-Lingual Method (ALM) and Grammar Translation Method (GTM), to CLT, the definition of CLT seems broader because it guides the learners to use L2 through interaction very actively in the class with no need to translate or memorize grammar rules (Wong, 2012). It refers to many approaches and methods for a second language teaching communicatively and it is used purposively to build up students' skills and ability in communication (Richards & Rodgers, 2001; Wong, 2010, 2012). CLT refers to a language teaching approach that focuses on the communication of meaning rather than the forms of grammatical practice (Sung, 2010; Ngoc & Iwashita, 2012). Moreover, it is more well-known and becoming the important tool in the second language teaching classroom and it is gradually spreading out and developing. Also, it is recognized and adopted for use in Chinese second language

classrooms (Yuan, 2011). Communicative Approach brings the real-world situation into language teaching: learning by practicing through the students get involved very actively between or among themselves in the classroom and it is focused on fluency (Chang, 2011). Furthermore, it is worthy because it is focused on communicative and encouraging approaches rather than a punitive approach (Lee & VanPatten, 2003; Wu, 2008; Tosuncuoglu, 2013).

1.2 Problem Statement

Many educators are worried about the ways that they apply the new teaching approach into their classroom as this can lead to students feeling nervous, bored, and most of them do not want to attend or get involved in those activities (Liao, 2000b; Yu, 2001, Takanashi, 2004). CLT is one of teaching approach which seeks to lead all of the language learners to communicate with one another through the learning tasks (Richards, 2006). Savignon (2002) shows that CLT comes from a multidisciplinary view in which linguistics, psychology, philosophy, sociology, and educational researches are included. The same author adds that it is concentrated on the learner which learner's communicative practices and that provides an important framework for students to reach their goals. As it promotes communication in the target language it is really suitable to apply in the language teaching classroom (Radzi et al., 2007).

However, through the researcher's observation, he has seen that many times learners seem to ignore it and they do not know about the benefits or advantages that they would gain from this useful approach. For instance, many students do not understand about the value of CLT while they were studying with the researcher, and after they graduated, some of them told the researcher that they did not understand about the researcher's purposes which let all of them speak English in the class, discuss with their

classmates within the groups, and work in pairs every session. To them, it seemed unhelpful and boring. However, later on they told the researcher that they understood about that after they graduated and started working; it is really useful for them.

As the researcher has read many teaching methodology books, documents, and journal articles; the researcher has learnt that teachers in the international countries they have studied about this teaching approach, CLT, and they have applied it in their classrooms. The researcher wants to find out the ways to increase learners' autonomy—the ways they try to study hard independently both at home and school with some helps from their friends and teachers—and find out ways to improve speaking skills in the Cambodian cultural background. Therefore, the researcher would like to investigate this in the Cambodia context, at the training institute in Phnom Penh.

1.3 Purpose of the Study

The fundamental purpose of this study was to identify the students' perceptions regarding the implementation of the teaching strategy, CLT, in this institute using a before, during, and after approach of data collection.

1.4 Research Questions

The light of both international and recent Cambodian study will answer to the following questions:

1. What are the students' perceptions before CLT is applied in their learning?
2. What are the students' perceptions when CLT is being applied in their learning?
3. What are perceptions of students after CLT is applied in their classroom?

1.5 Significance of the Study

This study will inform and hopefully improve the researcher's own performance as a teacher. The findings of this study could shed light on how to achieve a better quality of education in the Department of Education or Academic Office in this institute. The study might provide insight into the real factors or problems which students to have problems in language learning. It might also help to inform specific actions to be taken to efficiently and effectively address the correct performance of the CLT within this institute.

In addition, this study will not only assist the Department of Education, Academic Office, and Management Team of this institute to improve its level of performance, but it will also provide a good strategy to guide the educators of this institute on how to improve learners' speaking skills to a level that would allow them to gain the educational goals. Moreover, it would help to improve and strengthen the teachers' and students' knowledge toward CLT in order to better the quality of education in this training institute, especially speaking skills. Furthermore, it might be used to pave the ways for other educators on how to apply this teaching strategy correctly and effectively.

Also, the results from this study will provide some primary data for other studies in Cambodia. As yet, there has not been a lot of research done in Cambodia on CLT and this study will add to the research.

1.6 Definition of Key Terms

In this study, the researcher will use some of the following key terms:

1. “Communicative Language Teaching (CLT)” will look into the implementation of CLT’s principles in the classroom. CLT is a scope of activities which are focused on learner interaction rather individualistic methods to learn (Richards, 2006).

2. “Effects of CLT” refers to the effectiveness of CLT after it has been applied and its influence on how effectively learners, especially their speaking skills.

3. “Group cohesiveness” is the ways in which the students get involved in the classroom activities to achieve the tasks.

4. “Learner autonomy” is about the initiatives that students themselves take to improve their learning inside the classroom and outside the classroom. Nematipour, (2012) defines learner autonomy as the students need to responsible for their own learning and this innovation from teachers’ responsibility to learners’.

5. “Students’ perception” focuses on the belief or opinion of the learners (before, during, and after) regarding to the application of CLT in the classroom.

1.7 Summary of the Chapter

This chapter has reviewed in six major sections: background of the study, problem statement, the purpose of the study, research questions, research significance, and definition of key terms. First of all, in background of the study, it reviewed about the languages which have been used in Cambodia over times and the processes of English speaking and teaching in Cambodia. Then, in problem statement, many educators face problems, when they apply their new teaching methods in their classroom; that cause students bored, nervous, and ignored. Moreover, the fundamental purpose of this study was to identify the students’ perceptions regarding the implementation of the teaching

strategy, CLT. Furthermore, it came up with three research questions to be answered in this study. In addition, the significance of this study was: to inform and improve the researcher's own performance as a teacher; to achieve a better quality of education in this institute; provide a good strategy to guide the educators of this institute; to pave the way other educators how to apply CLT correctly and effectively; and to provide some primary data for other studies in Cambodia. Last but not least, the researcher used five key terms in this study: communicative language teaching (CLT), effects of CLT, group cohesiveness, learner autonomy, and students' perceptions. The next chapter, chapter 2, will present the literature review which is related to this study.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher reviews and discusses the literature which includes both national and international sources. The researcher is going to discuss students' perception, Communicative Language Teaching (CLT), and learner autonomy. The sources were found in: the Hun Sen Library of Royal University of Phnom Penh, Google scholar, Jame Cook University's Journals, Eric's journals, and so on.

2.1 Issues with CLT in Practice

Many studies are concerned with teachers' perceptions of CLT, but fewer which focus on students' perceptions toward this teaching approach. For instance, Hawkey (2006, cited in Raissi et al., 2013) found that most of the teachers conceived that CLT can be used to improve learners' motivation, interest, and communication skills. Hawkey continued that pair-work activities are used by teachers in order to better learners' communicative needs. However, Rao (2002) states that teachers' and students' perceptions of CLT are one of the important areas to address in understanding the potency of this language teaching methodology in second language acquisition (SLA). Moreover, according to McClintock (2011) finds that before CLT is applied, the Grammar Translation Method (GTM) and the Audio-Lingual Method (ALM) are the main methods in language teaching, but both of them failed to teach pupils the meaning through communication. McClintock continued that the educators started realizing the essential of CLT to promote pupils' communicative ability and then its use began to spread.

However, many confusing things occurred with the language teaching and learning about CLT, especially at the beginning of its implementation because there were

many perceptions and ideas have been stated regarding to this teaching approach. Some teachers were not sure about CLT because they are inexperienced in the use of the methodology (Wong, 2012). Moreover, according to Pham (2007), although Vietnamese teachers adopted communicative theory, they were dubious and confounded about the ways it could be actualized in the real practice. Furthermore, the process of that implementation seemed very hard according to McClintock (2011) as it is very hard to get the students to start the conversation in small groups because all of them are afraid of losing face in that position. In order to deal with this problem, the teachers may try to give students many opportunities to discuss in small groups.

2.1.1 Students' Perceptions about Speaking Using the CLT Approach

The recent researches showed that the students tend to use different ways in language learning and teaching; therefore, different learners have different perceptions on the process of language teaching and learning to fulfill their needs (Franzoni & Assar, 2009). As in Matsumoto (2010) states about using English, in Japanese learning, most of the students wanted their teachers to speak and explain in the target language as much as possible within the classroom. The same author continued that the students are worked very hard to be responsible for their own language learning as independent and autonomous learners. Similarly, (Lee, 2010) states about students' perceptions towards English use within the class, that the ones who are in advanced level desire teachers to apply more English while the one at lower level want teachers to apply less English or no English in their communication within the classroom.

Sometimes the conflicts occur between the learners and the teachers when the needs and offerings are mismatched. As in Hashemi and Sabet (2013) conclude that Iranian EFL learners strongly believe in the potency and necessity of using L1 and they

are tending to use their mother tongue. However, Iranian EFL teachers are willing to use more English than students in General English classes. Similarly, according to Hawkey (2006) points out that the mismatch between learner and teacher perceptions of pair work's important is seen in that pair activities encountered a low student, but a very high teacher rating on usefulness. Teachers in traditional language classes strongly focus on memorization, understanding grammar rules, and translation from pupils' first language (L1) to second language (L2) or the other way around (Mezaros, 2008, cited in Wong, 2010). In contrast, Lee (2010) concludes that many teachers strongly believe that implementation of Teaching English in English (TEE) will eventually better learners' communicative competence to some extent. However, Matsumoto (2010) finds that many students still have some degrees of fear and anxiety about completely getting lost, blurred understanding, and misapprehending or misinterpreting their teachers' explanations in the target language.

2.1.2 Students' Perception on other Methods

In language teaching, there are many teaching approaches and methods which have been applied into the classroom according to teachers' preferences and the real context to fit to the students' needs. As a result, different people have different perceptions toward different teaching methods. Lin (2011) states about students' perceptions in their study toward cooperation strategy that most of them have a sense of shyness when they start working together to learn and ask about some words that they do not know. Therefore, sometimes they need to save their faces by avoiding from asking many words to their partners or try to make a sense of humour to hide their shyness.

According to Wang (2008), grammar teaching should not be included in curriculum design. Besides, many pupils think that grammar is the most boring subject

which they have been forced to study in school and it is very hard for them to concentrate during the class time (Ming, 2011). Likewise, traditional pedagogy is used to concentrate on the English knowledge and neglects its communicative functions that are barriers for English learners to use English in the real situation, even though they have learned for more than ten years (Liu et al., 2005). However, Wang (2008) has stated that many students thought that form-focused, focusing on tenses' formulas or rules of grammar or sentence structures, in grammar teaching and translation were very important where they knew grammar rules clearly during speaking, writing, and translating. Wang added that students thought that form-focused instruction in CLT-based in classroom, both of fluency and accuracy, are essential for learners and that sometimes the need for accuracy is greater than the need for fluency.

On the other hand, some educators demonstrated that sometimes they need to combine teaching methods, the old and the new one, to achieve the particular tasks to fulfill the student needs. Ming (2011) concludes that English teachers should include CLT into translation method in the class to cultivate learner communicative competence, which can be gained from theory to practice. Similarly, Raissi et al. (2013) conclude that in Malaysia pure CLT is not really useful and applicable, unless it is adopted some techniques and other language teaching approaches like Grammar Translation Method (GTM) in special times to focus on grammar teaching and give feedback to the students' errors immediately.

2.1.3 Students' Perceptions on Speaking with other Methods

Chang (2011) finds that GTM is demonstrated as a suitable and successful teaching approach—if compared to CLT—in which pupils made more improvement in grammar learning and had more confidence in learning English. Kim and Pei (2008) find

that the students are about positive toward the effectiveness of ALM and GTM because both of them are the methods which they are familiar with and have experience. As a result, they think that they are the effective methods, although they are not focused on communication. Lin (2008) concludes that majority of teachers in Taiwan still choose to apply GTM in classroom teaching, even though many debates about using GTM as a predominant method are rising up. Moreover, Kim and Pei (2008) conclude that teachers learn that, at times, the best teaching approach might be ALM, at other times; a concept may be changed to GTM as the best one. It is not a naturalistic and reflective, of what occurs in most of language learning classrooms, to concentrate on one method as compared to the other one. Furthermore, Liu and Shi (2007) find that the ALM:

is criticized in many ways. First, its theoretic foundation was attacked as being unsound both in term of language theory and learning theory by Chomsky's theory of TG grammar; second, the practical results fell short of expectations and students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. Therefore, it ignores the communicative competence in teaching practice (Liu & Shi, 2007, p. 71)".

Similarly, Thompson and Millington (2012) find that Task-based Learning (TBL) which is applied ordering and sorting tasks were successfully figured to provoke L2 interaction and English articles using and it was accomplished with limited financial resources and time. Moreover, it is really useful to build up learners' oral communication. However, the obstacle in implementing a successful TBL course is lack of teaching resources (Adams & Newton, 2009). As a result, Liu and Shi (2007) conclude that a single method could not ensure successful results in language teaching.

Lee (2005) points out that some teachers in Taiwan consider grammar as an important element for English learning. However, Lee demonstrates that some teachers may think grammar is too hard to study and apply. Even though, GTM assists to better the pupils' supremacy of the grammatical rules, they cannot apply these rules appropriately and flexibly in the real communication (Change, 2011). Savignon and Wang (2003) sum up that most students in senior high school showed their dislike attitudes toward GTM, which it is focused on the form instruction. Even though research found that grammar instruction is really important for pupils to accomplish the proficiency in advanced level in language learning schools, learners might think it is not associated to their needs in their future work (Azar, 2007). Many students showed their frustrated and bore feeling toward GTM in learning English, especially in grammar instruction (Yeh, 2004, cited in Lin, 2008). Similarly, GTM is not only the reason that leads the learners to think negatively regard grammar instruction, but also reduces pupils' chances for language learning (Wang, 1999). Liu and Shi (2007) also argue that in GTM is that students are passive in their language learning and teachers are taken as an authority, that is to say, it is a model of teacher-centered learning. It often produces frustration for learners by a very hard experience of memorizing a very long list of language points. The others think that it is paid little attention toward pupils' communicative competence.

2.1.4 While Applying CLT

CLT focuses on the fact that most essential function of language is communication and its aim is to communicate effectively in the target language (Pin, 2010). Similarly, Wang (2007) states that CLT produces language fluency and rightness of the discourse; but it does not develop grammatical competence efficaciously. Pin (2010) suggests that

language learners, the pupils should not learn only usage of the language, they should know how to use it to accomplish communicative purposes.

Many studies showed that students and teachers prefer to the use of CLT and that pupils prefer using CLT rather than traditional methods (Brown, 2013). Jones and Wang (2001) claim that most of the pupils enjoy using CLT within English classes in elementary school; however, it still had some parts which needed adjustment. Karim (2004) finds that most Bangladeshi teachers have positive attitudes and perceptions toward CLT, while very few of them need to be trained about CLT techniques and activities to adopt and apply CLT effectively in their classrooms. However, in contrast, Rao (2002) in his discussion of Chinese pupils' perceptions of communicative and non-communicative activities are discussed in their classrooms, revealed that Chinese pupils desired non-communicative activities to communicative one. They want their teachers to explain the grammatical rule in their course book. Likewise, Jarvis and Atsilarat (2004) found that in Thailand, teachers realized the importance of CLT and struggled to implement it; however, many of the students preferred learning styles that were essentially mismatched with CLT.

However, Jarvis and Atsilarat (2004) claim that pupils' friendly views of traditional grammar teaching and error correction should not essentially be conceived as obstructions toward the CLT implementation. Contrary to the common misunderstanding, CLT does not prevent grammar instruction and error correction. Karim (2004) finds that most of the teachers think that CLT is focused on fluency over accuracy; however, it might not be true. Although it might be believed that in CLT priority is given to fluency over accuracy to achieve communicative competence, accuracy is equally important. Similarly, Brown (2011) explains that fluency and accuracy are the same degree of

essential goals to achieve in CLT; while fluency is focused on communication in language teaching, accuracy is pursued to some extent by letting the pupils to focus on components of phonology, grammar, and discourse in their spoken production. Also, teachers thought that both accuracy and fluency are of the same important; therefore, accuracy should be stressed in English as Second Language (ESL) classes as well as fluency (Raissi et al., 2013). However, they stated that although it is time consuming to prepare CLT activities, but it does not forbid them from applying CLT because they are at having a sufficient level of competence to use it (Karim, 2004).

2.1.5 The Effect of CLT on Students' Spoken English

Most of the participants in many studies showed their positive thoughts toward the effect of CLT on their communication. Wong (2012) finds that the participants in his study were enthusiastic about CLT and agreed that it is useful in encouraging student to better their communicative competence and all of them think that it is valuable in teaching which helps the students to communicate in the target language. Similarly, Raissi et al. (2013) find that most of the students 83.3% in Malaysian secondary schools showed their favorable attitude toward the application of CLT in their schools while only 16.7% showed unfavorable attitudes toward it. Jarvis and Atsilarat (2004) find that both of teachers and learners showed favorable attitudes regarding to CLT. In addition, Radzi et al. (2007) find that all responders agreed that using CLT approach helps to strengthen students' oral competency because it promotes learners' involvement and confidence, equips the students with communication skills for the real context, and develops communication strategies and it also enhances teachers' role, and it especially encourages involvement from low proficiency learners. Moreover, it promotes communication in the target language; therefore, it is really suitable to apply in language teaching classroom.

According to McClintock (2011), university students seem to accept the principles of CLT. This could be because of the reality that they have accomplished their entrance exams and no more pressure that grammar-based activities are not applied in their studying and they are likely to welcome a new learning method which dissents from the traditional one.

The major finding or theme in this section was: many confusing and conflicts occurred in the practice of CLT in the classroom that most of the educators, especially the non-native English teachers, normally thought that CLT is focused on only speaking skills. Actually, it is focused on all of the four macro-skills. Furthermore, CLT promotes the fluency in the target language and most of the students prefer the CLT in their classroom. However, some students prefer their teacher to explain the grammar rules in their classroom. The researcher agreed with the idea that both fluency and accuracy are the same degree of important because of the learners need to communicate not only in speaking, but also reading and writing.

2.2 Communicative Language Teaching (CLT)

The strengths of this CLT approach are well reorganized: 1) its context and teaching materials are easy to find, 2) it will be closely linked to the students' own experience and can help to reduce the students' feeling of boredom and it can also help them remember things long term; 3) it can provide knowledge which contains interest and the teacher can plan their teaching steps based on their teaching requirement and student's response (Yuan, 2011). Wong (2012) also finds that CLT is not only established to improve speaking skills, but also reading and writing. Furthermore, it can be used to balance between the quiet students and the talkative ones to get involved in the classroom together (Liao, 2000a). Wyatt (2009) also finds that it can be used to help a teacher to

promote intercultural communicative competence and develop her lesson to link with the primary features of this approach into her practice.

But there are problems with using the CLT approach too. Yuan (2011) finds that there are many problems within CLT approach such as the following: 1) It is focused on student-centered practices and the students are encouraged to communicate; however, this sometimes results ignores the role of grammar teaching and the functions of language system. 2) Many people make many mistakes where they prefer to focus on speaking-listening in the class rather than written communication and these mistakes are hard to eliminate. 3) A further problem is correct pronunciation, because CLT is focused on fluency rather than accuracy.

Given some of these problems, it is not surprising that pure CLT classroom practice is rarely seen. Even though teachers seemed agreed with CLT, but they did not apply it in their real teaching and they often used both CLT with traditional teaching methods (Wong, 2012). Pham (2006) emphasizes that to apply CLT as an approach in a non-native contexts need to reconsideration and adjustment, which the local teachers required to reflect continually on their teaching context: learner participation, autonomy, and equality. There are other problems as well. Anto et al. (2012) finds that most of teachers face many difficulties in their implementation in their teaching practice such as lack of material support, students' poor language proficiency, students' short experience with CLT, and class sizes.

One of the major problems that EFL speakers face is anxiety about their ability to communicate. Sometimes learners of English have low self-esteem when they have learnt that their friends can listen and speak well in English. They dare not speak up because they feel that their friends will judge them or laugh at them. A fear experience or risk of

being judged by friends who may be aware of the mistakes is a central part of the L2 anxiety (Léger & Storch, 2009; Aubrey, 2010). Anxiety and perfectionism cause the learning experience a boring experience and can lead to the lower achievement levels of foreign language ability in such pupils (Pishghadam & Akhondpoor, 2011). Moreover, Yaun (2011) states that as the following the perfectionist students are concerned of about producing errors and the negative evaluation from the others and they are really concerned with evaluation of target language's performance and competence. Moreover, they rarely start a conversation and get involved very little in speaking class. They always stay in the silent way and speak only what they know it clearly in order to avoid from making mistakes (Yuan, 2011).

In order to decrease the anxiety, teachers can ask the students to stand and speak out or answer the questions in English. During this, teachers should not care about mistakes; just try to let them speak out as much as they can. Similarly, Aubrey (2011) states that teachers may need to limit the amount of students experience mistakes to equip the students with confidence to increase their willing to communicate (WTC). In summary, anxiety and perfectionism lead the language learner to feel unhappy and may also contribute to the lower achievement in foreign language learning in such students (Yuan, 2011).

After reviewed in this section, the researcher has learnt that the strength of this teaching approach is to make the lesson more interesting and it is great for using to teach the students with different levels in one class which we can use it to let both smart learners and slow learners work in groups or pairs together to help one another regarding the particular task. Moreover, most of the EFL speakers are not willing to communicate because they try to avoid from being judge. The researcher agreed with this point and in

order to reduce or cope with such feeling the teacher should try to ask them to speak or answer the questions in English in the class very often to build up their confident and willing to communicate.

2.3 Learner Autonomy

Autonomy is normally defined as the learners attempt to take control of, or responsibility for, the learner's own learning (Dafei, 2007). Learner autonomy is not a clear term. It does not mean learner independence, self-direction, autonomous learning, or independent learning (Palfreyman, 2003), but learners are considered as being responsible for their own learning steps (Xiao & Luo, 2009). Independence, self-fulfillment, freedom from external constraints and authoring one's own world without being subject to the will of others are associated with the concept of autonomy which it has related very little to the external of the individualistic (Wang, 2011). The idea of autonomy has relocated into the mainstream of the language education field and linked with other important concepts: learning strategies and self-regulation, motivation, individual differences and sociocultural theory, and teacher development (Benson, 2008). Increased motivation is promoted to increase learner autonomy which it can help to decrease students' dependence on their teachers and be responsible for and control their own learning (Koçak, 2003). Moreover, it focuses on the product of interdependence rather than independence (Littlewood, 1999). However, Smith (1997) argues that autonomy is important for both interdependence and independence. Therefore, learner autonomy does not come from the learners alone, sometimes they need to interact with the other people to achieve their particular goals. CLT purposes to guide pupils to be autonomous by interaction with others (Brown, 2000).

There are several strengths in learner autonomy. Dafei (2007) finds that fostering the learner autonomy within the classroom or in second or foreign language teaching and learning programs might help to improve the learners' English proficiency, the more autonomous a pupil gets, the more he might gain the better language proficiency.

There have been several criticism of learner autonomy. One of criticism is that the, "ideal autonomous learner may lend support to the criticism that autonomy is a western concept inappropriate for 'non-western' student" (Smith, 2008, p. 396). Moreover, Dafei (2007) gives further criticisms. First, its reputation has largely been created at the theory's level and substantial empirical support is lacking. Second, it places heavy obligations on teachers to point out the effectiveness or not of learners' practices of proficiency and then to help improve.

After reviewed in this section, the researcher strongly believes that no teacher can teach or transfer the knowledge to the students if they ignores or never pay attention to his teaching. Therefore, teacher alone cannot guide the process of learning and teaching to run smoothly and also the students alone cannot learn well without some helps from their teacher or people around them. As a result, all learners should have both independence and interdependence in their process of learning to achieve their goals.

2.4 Summary of the Chapter

This chapter has reviewed in three major sections: issues with CLT in practice, the strength and the limitations of CLT, and learner autonomy. The major finding or theme of the first section was the problems and complain when the needs and offers are mismatch. It was very hard to get the students to communicate with one another because of fears and anxiety. However, most of the students finally agreed that CLT effects on their speaking skills and encourage them to communicate in the target language.

Also, the strength of this teaching approach is that it can make the lesson to be interesting and response to the students' needs. Moreover, it is not focused on only speaking skills, but also reading and writing. Furthermore, it can be used to teach the students with different levels and also to balance between the quiet and talkative students. However, this teaching approach faced a lot of problems within its classroom practice: it is focused on student-centered and communication, but it ignores the role of grammar teaching and parts of speech of the language. The major problem is that most of the EFL speakers are anxiety of their ability in communication, they are really afraid of being judge by the people around them.

Finally, it is great if all of the learners have a sense of autonomous that their learning might not be successful if they never try to pay attention or study hard both within the class and after the class, at home. Therefore, learners should have both interdependence and independence to achieve their particular goals. The primary purpose of CLT is to provide a chance for learners to interact with each other autonomously in the classroom. The next chapter, chapter 3, will present the method to collect data in this study.

CHAPTER 3

METHODOLOGY

This chapter describes research design, research participants, instruments, the sampling method and data collection methods, and data analysis. It includes a description of some limitations of various methods and a discussion of ethical issues that may occur in conducting the study.

3.1 Research Design

In order to facilitate this study, the researcher decided to choose the qualitative research method to collect data and used the purposive sampling method to select the participants for this study. According to Mack et al. (2005), the purposive sampling method which chooses groups of participants depends on a preselected standard which is related to particular research questions where the sample size is dependent on the resources and time available. Moreover, the researcher used this sampling method to choose only the average and smart academic performance students to participate in this study. This was because of the purpose of this study was focused mostly on the speaking skills; therefore, they might have no much ideas to show, if the researcher chose poor academic performance students to participate in this study. The strengths of this sampling method were easy to find. For example, the samples which the researcher had chosen were easy to access and data collection did not cost much money for things like travel because the researcher conducted the research at the institute where he teaches.

The limitations of this sampling method included that the research results at this institute could not be generalization because the research was done at only one institute and the findings might not be the same with other institutions. Also, there was the potential

for sampling bias because the researcher tried to find the participants who had a set of criteria for responding.

3.2 Research Participants

The researcher selected five students—that two of them were females—from two classes from the Multi-Skills Program in promotion 7 (MSP 7), year 1 and semester 2, majoring in English; to be the sample (see Table 3.1). Moreover, they were doing two years associate degree in this institute. Furthermore, the researcher selected only the average and smart students to be the sample in this study because it was focused on the effects of CLT on their speaking skills. They might have nothing to answer to a set of questions if the researcher chose the slow learners to get involved in this study.

Table 3.1 *Selection for Sampling*

Multi-Skills Program (MSP7)	Majors	Participants	Gender		Ages
			Female	Male	
Class 2 G	English	2	1	1	20-24
Class 1 D	English	3	1	2	20-23
Total		5	2	3	

3.3 Instruments

In order to collect data in this study the researcher used two instruments, observations and face-to-face interviews, to make sure the data which was collected from this study were more reliable than data from one resource. Frequently, observations and interviews were used together to collect data of teaching to compare the students' knowledge before and after practicing the new methods to show the principle of reasons of that practice the new methods (Borg, 2006). However, using more than one method

mean the processes could be more time consuming and more costly. Moreover, as there was data from two sources, these might be harder to analyse and take more time.

3.3.1 Observations

In addition, observation instrument was designed by using classroom observation checklist—which consulted with the researcher’s advisor, Dr. John Walker—to observe in the classroom. In that classroom observation checklist included with eight items that each item was followed by five levels of assessment (from never to always) (See Appendix A). It was really easy for the researcher to use it in the classroom that the researcher just ticked on the scale number according to the students’ real behaviour in the classroom.

The strengths of the observation method included the fact that the current behaviour and knowledge of the participants could be assessed by the objective performance criteria and so it was easy to evaluate whether participants had changed or developed their speaking by the end of the study. Moreover, it could help the researcher to save time to teach and observe at the same time and have easy access to the data.

A limitation of this instrument was whether the researcher would be able to observe and evaluate the participants effectively at the beginning and there was the issue about the collected data would be compared at the end of the study with the behaviour and knowledge of the participants at the beginning of the study.

3.3.2 Face-to-face Interviews

Also, face-to-face interview was established by using the structure interview questions—which consulted with Dr. John Walker—with a set of questions to be asked the participants during the interview process. This structure interview questions were

divided into five sections with specific set of close-ended and open-ended questions (See Appendix B). Moreover, researcher could probe some more questions if the participants' responds were not clear to the appeared-questions in the list. Ruso (2007) commented that the structured interview was an instrument of data collection which has very similar features and processes to a questionnaire.

The strengths of instrument included that the researcher had a chance to understand about the participants' feelings through their face expression. Because of this, the researcher might be able to gauge whether participants' answers were true or not. Moreover, the researcher got the answers for all of the questions, and the data was easy to read and analyze because the researcher recorded them by himself.

The limitations of this included whether the students (participants) provided the true answers. Sometimes some students may feel scared or afraid of providing the real answers to the particular questions, especially the questions which let them to provide the feedback to their teacher. Therefore, they might try to answer only the good things about their teacher. This was a possible problem in this thesis research as the researcher was also the students' teacher.

3.4 Data Collection

In this section, the researcher used the above two instruments to collect data that at first the researcher started promoting the new teaching approach, CLT into his classroom for eight weeks—from November to December, 2013. Then, the researcher interviewed all the five students about their perceptions regarding this teaching approach. Later on, the researcher observed in the two classes to check improvement by using the classroom observation checklist to confirm their answers from the face-to-face interview. The following were the ways that the researcher used both of them:

3.4.1 Observations

In this study, the researcher used participant observation, which was suitable for gathering data when those being observed were engaged in normally occurring behavior (Mack et al., 2005). During the study period, the researcher observed students' behaviour in the researcher's own teaching sessions in the two classes by using observation checklists about the frequency and duration of speaking in English. Another staff member also assisted in this process. The researcher used this instrument in the last stage, after applying CLT in the classrooms that each observation was about 60 minutes and it was conducted in week 7 and 8.

3.4.2 Face-to-face Interviews

In this step, the researcher used structured interview sheets to interview the participants face-to-face in the library or conference room in this institute. The period of each interview was about from 15 to 20 minutes. Moreover, the researcher used audio recorder to record their voices which was the best way for the researcher to receive enough data and no need to spend a lot of time to interview and take note follow their answers; the researcher just spent some times to transcribe after the interview. Furthermore, before started interviewing, the researcher always explained them carefully about the purposes of this interview and asked them permission to record their voices. The researcher used this instrument to collect data from the three stages: before, during, and after applying CLT in the classrooms.

3.5 Data Analysis

After the data was collected, the researcher tried to organize, transcribe, code, and categorize it. Moreover, in using the responses, the researcher chose the answers which

was the best represent the data and comment on students' performance regarding the new teaching method. Also, sometimes the researcher quoted the responses from the interview transcripts directly into the finding sections. Furthermore, all of the data was analyzed case-by-case, that data was showed one by one, carefully and confidentially. Otherwise, the researcher compared the findings with previous studies and then the researcher interpreted the meanings of the findings in order to answer to the research questions.

3.6 Ethical Consideration

In order to conduct this study effectively and productively, the researcher sought to address the type of ethical issues that were commons in this type of research. First of all, the researcher set out the purpose of this study clearly in a way which was easy for the participants to understand and get the agreement from the participants. Then, the researcher observed the students' behaviour and their speaking skills during the teaching sessions by using a behavioral checklist. Each checklist was anonymous as a code number instead of the students' real name and all of the data in this section was kept in confidential. Moreover, the researcher used the face-to-face interviews in which the researcher interviewed them by himself. No one else was there to break the confidentiality.

In addition, the researcher selected five students to be the sample and all of them volunteered to join in this study and they were made aware that they had the right to stop or reject to join at any time, before or within the interview. The researcher explained them very clearly whatever they answered they were safe (no threaten, no fail of their examination because of their comments, nor would they lose any marks and so on). What is more, the interviews were conducted in the library or in the conference room and during students' break time; therefore, it did not affect to their studying time.

Moreover, before the researcher started interviewing and recording their voices, the researcher asked permission from them to record and explain them about the recording would be deleted after this research study finished. Furthermore, in the interview's transcript sheets, the names that were used were invented names instead of their real names. Finally, all of the data which had been collected from this study had been kept confidential and would be destroyed once the thesis has been finally accepted.

3.7 Summary of the Chapter

This Chapter has reviewed in six major sections: research design, research participants, instruments, data collection, data analysis, and ethical consideration. The researcher chose the qualitative research method to collect the data and use the purposive sampling method to select the participants. Then, the researcher selected five students—two of them are females—from two different classes to be the sample. Moreover, two instruments—observations and face-to-face interview—were used to collect data from November to December 2013. Finally, the researcher explained the participants carefully and clearly as follow: the purposes of this study; the participants can stop participating in this study at any times; and at the beginning of the interview, researcher also asked permission from the participants to record their voices—which would be destroyed once the thesis has been finally accepted; and all of the data would be kept in confidential. The next chapter, chapter 4, will present the results of the study.

CHAPTER 4

RESULTS

In this chapter, the researcher will show three main findings as the following: (1) students' perceptions before applying CLT; (2) students' perceptions when applying CLT; and students' perceptions after applying CLT respectively.

4.1 Students' Perceptions before Applying CLT

In this finding which is related to the first research question, the researcher used the face-to-face interview to collect data. The result showed that all of them liked the teacher-centered method and the Grammar Translation Method (GTM) because they were really easy for them to study that they depended on the teachers all the time, and that they did not need to work very hard by themselves. However, they thought that they did not improve much from these teaching methods, teacher-centered and GTM, that they just learnt from translation or explanation into the Khmer language and just depended on the teacher every time. Therefore, their learner autonomy did not increase and they were not really active in the class. The results showed in case by case as seen the following:

4.1.1 First Student: Joy

Joy comes from Kandal Province and he is a 23 years old student, majoring in English in year 1 and semester 2 at XX institute. He is going to graduate at the end of 2014. Joy thought that he liked the teacher-centered approach the most before he had experienced with Communicative Language Teaching (CLT) because it was really easy for him in that he always depended on the teachers; he did not work hard by himself.

However, he stated that while it had been an easy method for him to learn and that he just depended on the teachers and he had not needed to participate in the classroom activities; however, he thought that he had not improved much.

4.1.2 Second Student: Leakhena

Leakhena comes from Takeo Province and she is a 20 years old student, majoring in English in year 1 and semester 2 at XX institute. She is going to graduate at the end of 2014. Leakhena said that she liked GTM before she experienced CLT because she was really shy and scared in talking or doing some tasks within the class. She preferred sitting and listening to the teacher's explanation or translation. It had been really great for her that she did not need to get involved in the classroom activities.

In contrary, she thought that if she looked back to her past time, she might not have improved at all or maybe she had just sat at her chair all the time. She also thought that it could help her to improve about thirty percent because the students did not have any activities, but only the teacher.

4.1.3 Third Student: Vichet

Vichet comes from Kandal Province and he is a 22 years old student, majoring in English in year 1 and semester 2 at XX institute. He is going to graduate at the end of 2014. Vichet stated that he preferred teacher-centered method before he experienced with CLT because he just waited for the teachers to tell or answer for him, most of the tasks were covered by the teachers.

However, he thought that in the teacher-centered way, students was received very little and the teachers who gained more from that. He believed that students received very low knowledge and they just received what the teachers gave to them only, they did not try to do more research.

4.1.4 Fourth Student: Den

Den comes from Prey Veng Province and he is a 24 years old student, majoring in English in year 1 and semester 2 at XX institute. He is going to graduate at the end of 2014. Den thought that he liked GTM because most of the time that the teacher came to the class he dared not share even in pair or in group work. Moreover, he liked the teacher-centered very much because he just depended on the teacher to explain and translate for him; he did not need to discuss with other students.

On the other hand, he said that GTM was good in one way, but if compared to CLT; it was completely different. As a result, he thought that it was not really as good CLT as that most of the time the students seemed to ignore the activities within the class, so they just received only from the teachers.

4.1.5 Fifth Student: Chenda

Chenda comes from Kampong Cham Province and she was a 20 years old student, majoring in English in year 1 and semester 2 at XX institute. She is going to graduate at the end of 2014. She recently graduated from this institute. Chenda said that before she has experienced with CLT she liked teacher-centered because at the first time she did not know much about English; therefore, she really needed and liked the teacher's explanation and translation into Khmer.

In contrast, she said that in the teacher-centered, the students were interested in the lesson if the teacher explained well; but if that lesson was not interesting, they would be bored and they hoped to finish this as soon as possible. Then, if they did not master on the particular points, so they needed the teacher to explain them again. As a result, they did not improve much.

4.2 Students' Perceptions when Applying CLT

In this finding which is related to the second research question, the researcher used the face-to-interview to collect data. All of the participants responded that it was a good teaching method which allowed students to work in pairs or groups and get involved in the class activities very actively. Moreover, it offered them a chance to express their ideas through the communication in English. Furthermore, it was focused on the four-macro skills—writing, speaking, listening, and writing skills. As a result, they have learnt a lot from these activities and they have been improved from time to time. The following showed results in details:

4.2.1 First Student: Joy

Joy shared his positive perceptions regarding CLT while it was being applied. He believed that it allowed him to learn and share through the classroom activities. He thought that, “they are the great activities that allow all of the students to have a chance to express their ideas and learn from sharing. Moreover, I have a chance to get involved very actively in the class and I have improved through them”.

4.2.2 Second Student: Leakhena

Leakhena thought that it provided and guided the students to have a sense of responsibility and creativity. Moreover, she really loved those activities which offered her a chance to speak as well as to write in English. She responded that, “these activities which guide the students to have a sense of responsibility and creativity.” Also, she added that, “I am really interested in these activities because in the past I did not have a chance....err...err... to speak English and the chance to speak it was very little, as well as a chance to write.”

4.2.3 Third Student: Vichet

Vichet stated that he has been improved a lot while CLT was being applied because the teacher always asked all of the students in the class to practice and read the story by themselves. As a result, they have improved through those classroom activities. He said that, “I have improved a lot toward these activities. As a result, I can say that I have started from zero point until now I can use this skill well.”

4.2.4 Fourth Student: Den

Den also stated that his positive perceptions toward CLT while it was being applied in his classroom. He believed that all of the activities in this teaching strategy were very good in that it focused on meanings and tasks to work in pairs or groups. Moreover, it can equip the students with the confidence and could express and share their own ideas. He revealed that, “I think that all of these activities are good the activities in CLT that we focus importantly on the meanings and use group work or pair work.” He continued that, “this can help all of the students to fulfill [their tasks] with confidence and they can express their own ideas.”

4.2.5 Fifth Student: Chenda

Chenda said that CLT was a great teaching method which mostly it focused on group or pair works, and it depended on being student-centered. She was interested in it because it was not the teacher who worked very hard for the students. Especially, it was focused on all of the four macro skills and sometimes she had a chance to learn grammar spontaneously from this teaching method. She thought that, “it is good ... because mostly it is focused on group work and pair work, so it is normally depends on being student-

centered.” Likewise, she added that, “it is included with the four skills; ... sometimes we can learn grammar unconsciously through this teaching method.”

4.3 Students’ Perceptions after Applying CLT

In this finding which is related to the second research question, the researcher used the classroom observation and face-to-interview to collect data.

4.3.1 Results from Classroom Observation

Table 4.1 derives from the researcher’s own observation through the researcher’s teaching. The table shows that all of the students were willing to work in groups, to get involved in all of the classroom activities, to pay attention to the researcher’s explanation, to speak English in the class, and to communicate with one another confidently.

Table 4.1 *The Results from Classroom Observation*

Classroom Behavior	Assessments				
	①	②	③	④	⑤
1. Cooperative with others				2	3
2. Communicates with others			1	1	3
3. Work independently					5
4. Participates in Class Activities				2	3
5. Willing to follow instructions				2	3
6. Use time well			1	3	1
7. Seems to be well-motivated				2	3
8. Speaking English					
a. The frequency they spoke in English				2	3
b. The number of times they initiated speaking in English			1	1	3
c. The length of time they spoke in English				2	3
d. The overall fluency with which they spoke in English*			2	3	
e. The range of vocabulary they used in speaking English**				5	
f. Communicates confidently				2	3
Note:					
- ① never ② rarely ③ sometimes ④ often ⑤ always					
- *① disfluent ② limited ③ intermediate ④ good ⑤ advanced					
- **① no assessable language ② extremely limited ③ limited ④ sufficient ⑤ good					

4.3.2 Results from Face-to-face Interviews

4.3.2.1 Positive Responses Regarding CLT

The responses were more or less the same that all the participants thought that their speaking skills have been improved after they had got involved in all of the CLT's activities. Moreover, they had more confidence in speaking English, even though sometimes their English speaking was not really fluent and accurate. The results showed as the following:

4.3.2.1.1 First Student: Joy

Joy thought that after he experienced with CLT, he had a chance to improve his speaking skills and an opportunity to learn more because of these activities had guided him to be more confident. Eventually, he had improved his speaking skills a lot.

4.3.2.1.2 Second Student: Leakhena

Leakhena said that after she experienced with CLT, she had improved her English speaking a lot if compared to her past time when she was at high school. For instance, when she conducted the service learning, she could speak English with those foreigners who came from Hong Kong very well. At that time, she had noticed that her English has been really improved.

4.3.2.1.3 Third Student: Vichet

Vichet also stated that after he experienced with CLT, his English speaking has been improved through the way that the teacher always encouraged all of the students to speak English in the class. Moreover, he had tried to speak with his classmates and foreigners who came to visit this institute.

4.3.2.1.4 Fourth Student: Den

Similarly, Den expressed that after he experienced with CLT, his English speaking skills had been improved with confidence through the classroom activities. For example, when he worked in pairs or in groups, he started speaking English immediately regarding to whatever he wanted to share within his pair or group work. In short, his English was really better than before, now he was braved to speak out whatever he wanted.

4.3.2.1.5 Fifth Student: Chenda

Chenda shared that after she experienced with CLT, her English has been improved through group work or discussion within the classroom. As a result, she said that CLT had helped her to improve her English speaking skills because it provided her a chance to express her ideas or opinions by sharing with the classmates.

4.3.2.2 Learner Autonomy

At the same time while their English speaking were improved, all of them showed that their learner autonomy also increased from time to time during the time that CLT has been applied in their classrooms. The results showed as the following:

4.3.2.2.1 First Student: Joy

Joy stated that after CLT had been applied, he normally read some parts of the books in advance because he needed to know about the content of the lesson first. Eventually, he had changed and improved a lot—speaking with confidence, using grammar correctly, and so on—through CLT’s activities.

4.3.2.2.2 Second Student: Leakhena

Moreover, Leakhena said that after she had experienced with CLT she realized that the more she read, the more she knew. Moreover, she continued that when she read the book, she would meet something new and when she got school, she could learn other new things.

4.3.2.2.3 Third Student: Vichet

Vichet said that he was introduced to CLT, he tried to study hard by himself and whenever he faced some points that he was not clear about, he normally asked the teachers for help.

4.3.2.2.4 Fourth Student: Den

Den said that after he experienced with CLT, he had spent more time to read books before class, in order to gain some ideas and share those ideas within the pair and group work. Then, sometimes he tried to read other lessons and books to complete homework and assignments. As a result, it showed that he had changed his learning styles and strategies.

4.3.2.2.5 Fifth Student: Chenda

Chenda declared that after CLT had been applied, she must read the lesson points before class because she had learnt that whenever she got the class her teacher normally asked all of the students to work in pairs or groups to discuss about a particular topic. Therefore, she needed to have some ideas or concepts to share with her partners or group members.

4.3.2.3 Challenges

Even though, their English speaking and learner autonomy were improved and increased within this period, they faced some problems and difficulties. The results were as the following:

4.3.2.3.1 First Student: Joy

Joy said that he faced some problems such as the lessons were added from time to time that he could not catch up with them well and he faced difficulty with summarizing the story.

4.3.2.3.2 Second Student: Leakhena

Leakhena said that she also faced some problems: she did not know some words and it was hard to apply the known words into the conversation. She could not include many ideas in her writing and it was really hard for her when she worked with poor listening partners. Moreover, when she worked in group, the opposite ideas were normally expressed and some of her group members seemed not accept and agree with one another.

4.3.2.3.3 Third Student: Vichet

Vichet expressed that his difficulties toward this teaching strategy that sometimes the discussion questions were very hard for them to discuss and the teacher still asked them to try their best first. Moreover, when he worked in group, most of the group members were proud of themselves and refused to cooperate with other group members.

4.3.2.3.4 Fourth Student: Den

Additionally, Den shared that his difficulty regarding this teaching strategy was the role-play assignment because it was really hard for his group members to complete that since the time allowed was a little bit short and they needed to do many tasks: reading, discussion, rehearsal, and so on. Moreover, some of the group members had ideas, but they dared not to share with them because they were afraid that they were worse or inferior to the other ones.

4.3.2.3.5 Fifth Student: Chenda

Finally, Chenda illustrated her difficulty toward this teaching strategy that when she worked in groups, all of her group members always had different ideas, so that group discussion could not move ahead.

4.3.2.4 Solutions and Suggestions

However, all of these problems can be dealt by students themselves within the group or pair work from time to time. Also, all of them suggested that this teaching method should be continued applying in the class because it was a good and active teaching method which helps all of them improve a lot, especially their speaking skills.

4.3.2.4.1 First Student: Joy

Joy had learnt about the positive points and benefits of CLT. Therefore, he suggested that it should be kept applying in the classroom. “Yes, I think it should be continued using in the class” said Joy.

4.3.2.4.2 Second Student: Leakhena

Moreover, Leakhena showed her positive supporting ideas regarding this teaching method in that it was a good teaching strategy and she has improved a lot through its activities, especially her speaking skills. She said that, “It is a good teaching strategy because I think that I have improved a lot, especially my speaking ...I am brave in speaking English since that time.... As a result, I think it is good.”

4.3.2.4.3 Third Student: Vichet

Similarly, Vichet said that CLT had guided and pushed him up to the big improvement; therefore, he suggested that it should be continued applying in the classroom. “It should not be stopped; it must be included in the class because it leads the students to the big improvement,” said Vichet.

4.3.2.4.4 Fourth Student: Den

Additionally, Den mentioned that he strongly agreed that CLT was a really great strategy for students to improve their learning; for example, he has been improved because of it. Therefore, he suggested that it should be continued, developed, and added more activities in the classroom. Den said that, “I strongly support it because I think that it must be continued; ...I have changed or I have learnt better because of this teaching strategy. Therefore, I want this point to be continued, developed and more activities added.”

4.3.2.4.5 Fifth Student: Chenda

Finally, Chenda suggested that CLT should not be stopped applying in the class because it had more positive points rather than the negative ones. Moreover, she loved it

as it provided the learners an opportunity to share their ideas with confidence. “We should keep using it because as we estimate that the negative points are less than the positive ones,” said Chenda. She also added that, “the most important factor that I love it is because it offers an opportunity for the students to share their own ideas and the second one they can strengthen their confidence in speaking.”

The next chapter, chapter 5, will present conclusion, discussion, and recommendations in this study.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter, the researcher showed about the summary of the major findings, discussion of the major findings, pedagogical implications, limitations of the study, suggestion for further studies, and concluding remarks.

5.1 Summary of the Major Findings

This study found that before Communicative Language Teaching (CLT) was applied in the classroom, all of the participants preferred the traditional teaching methods, the Grammar Translation Method (GTM) and the teacher-centered approach because they were really comfortable for them to learn and they just depended on the teacher to help, explain, or translate for them. However, they learnt that they did not improve much. In addition, when CLT was applied in their class, all of them thought that it was a great teaching method and they had learnt and improved a lot from its activities. Moreover, they had a chance to communicate in English to express their ideas. After CLT was applied in their learning, all of the participants thought that their speaking skills had been improved after they got involved in the CLT's activities. Also, they could speak English with more confidence. At the same time that their speaking skills had been improved, their learner autonomy was also increased. However, while their speaking skills and learner autonomy have been improved and increased, they faced some problems and difficulties; e.g. opposite ideas within group work; but these problems could be solved in their groups over time.

5.2 Discussions of the Major Findings

After showing the results of the study, the researcher will discuss the various parts related to students' perceptions toward CLT to discuss. Those points will be categorized into three groups: (1) the students' perceptions, before applying CLT; (2) the students' perceptions during application of CLT; and (3) students' perceptions after applying CLT, respectively.

5.2.1 Students' Perceptions before Applying CLT

The findings showed that before CLT was applied in their classroom, they liked teacher-centered or GTM because it was really easy for them to study in that they normally depended on teachers all the time and they did not need to work very hard by themselves. This might be because of these teaching methods had taken root for a very long time in the Cambodian context. Also, nowadays most of teachers still applied them in their classrooms, because it was easy for them to prepare or plan the lessons and they did not need to arrange many activities in their teaching processes; they just focused on memorization, grammar rules, and translation into the mother tongue. Moreover, many learners may agree that the GTM was a good teaching method because students can know grammar rules very well during their speaking or writing. Similarly, according to McClintock (2011) found that before CLT is applied, the GTM and the Audiolingual Method (ALM) approaches are the main methods in language teaching. Teachers in traditional language classes strongly focus on memorization, understanding grammar rules, translation from pupils' first language (L1) to second language (L2) or the other way around (Mezaros, 2008, cited in Wong, 2010). Moreover, Wang (2008) concluded that grammar teaching has played an important role in this study, pupils' oral ability, particularly for accuracy. Additionally, Chang (2011) found that GTM is demonstrated as

a suitable and successful teaching approach—if compared to CLT—in which pupils made more improvement in grammar learning and had more confidence in learning English.

Wang (2008) also claimed that many students agreed that form-focused in grammar teaching was very important where students knew grammar rules clearly during speaking and writing.

However, the findings of this study also showed that all of the participants thought that they did not improve much from these teaching methods (teacher-centered and GTM), and that they just learnt from translation or explanation into the Khmer language and just depended on the teachers most of the time. Also, their learner autonomy did not increase and they were not really active in the class. This was possibly because of the principles of these traditional teaching methods just guided the students to remember the grammar rules and the teachers who always worked very hard to translate and provide explanations to the students. Moreover, this may be because teacher-centered and GTM failed to equip the students with communication skills. The teachers were the authority in the class and the students, who just sat and listened to the teachers, were always passive and they may have felt bored with the lessons. Similarly, both of them, GTM and ALM, failed to teach pupils the meanings through communication. Educators started realizing the essential contribution of CLT to promote pupils' communicative ability (McClintock, 2011). Many pupils think that grammar is the most boring subject which they have been forced to study in school and it is very hard for them to concentrate during the class time (Ming, 2011). Likewise, traditional pedagogy is used to concentrate on the English knowledge and neglects its communicative functions. This creates barriers for English learners to use English in the real life situation, even though they have learned for more than ten years (Liu et al., 2005).

5.2.2 Students' Perceptions when Applying CLT

When CLT was applied in the class, all of the participants thought that at first they felt strange, but later on they thought that it was a good teaching method which allowed the students to work in pairs or groups and get involved in the classroom activities very actively. This might be because of the principles of CLT had been adopted effectively in the same conditions and it helped students to be more comfortable in learning. Moreover, it may guide them not only to be active in speaking, but to focus on all of the four skills. The results of this study are consistent with the findings of many studies. Brown (2013) claimed, for example, that pupils prefer to use CLT rather than traditional methods. According to Jones and Wang (2001) most of the pupils in their study responded that they enjoyed with CLT within English classes in elementary school; however, it still had some parts which was needed to be adjusted. Moreover, it offered them a chance to express their ideas through the communication in English.

However, the findings of this section were inconsistent with the findings of Wang (2007) that CLT produced language fluency and rightness of the discourse, but that it neglected to develop grammatical competence efficaciously. The results of this study also were inconsistent with Rao (2002) the Chinese pupils' perceptions of communicative and non-communicative activities are discussed in their classrooms; the result revealed that Chinese pupils desired non-communicative activities to communicative one. They want their teachers to explain the grammatical rule in their course book.

5.2.3 Students' Perceptions after Applying CLT

The findings from face-to-face interviews and classroom observations were consistent and showed that all the participants thought that their speaking skills had been improved after they had got involved in all of the CLT's activities. This might be because

of the principles of this teaching method were applied effectively and correctly to guide the way for learners to get into the real communication. The learners might agree with its principles and accept the positive results of this teaching method that it could help them to improve their communication in the target language with confidence. It is consistent to the findings of Wong (2010) that all of the participants agreed that CLT is really useful to improve learners' communication skills. Wong (2012) found that the participants in his study were enthusiastic about CLT and agreed that it is useful in encouraging student to better their communicative competence and all of them think that it has worth values in teaching which in helping the students to communicate in the target language. Similarly, Raissi et al. (2013) found that most of the students 83.3% in Malaysian secondary schools showed their favorable attitude toward the application of CLT in their schools while only 16.7% showed unfavorable attitudes toward it.

For the student participants in this research thesis while their English speaking is improved, all of them showed that their learner autonomy also increased. This may be because of the principles of CLT were used as a guide and a scaffolding to show them the ways to get through all of the difficulty tasks to strengthen their independent and autonomous learners. Moreover, in order to complete the tasks and activities of CLT, they might need to read books, surf the internet, and work with other resources before classes to gain some ideas to share in their pair or group work and to complete homework and assignments. Similarly, Hawkey (2006, cited in Raissi et al., 2013) found that most of the teachers conceived that CLT can be used to improve learners' motivation, interest, and communication skills. Moreover, as one study has demonstrated, the students are worked very hard to be responsible for their own language learning as independent and autonomous learners (Matsumoto, 2010). This seems to be the situation with the student participants in this study.

Even though the English speaking and learner autonomy of the students in this research study improved and increased within the period of the study, they faced some problems and difficulties such as difficulties in speaking out in the target language and opposite ideas when working in groups or pairs. These might be because of it was a new method for them to follow and they needed to change their long root of habit of depending on teachers to work for them. Also, they may still have had a sense of shyness, fear and anxiety about lost face from making mistakes in their speaking. Moreover, the opposing ideas being expressed in pairs and groups leading to disharmony could be because students did not understand about the value of working in groups. Problems such as these are not new as studies by Matsumoto (2010) and Lin (2011) as explained in the literature review have revealed. The experiences of students at Institute XX are not unique.

5.3 Pedagogical Implications

The findings of this study suggest a number of pedagogical implications, especially in the EFL contexts.

1. Teachers should be trained or incorporate the principles of CLT before applying it in real classroom tasks or activities in order to avoid from misunderstanding or misinterpreting regarding to this teaching method. Actually, CLT is implemented to improve the four-macro skills of English teaching and learning, it is not focused on only the speaking skills. CLT's aim is to push communicative competence to be the goal of language teaching and acquire the four skills that admit the interdependence of language and communication (Liu & Shi, 2007).

2. Many educational institutions should consider about the effectiveness of CLT and implement it into their current curriculum because the principles of CLT try to

promote communication competence in the target language. The major principle of CLT is the belief that a foreign language should be learnt purposively in order to communicate meaning (Jones & Wang, 2001). Therefore, all of the students will have a chance to practice what they have learnt from the books or theories and apply them into the real communication.

3. Teachers should try to promote CLT at the beginning session of the semester. They should not wait until one or two months later because it is hard for them to adjust to the new tasks or activities of this teaching method. Similarly, Aubrey (2011) stated that to get the students involved in this CLT approach, the teacher had to try to sell the CLT methodology to students from the first day of the class by showing them the benefits of this approach. Moreover, teachers should prepare learning tasks as a scaffolding to help students to get along with the principles of this teaching method.

4. It may have some bad reactions from the students at the beginning of this implementation because some of them might have a sense anxiety about being judged whether they are right or wrong in their communication and losing face from making mistakes. However, teachers should not stop using CLT and teachers should persist and keep applying it in their classrooms. Eventually, they will see the positive results of their students' communication in the target language.

5.4 Limitations of the Study

1. The sample size for this study was small which was limited to this institute, so if the studies on the students' perceptions at other institutions may produce different results.

2. The findings from this study might not be the sample for all of the EFL students in Cambodia.

3. The time was really limited for the study that it might not enough for the researcher to find the deep effects of CLT on the students' speaking skills just only eight weeks. Moreover, the researcher should use experimental study to compare the results from one step to another.

4. The study was conducted with only one level, pre-intermediate, of students. Even though they were in different classes, but their levels were the same.

5.5 Suggestions for Further Studies

On the basis of these study findings, a similar study should be conducted as follows:

1. Future studies in this area should have different sample sizes and use different data collecting techniques both quantitative and qualitative and be conducted in different areas. This would build a much bigger picture of the use of CLT in Cambodia.

2. A further study should compare the traditional teaching methods with CLT, so we might see broadly into the different effectiveness of both teaching strategies.

3. The teachers and students' perceptions regarding CLT should be investigated to find out the differences or similarities in the perceptions of the educators and learners toward this teaching method.

5.6 Concluding Remarks

CLT has become an important and useful teaching method which has spread out into the teaching classrooms of the world. It is used as a tool to guide the students to communicate in the target language; and as a result, it has become a significant area of research. According to the evidence from this study, it may help to pave the ways for Cambodian EFL students to gain greater communication competence.

All of the participants in this study showed their positive perceptions regarding the CLT teaching method which has been really helpful for them to improve their English language learning and speaking. This has included opportunities to get involved in activities, to express their own ideas in their learning, to cooperate and share with each other within a group or in pair work, to improve all of the four macro skills and also learn grammar unconsciously from the communication, and to communicate in English confidently. Eventually, this teaching method increased their learning autonomy so that nowadays all of them depend on and do research by themselves rather than depend on their teachers.

These things are true even though students face some problems and difficulties with practicing the activities of this teaching method. Some of them felt strange at the first time; some of them were shy, and had fear or anxiety; they sometimes faced the opposite ideas within their pair or group work; and so on. However, all of them still want to get along with it in their studying and they suggested that it should be continued applying with other new classes so that all of the new generations will have a chance to improve their English skills like all of them.

REFERENCES

- Adams, R., & Newton, J. (2009). TBLT in Asia: Constraints and opportunities. *Asian Journal of English Language Teaching*, 19, 1-17.
- Ahrens, L., & Kemmerer, F. (2002). Higher education development. *Cambodian Development Review*, 6(1), 8–11.
- Anto, A. G., Coenders, F. G. M., & Voogt, J. M. (2012). Assessing the current implementation of communicative language teaching for English language teachers in Ethiopian Universities. *Staff and Educational Development International*, 16, 51-69.
- Aubrey, S. (2010). *Influences on Japanese students' willingness to communicate across three different sized EFL classes*. *Asian EFL Journal*. Retrieved June 12, 2013 from: www.asian-efl-journal.com/Thesis/Thesis-Aubrey.pdf
- Aubrey, S. (2011). Facilitating interaction in East Asian EFL classrooms: Increasing students' willingness to communicate. *Language Education in Asia*, 2(2), 237-245.
- Azar, B. (2007). Grammar-based teaching: A practitioner's perspective. *TESL-EJ*, 11(2).
- Benson, P. (2008). Autonomy in language teaching and learning. *State-of-the-art article*. Hong Kong Institute of Education, Hong Kong, 21-40. Retrieved August 05, 2013 from: http://www4.pucsp.br/inpla/benson_artigo.pdf
- Borg, S. (2006). *Teacher Cognition and Language Education: Research and Practice*. London: Continuum.
- Brown, A. W. (2013). From EFL to ESL: Chinese students' perspectives on group work and cooperative learning. *MA TESOL Conference*.
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). White Plains, NY: Pearson Education.

- Brown, H. D. (2001). *Teaching by principles: An Interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.
- Burke, B. M. (2007). Creating a communicative classroom with experiential design. *Foreign Language Annals*, 4(3), 44-462.
- Chang, S. (2011). A contrastive study of Grammar Translation Method and Communicative Approach in teaching English grammar. *English Language Teaching*, 4(2), 13-24.
- Chet, C. (2006). *Cambodia*. In UNESCO, *Higher education in South-East Asia* (pp.13-33). Bangkok: UNESCO Bangkok.
- Chukwu-Etu, O. (2009). Underachieving learners: Can they learn at all? *AECLS*, (6), 84-102.
- Clayton, S. (2008). The problem of ‘choice’ and the construction of the demand for English in Cambodia. *Language Policy*, 7, 143-164.
- Clayton, T. (2002). Language choice in a nation under transition: The struggle between English and French in Cambodia. *Language Policy*, 1, 3–25.
- Clayton, T. (2007). Transition, culture, and language in Cambodia. In A.B.M. Tsui, and J.W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts*, pp. 95-120. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dafei, D. (2007). An exploration of the relationship between learner autonomy and English proficiency. In P. Robertson and R. Nunn (Eds.), *Asian EFL Journal. Teaching article*, pp. 5-30. Busan: Asian EFL Journal Press.
- Franzoni, A. L., & Assar, S. (2009). Student learning styles adaptation method based on teaching strategies and electronic media. *Educational Technology & Society*, 12(4), 15–29.

- Gray, C., & Klapper, J. (2009). Key aspects of teaching and learning in languages. In H. Fry, S. Ketteridge & S. Marshal (Eds.), *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd ed.). New York: Rutledge.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Cambridge: Longman.
- Hashemi, S. M., & Sabet, M. K. (2013). The Iranian EFL students' and teachers' perception of using Persian in General English classes. *International Journal of Applied Linguistics & English Literature*, 2(2), 142-152.
- Hawkey, R. (2006). Teacher and learner perceptions of language learning activity. *ELT Journal*, 60(3), 242-252.
- Igawa, K. (2008). English language and its education in Cambodia, a country in transition. *Shitennoji University Bulletin*, 46, 343-369.
- Igawa, K. (2010). The impact of English language education on Cambodian elementary school children: Perceptions of EFL teachers in Cambodia. *Shitennoji University Bulletin*, 49, 147-166.
- Jarvis, H., & Atsilarat, S. (2004). Shifting paradigms: from a communicative to a context-based approach. *Asian EFL Journal*, 6(4), 1-23.
- Jones, N. B., & Wang, S. H. (2001). Applying Communicative Language Teaching in a Taiwanese elementary school. *ERIC*, 1-22. Retrieved September 23, 2013 from: <http://files.eric.ed.gov/fulltext/ED461291.pdf>
- Karim, K. M. R. (2004). *Teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT) in post-secondary education in Bangladesh*. Unpublished Doctoral dissertation, University of Victoria. Retrieved August 15, 2013 from:

http://dspace.library.uvic.ca:8080/bitstream/handle/1828/560/karim_2004.pdf?sequence=1

- Kim, H. W., & Pei, B. C. (2008). University teachers and students' perceptions of ELT methodologies and their effectiveness. *GEMA: Online Journal of Language Studies*, 8(2), 79-102.
- Kirkpatrick, A. (2010). Learning English in ASEAN: Myths and principles. *Language Education in Asia*, 1(1), 1-7.
- Koçak, A. (2003). *A study on learners' readiness for autonomous learning of English as a foreign language*. Unpublished Doctoral dissertation, Middle East Technical University. Retrieved July 13, 2013 from:
<http://etd.lib.metu.edu.tr/upload/1217728/index.pdf>
- Lakachew, M. (2003). *Teachers' attitudes towards communicative language teaching and practical problems in its implementation*. MA thesis, Addis Ababa University, Ethiopia.
- Lee, J., & VanPatten, B. (2003). *Making communicative language teaching happen*. New York: McGraw-Hill.
- Lee, K. O. (2010). Korean English teachers' perceptions of the "Teaching English in English" policy. *A Research Paper*, 1-88. Retrieved September 05, 2013 from:
http://cardinalscholar.bsu.edu/bitstream/123456789/193279/1/LeeK_2010-1_BODY.pdf
- Lee, P. Y. (2005). *A study of English grammar instruction in elementary schools in Taipei*. Unpublished master's thesis, National Kaohsiung First University of Science and Technology, Taiwan.
- Léger, D., & Storch, N. (2009). Learners' perceptions and attitudes: Implications for willingness to communicate in an L2 classroom. *System*, 37(2), 269-285.

- Li, Z. G., & Song, M. Y. (2007). The relationship between traditional English grammar teaching and communicative language teaching. *US-China Education Review*, 4(1), 62-65.
- Liao, X. Q. (2000a). *Communicative Language Teaching: Approach, Design and Procedure*. 1-28. Retrieved September 23, 2013 from:
<http://files.eric.ed.gov/fulltext/ED444382.pdf>
- Liao, X. Q. (2000b). *Communicative Language Teaching innovation in China: Difficulties and solutions*. 1-23. Retrieved September 24, 2013 from:
<http://files.eric.ed.gov/fulltext/ED443294.pdf>
- Lin, G. H. (2011). *A case study about communication strategies as translation strategies*. Changhua: Grace Hui-chin Lin. Retrieved August 14, 2013 from:
<http://files.eric.ed.gov/fulltext/ED534084.pdf>
- Lin, L. L. (2008). *The role of grammar teaching in writing in second language acquisition*. 1-12. Retrieved August 16, 2013 from:
<http://files.eric.ed.gov/fulltext/ED503439.pdf>
- Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics*, 20(1), 71-94.
- Liu Y., Yu, X., Shu, T., & Zhang, L. (2005). On the development and improvement of communicative language teaching. *Journal of Nanchang Junior College*, 5(60), 92-93.
- Liu, Q., & Shi, J. (2007). An analysis of language teaching approach and methods—Effectiveness and weakness. *US-China Education Review*, 4(1), 69-71.
- Mack, N., Woodsong, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: A data collector's field guide*. North Carolina: Family Health International.

- Matsumoto, H. (2010). Students' perceptions about teacher talk in Japanese-as-a-second-language classes. *Arizona Working Papers in SLA & Teaching*, 17, 53-74.
- McClintock, K. (2011). Korean University Students' Perceptions of Communicative Language Teaching. Retrieved September 10, 2013 from:
<http://www.tesolreview.org/down/Kathryn.pdf>
- McLeod, S. A. (2007). *B.F. Skinner/Operant Conditioning - Simply Psychology*. Retrieved September 09, 2013 from <http://www.simplypsychology.org/operant-conditioning.html>
- Ming, D. (2011). Adapting communicative language teaching to grammar teaching in China's university English classroom. *A Seminar Paper*, 1-21. Retrieved August 13, 2013 from: <http://minds.wisconsin.edu/handle/1793/52523>
- Moore, S. H., & Bounchan, S. (2010). English in Cambodia: Changes and challenges. *World Englishes*, 29(1), 114-126.
- Nematipour, M. (2012). A study of Iranian EFL learners' autonomy level and its relationship with learning style. *English Linguistics Research*, 1(1), 126-136.
- Ngoc, K. M., & Iwashita, N. (2012). A comparison of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam. *University of Sydney Papers in TESOL*, 7, 25-49.
- Nguyen, T. H. (n.d.). *Cambodia: Cultural background for ESOL teachers*. 1-5. Retrieved December 5, 2013 from:
http://www.chanbokeo.com/imgdocs/taprum_9715895.pdf
- Palfreyman, D. (2003). Introduction: Culture and learner autonomy. In D. Palfreyman & R. C. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives*, pp. 1-19. New York: Palgrave Macmillan.

- Pham, H. H. (2006). "Imported" Communicative Language Teaching: Implications for teachers. *English Teaching Forum Online*, 43(4), 1-9.
- Pham, H. H. (2007). Communicative language teaching: Unity within diversity. *ELT Journal*, 61(3), 193-201.
- Pin, G. (2010). A survey of current application of communicative language teaching (CLT) in China for non-English majors' college oral English. *A Seminar Research Paper*, 1-43. Retrieved August 14, 2013 from:
<http://www.minds.wisconsin.edu/handle/1793/43671>
- Pishghadam, R., & Akhondpoor, F. (2011). Learner perfectionism and its role in foreign language learning success, academic achievement, and learner anxiety. *Journal of Language Teaching and Research*, 2(2), 432-440.
- Pit, C., & Roth, H. (2003). English language teaching development in Cambodia: Past, present and future. In H. W. Kam, & R. Y. L. Wong (Eds.), *English language teaching in East Asia today*, pp. 111–129. Singapore: Times Academic Press.
- Porath, S. (2010). A comprehensive step: A book review of teachers taking action. *An On-line Journal for Teacher Research*, 12(2), 1-2.
- Radzi, M., Hanadi, A., Azmin, A. M., Zolhani, N. H., & Abdul, L. S. (2007). *Adopting communicative language teaching (CLT) approach to enhance oral competencies among students: Teachers' attitudes and beliefs*. Retrieved August 17, 2013 from:
<http://repo.uum.edu.my/3251/1/Ai.pdf>
- Raissi, R., Nor, F. M., Aziz, M. A., Zainal, Z., & Mdsaleh, Z. (2013). A comparison between students' and teachers' idea regarding Communicative Language Teaching implementation in Malaysian secondary school; A qualitative survey. *Journal of Basic and Applied Scientific Research*, 3(4), 608-614.

- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom. *System*, 30(1), 85 -105.
- Raya, M. J. (2009). Pedagogy for autonomy in modern language education: The Euro PAL contribution. *Learner autonomy in language learning*. University of Granada, Spain.
- Richards, J. C. (2006). *Communicative language teaching today*. New York: Cambridge University Press.
- Richards, J.C., & Rodgers, T.S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Ruso, N. (2007). The influence of task based learning on EFL classroom. In P. Robertson and R. Nunn (Eds.), *Asian EFL journal. Teaching article*, pp. 237-254. Busan: Asian EFL journal Press.
- Savignon, S. J. (2002) Communicative Language Teaching: Linguistic theory and classroom practice. In S. J. Savignon (Ed.) *Interpreting communicative language teaching: Contexts and concerns in teacher education*. pp. 1-27. New Haven & London: Yale University Press.
- Savignon, S. J., & Wang, C. C. (2003). Communicative language teaching in EFL contexts: Learner attitudes and perceptions. *Linguistics in Language Teaching*, 41(3), 223-227.
- Smith, R. (1997). *From Asian views of autonomy to revised views of Asia: Beyond autonomy 2000*. Retrieved July 15, 2013 from: <http://lc.ust.hk/-ailasc/news1997.html#asia>
- Smith, R. (2008). Autonomy learner: Key concepts in ELT. *ELT journal*, 62(4), 395-397.
- Sodhy, P. (2004). Modernization and Cambodia. *Journal of Third World Studies*, 21(1), 153-174.

- Sung, K. Y. (2010). Promoting Communicative Language Teaching through communicative tasks. *Journal of Language Teaching and Research*, 1(5), 704-713.
- Takanashi, Y. (2004). TEFL and communication styles in Japanese culture. *Language, Culture and Curriculum*, 17(1), 1-14.
- The Ministry of Education, Youth, and Sport (2005). *Education statistics and indicators 2004/2005*. Ministry of Education, Youth and Sport.
- Thompson, C. J., & Millington, N. T. (2012). Teaching practice: Task-Based Learning for communication and grammar use. *Language Education in Asia*, 3(2), 158-166.
- Tosuncuoglu, I. (2013). Communicative Language Teaching and group techniques in Turkey: Present and future. *World Applied Sciences Journal*, 22(3), 326-332.
- Nou, V. (2002). Teaching English in Cambodian secondary schools: With a special focus on teachers' preferences towards the improvement of their professional careers in language teaching. *Bulletin, Graduate School of Education, Hiroshima University Part II*, 5, 197-206.
- Wang, H. (2011). Promoting university English majors' learner autonomy in the Chinese context. *Journal of Language Teaching and Research*, 2(2), 408-412.
- Wang, P. J. (2008). *A study of teacher and student perceptions concerning Grammar-Translation Method and Communicative Language Teaching*. Retrieved August 17, 2013 from: <http://web.tiit.edu.tw/acof/acen/Word/Nanya28/970704.pdf>
- Wang, P. L. (1999). *English grammar instruction in Taiwan: Student and teacher attitudes*. Unpublished Doctoral dissertation, the Pennsylvania State University, Pennsylvania.
- Wang, S. R. (2007). *Survey and application of task-based approach in college English teaching of oral English*.

- Wen, W. P., & Clément, R. (2003). A Chinese conceptualisation of willingness to communicate in ESL. *Language, Culture and Curriculum*, 16(1), 18-38.
- Wong, C. (2012). A case study of college level second language teachers' perceptions and implementations of communicative language teaching. *The Professional Educator*, 36(2), 1-17.
- Wong, C. Y. C. (2010). Second language teachers' perceptions and implementations of communicative language teaching. Unpublished Doctoral dissertation, Texas Tech University. Retrieved August 13, 2013 from: <http://repositories.tdl.org/ttu-ir/bitstream/handle/2346/ETD-TTU-2010-12-1220/WONG-DISSERTATION.pdf?sequence=1>
- Wu, W. (2008). Misunderstandings of communicative language teaching. *English Language Teaching*, 1(1), 50 -53.
- Wyatt, M. (2009). Practical knowledge growth in Communicative Language Teaching. *The Electronic Journal for English as a Second Language*, 13(2), 1-23.
- Xiao, L., & Luo, M. (2008). English co-curricular activities: A gateway to developing autonomous learners. *CamTESOL*, 5, 239-251.
- Yaun, F. (2011). A brief comment on communicative language teaching. *Journal of Language Teaching and Research*, 2(2), 428-431.
- Yim, D. H. (2012). Developing a model of instructional leadership with reference to differentiated instruction of English at Life University in Cambodia. *Scholar*, 4(1), 107-114.
- Yu, L. (2001). Communicative language teaching in China: Progress and resistance. *TESOL Quarterly*, 35(1), 194-179.

APPENDIX A

Classroom Observation Checklist

Name: _____ Date: _____

Class Observed: _____ Time: _____

Observer: _____

Classroom Behavior	Assessments	Comments
1. Cooperative with others	① ② ③ ④ ⑤	
2. Communicates with others	① ② ③ ④ ⑤	
3. Work independently	① ② ③ ④ ⑤	
4. Participates in Class Activities	① ② ③ ④ ⑤	
5. Willing to follow instructions	① ② ③ ④ ⑤	
6. Use time well	① ② ③ ④ ⑤	
7. Seems to be well-motivated	① ② ③ ④ ⑤	
8. Speaking English		
a. The frequency they spoke in English	① ② ③ ④ ⑤	
b. The number of times they initiated speaking in English	① ② ③ ④ ⑤	
c. The length of time they spoke in English	① ② ③ ④ ⑤	
d. The overall fluency with which they spoke in English*	① ② ③ ④ ⑤	
e. The range of vocabulary they used in speaking English**	① ② ③ ④ ⑤	
f. Communicates confidently	① ② ③ ④ ⑤	
Overall comments/Suggestions		

Note:

- ① never ② rarely ③ sometimes ④ often ⑤ always
- *① disfluent ② limited ③ intermediate ④ good ⑤ advanced
- **① no assessable language ② extremely limited ③ limited ④ sufficient ⑤ good

APPENDIX B

Structure Interview Protocol

Royal University of Phnom Penh

Master of Education

My name is Sun Somara, a student of Cohort 6 of Master of Education, Royal University of Phnom Penh. The main purpose of this structure interview is to investigate the Cambodian EFL Students' Perceptions on the Effect of Communicative Language Teaching (CLT) on their Spoken English and Responses. All of participants volunteer to join in this study and they have right to stop or reject to join at any time, before or within the interview. They will be safe whatever they answer (no threaten, fail their examination, or lose any marks and so on). All of the data will be anonymous and kept in confidential.

I. Demographic Data

1. Hi, how are you?
2. Where do you come from?
3. Could you tell me your name?
4. How old are you?
5. Where are you studying?
6. What major are you doing for your study?
7. What semester are you in now?
8. When will you graduate?
9. Do you enjoy learning at school?

II. Applying New Strategy, Communicative Language Teaching (CLT)

10. Which teaching approach, teacher-centered (Teacher works very hard in teaching and explaining) or student-centered (Students work very hard and actively to discuss and solve the problems), do you like? Why?

11. Have you ever heard about Communicative Language Teaching (CLT)?
12. Did you notice if I used CLT in the past 8 weeks?
13. How did you feel when you experienced CLT at the first time?
14. What kinds of CLT approach did I normally use in the class?
15. What do you think about it?
16. Have you found any difficulties with this strategy?
17. Can you tell me about your studying before I applied this strategy in my teaching?

III. The Effects of CLT on Their English Speaking

18. What do you think about your fluency in speaking English before I applied this in my teaching?
19. Overall, has your speaking in English improved after CLT has been applied? In what ways?

IV. Before Experiencing with CLT

20. What teaching methods do you like the most? Why?
21. What do you think about this method?
22. Do you have any difficulties toward this method?

V. Whether Learners Autonomy Increase

23. Could you tell me about your learning style and strategies?
24. Can you compare your learning strategies before I applied this new teaching strategy?
 - Do you think it is better or worse than before? Why?
25. Do you have any comments or suggestions about this new teaching strategy?

Thank you for spending your time to participate in this interview.

APPENDIX C

Inter: Interviewer

Intee: Interviewee

I. Demographic Data

Inter: Hi, how are you?

Intee: I am fine, thanks.

Inter: Where do you come from?

Intee: I come from Kandal Province.

Inter: Could you tell me your name?

Intee: I am Joy.

Inter: How old are you?

Intee: I am 23 year-old this year.

Inter: Where are you studying?

Intee: I am studying at XX institute.

Inter: What major are you doing for your study?

Intee: I am studying English Literature.

Inter: What semester are you in now?

Intee: I am recently finished year 1 and semester 2, I am going to move to year 2 and semester 1 in some weeks more.

Inter: When will you graduate?

Intee: Maybe at the end of 2014.

Inter: Do you enjoy learning at school?

Intee: I enjoy studying in here 80 percents because sometimes I feel a little bit lazy and I want to relax.

II. Applying New Strategy, Communicative Language Teaching (CLT)

Inter: Which teaching approach, teacher-centered (Teacher works very hard in teaching and explaining) or student-centered (Students work very hard and actively to discuss and solve the problems), do you like? Why?

Intee: What I prefer....err...er I prefer student-centered. First, if we focus on teacher-centered, the teacher who works very hard to teach the students; but the student-centered gives a chance to students to show their abilities and express what we have from birth to propose the ideas to create things. Moreover, it offers a chance for the students to get involved in their studying. However, if we focus on the teacher-centered, it means that that teacher just provides the ideas and the students just listen but they do not understand. Therefore, if we talk about the student-centered, both the teacher and students get involved in the activities together in the class, it means that it leads all of them to be better one.

Inter: Yes, thank you. One more question, have you ever heard about Communicative Language Teaching (CLT)?

Intee: Yes, I have.

Inter: Well! Did you notice if I used CLT in your class in the past 8 weeks?

Intee: Yes, I am interested in what you have taught...err...em...follow CLT as divided the students to work in groups with a set of questions, and as...err...er as most of the time you just give us only the key words; you just translate one or two difficult words and you never translate for us every word. I think that what you are teaching is CLT. Moreover, as I have studied with you, you often ask the students to work in groups that let all of the students to participate in the activities together and sometimes you ask all of them to work in pairs and so on.

Inter: Thanks! How did you feel when you experienced with CLT at the first time?

Intee: At first, I felt...hmmm....I felt...er...happy because I used to study at my province, teachers are the one who taught directly and very hard; but when I come to study here, teachers guide me to study hard follow the student-centered that lead me feel very happy. However, I also faced some difficulties but it helps me to be much more improved than before; after you have guided the students to be more active in their studying.

Inter: What kinds of CLT approach did I normally use in the class?

Intee: Ok! I have noticed that you often apply like group work which let the students to work in groups. I think that working in group is really great; the first one allow all of us to share the ideas to each other. For example, you give me one topic and then I will share within my group about what this topic talks about or refers to; as a result, all of my group members rise up their ideas and then we generate to get one agreed idea. I think that working in group is a source of collecting ideas and sharing ideas.

Inter: Thanks! Beside group work, is there anything else?

Intee: Beside this, such as pair work, role-play that you teach and give us a lot of ideas. When I start doing pair works at the first time, I was really shy. But after I have done it again and again, I feel happy now because I have a chance to express my ideas and receive the ideas from my partners. Moreover, role-play is showed about our talent in showing face expression, how to talk, and it is needed to use words so we need to focus on pronunciation also.

Inter: How do you think about these activities?

Intee: Hmmm! For me, I think they are the great activities that allow all of the students to have a chance to express our ideas and learn from sharing. Moreover, I have a

chance to get involved very actively in the class and I have improved through them.

Inter: Have you found any difficulties with this strategy?

Intee: The strategy which you have taught me, it seems not face many problems...err...er..., but what I have faced is that the lesson is added more and more...as you teach us Literature Studies subject. The first difficulty is to summarize the whole chapter because it has its own steps which are different from one to another that sometimes I am wrong with characters, events, time, and so on.

Inter: Well! Beside the chapter of the story, how about the activities of CLT do you have any difficulties?

Intee: Yes, the first one is group work which it is really hard in discussing that sometimes we have a conflict within our group because we have different ideas. However, according to my experience I have always tried to take out the core ideas and then I can deal with the disagreement ideas within my group. Moreover, when I have studied with you, you always give me advices and suggestions and when I ask you, you always help me. As a result, I have improved a lot of things and the problem with the group work I can deal with it to be more better from time to time.

Inter: Can you tell me about your studying before I applied this strategy in my teaching?

Intee: Ok! I can say that before you have applied this strategy in your teaching; when I was at my province, I have studied very little of English that I have finished beginner and moved to elementary level a little bit. Also, what I used to learn, for example, in elementary book which talks about a particular topic; so the teacher just asked all of the students to read and then the teacher translated it for all of the students. Later on, one of the students stood up and translated to the class. It

seemed follow the teacher-centered rather than the student-centered. I have noticed that I seemed not improve when I studied English at my province. Furthermore, I normally read and translated again and again, I did not try to do more research to improve my ability. For instance, if the teacher translated some vocabulary I just copied or took what does it mean only, but I never check it from the dictionary. I depended on the teacher and I just thought whenever I met difficult words my teacher would give or translate for me; as a result, I did not improve much at that time. Finally, studying at my province, teacher seemed not pay attention properly toward the students' learning.

III. The Effects of CLT on Their English Speaking

Inter: What do you think about your fluency in speaking English before I applied this in my teaching?

Intee: Before my English speaking was very poor that I was very hard to find words to apply in my speaking.

Inter: Overall, has your speaking in English improved after CLT has been applied? In what ways?

Intee: After I have studied in this institute, you always let me do a lot of presentations that help me to improve a lot. Also, it guides me to believe that the more I get involved in the student-centered, the more improved I am. Moreover, I have a chance to improve my speaking skills and an opportunity to learn more. For example, speaking English—if I do not try to practice and if I wait for teachers to tell me how to speak, maybe I cannot speak and I am not improved. But what gives me is confident in speaking, even though it is right or wrong at the first time. Furthermore, through group assignments and presentations which I have many times to speak English and at every beginning of each session you always ask the

students to volunteer to summarize to review the story. According to these activities guide me to be more confident and now I have improved a lot in speaking English from time to time.

IV. Before Experiencing with CLT

Inter: Hmmm! Next question, what teaching methods did you like the most? Why?

Intee: Err...I think that I like the teacher-centered the most before I experienced with CLT because I thought that it was easy; if I did not know words, I just waited and asked the teacher. Therefore, it was easy for me that I did not need to look up the meaning from the dictionary or other sources.

Inter: Between grammar and communication which one did you prefer before you experienced with CLT?

Intee: Before I experienced with CLT...err...err... I preferred...er...grammar rather than communication.

Inter: What do you think about this method?

Intee: I think that it was an easy method for me to learn that I just depended on the teachers and I did not need to participate in the classroom activities. However, I think that I did not improve much.

Inter: Do you have any difficulties toward this method, the teacher-centered?

Intee: For me, I think that it caused me not trying to study hard. I...er...err...I always depended on the teachers, so when I faced some problems I rarely did research by myself. I accepted all of the teachers' ideas. In short, I did not improve.

V. Whether Learners Autonomy Increase

Inter: Could you tell me about your learning style and strategies?

Intee: Now I have already planned that sometimes I have followed it and sometimes I did not. But when I start my second year, I will stick on my plan to speak with other

foreigners as much as I can, listen to audio or VOA to be better with this second year. For my studying at school for Literature studies which I have studied with you: First, I focus on the meaning in each story, even though sometimes there are a lot of difficult words; but I still understand what the story is talking about. Second, during breaking time I normally review some parts of the second session lesson. At home, I always take note some words and I translate them what they mean. Moreover, I normally read some parts of the books before classes—I want to know about the content first.

Inter: Can you compare your learning strategies before I applied this new teaching strategy?

Intee: I think that the teacher-centered and the student-centered seem completely different. Before I preferred ...err...the teacher-centered, but now I depend on the student-centered rather than that one. What different, it makes me change a lot. At first, I think that I cannot, but after I have studied with you and you have applied all the activities in CLT that help me to improve: speaking, grammar, confident, and so on from time to time. Before I liked depending on the teachers and other people around me, but now I trust on myself.

Inter: Last question, do you have any comments or suggestions about this new teaching strategy?

Intee: For me, I am the one who have experienced with CLT; I think that this teaching strategy is very good that help the students to get involved in all of the activities. Therefore, I would like you to keep applying this strategy. What's more, I would like other teachers try to polish this strategy and provide some more times for the students to share and express their ideas. After they have shared, the teachers should conclude or clarify and give them advices or suggestions or to summarize

what they have discussed. Finally, I want all of the teachers encourage the students to do research and present it in the class or in the public.

Inter: Do you think it should be continued in your class?

Intee: Yes, I think it should be continued using in the class.

Inter: Thank you for spending your time to participate in this interview.

APPENDIX D

Inter: Interviewer

Intee: Interviewee

I. Demographic Data

Inter: Hi, how are you?

Intee: I am fine, thanks.

Inter: Where do you come from?

Intee: I come from Takeo Province.

Inter: Could you tell me your name?

Intee: My name is Leakhena.

Inter: How old are you?

Intee: I am 20 year-old, nearly 21 year-old this year.

Inter: Where are you studying?

Intee: I am studying at XX institute, only in this place.

Inter: What major are you doing for your study?

Intee: Err...er...I am studying English Literature.

Inter: What semester are you in now?

Intee: I am recently finished year 1 and semester 2.

Inter: When will you graduate?

Intee: I am going to graduate from here....err...er... in 2015.

Inter: Do you enjoy learning at school?

Intee: For studying in here, I think that it is good for me because I learn that I can follow the course well even though sometimes I felt so tired and bored with a lot of assignments and need to type in computer. What's worse is that I do not know how to use it, I cannot type it fast. However, I think that it is still good for me.

II. Applying New Strategy, Communicative Language Teaching (CLT)

Inter: Which teaching approach, teacher-centered (Teacher works very hard in teaching and explaining) or student-centered (Students work very hard and actively to discuss and solve the problems), do you like? Why?

Intee: Hmm...err...err I prefer the student-centered because if I look at my past when I was at high school, the students were passive and did not develop much in our studying. Teachers were more active than students and whenever the students asked the teachers seemed ignore, but when I come and study in here I have developed a lot like I become more confident than before because the teachers always assign the students to work in groups that is related to the lessons and let all of the students have a lot of activities.

Inter: Thank you very much! Have you ever heard about Communicative Language Teaching (CLT)?

Intee: Yes, I have.

Inter: Ok! Did you notice if I used CLT in your class in the past 8 weeks?

Intee: Yes, I have noticed that you have applied it that most of the time you always let all of us speak English within the class as much as we can, write...write to summarize the story, one more read a lot of things, and listening....err...hmmm...listening is also a lot; but I think that most of the time are speaking anderr...writing. Moreover, we must speak by using English in the class.

Inter: Well! How did you feel when you experienced with CLT at the first time?

Intee: At first, I ...hmmm....I felt normal as I used to be at my high school where most of the time I was not brave enough because of my long root habit over there, sometimes I dare not ask the teachers some questions because most of them were

not willing to help. Therefore, I was really shocked and scared to ask; however, at the first time when you asked me to summarize the story I did so but I rarely stand up to summarize or speak it without reading. However, more and more I have observed that the one who seemed poorer or slower than me they could do it, so from that time I am brave to speak out to summarize the story.

Inter: What kinds of CLT approach did I normally use in the class?

Intee: Ok! I have noticed that you have applied: the first one is group work that you always review the lesson; for instance, as in Literature Studies subject has many chapters when you start the class you always review the previous chapter by asking all of the students to stand up and work in groups to summarize what we have learnt to the class and in each group at least has two or three people. Moreover, you always ask all of us to summarize the story without looking at the papers that we have summarized in writing to the class. Furthermore, you ask us to do a lot of reading assignments. In addition, you let us read the story that we should not too much concern with the difficult words and we should try to read until we can understand the story. Sometimes...err...er.. I have experienced that sometimes I seem not concern with the difficult words, but I still can summarize the story well and so on.

Inter: How do you think about these activities?

Intee: Well! For me, when you...err...err... always ask the students to do follow these activities which guide the students to have a sense of responsible and more creative because when we work within the groups we need to be creative. Moreover, we need to know each other very well through the ideas sharing. As a result, I am really interested in these activities because in the past I did not have a chance....err...err... to speak English or a chance to speak it was very little, as

well as a chance to write. I just study only the grammar, but rarely practice.

Therefore, now I think that I have improved a little bit, and I strongly believe that it will be increased from step to step.

Inter: At the same time, have you found any difficulties with this strategy?

Intee: Yes, I have met some difficulties such as in my speaking that I do not know some words and sometimes I know that word, but in the real conversation I cannot find and apply that word, I can say that I am not really good at speaking. Moreover, I do not have many ideas to include in my writing, I seem have short ideas to conclude. However, when I write a paragraph I can write a little bit longer, but I seem not really satisfied with it. Furthermore, when I work in pairs with the partners who are poor in listening it is really difficult for me. Therefore, when we have a discussion with each other, I have no feeling in speaking with them because I do not knowerr....whether they understand what I am talking or not. That's why, sometimes I...I think that it is not good for that ...err...I want to find another partner who can listen and understand my speaking. In addition, when we work in groups; for example, when we share ideas that some of our group members seem not accept and agree with each other, especially... err...some of them are so selfish and rarely accept our ideas. I am not brave enough to do that thing.

Inter: Well! When the conflict occurs within your group, have you found any resolution to deal with this?

Intee: Yes, sometimes I try to agree with them and I try to share the ideas which can help us to get an agreement; as a result we can deal with this problem.

Inter: Can you tell me about your studying before I applied this strategy in my teaching?

Intee: My studying ... err....er I can say that I knew a lot of grammar which if talking about tenses I seemed remember a lot of things. Moreover, I learnt grammar by analyzing, but if I looked back to my speaking skills, I could not speak English well. When I was at my province, I could listen and understand other people very well, but when I wanted to reply to them—I could not find any words to answer or reply back to them. When I got Phnom Penh and saw the others speak English well, I have just learnt that my English is very poor, I just know a little bit of grammar.

III. The Effects of CLT on Their English Speaking

Inter: What do you think about your fluency in speaking English before I applied this in my teaching?

Intee: Before I come to study here, my English speaking was able to speak with the foreigners who come to visit my high school once a year. I could speak with them, but it was in a short period with very simple words. Moreover, it was very hard for me to speak it out at that time.

Inter: Overall, has your speaking in English improved after CLT has been applied? In what ways?

Intee: I think that I have improved if I compared to the time when I spoke with the Singaporean when I was at my high school that I could not speak well. However, when I conducted the service learning project, I remembered that I have stayed with the foreigners for one week I could communicate with them very well—they could understand what I was talking. Sometimes before I went to bed, I chatted with them as my close friends. At that time I have learnt that my English has been really improved.

IV. Before experiencing with CLT

Inter: Hmm! Next question, what teaching methods did you like the most? Why?

Intee: I liked Grammar Translation Method, err... err... as I have told you already I was not really a talkative one, but it does not mean that I am not really shy as before that I did not talk much; so that when the teacher asked me to do something, I dare not to do it and felt really scared toward the whiteboard. Actually it was that I could do the practice exercises, but I did not like going to the whiteboard. As a result, before I did not like the student-centered, but I liked sitting and listening to the teacher's explanation.

Inter: What do you think about this method?

Intee: Before I thought that if the teacher taught and explained carefully and he or she could answer my questions, it was really great for me that I did not need to get involved in the classroom activities. But if I looked back to my past time; if I still followed that, I might not have improved at all or maybe I just sit at my chair all the time. Moreover, I think it can help me to improve about 30 percents because the students did not have any activities, but only the teacher. Normally when I was at my high school, sometimes students who did not attend in the part time class with their teachers; they might be scared with these teachers very much. Therefore, so did I, I dared not ask them some questions also.

Inter: Do you have any difficulties toward this method, the teacher-centered?

Intee: Yes, I have. As what I have told you earlier that sometimes when I wondered with some parts of the lessons, but I dared not ask him or her about that because I felt shy and I am afraid of losing face in front of my classmates. But in this institute, I can ask a lot of questions.

V. Whether Learners Autonomy Increase

Inter: Could you tell me about your learning style and strategies?

Intee: Hmmm!... err...err at school I always listen to the teacher's explanation and ask him or her some questions, I can say I always pay attention to the teacher. But sometimes at home, I think that I have enough time to read and think about many subjects and catch up with all of them. Moreover, sometimes it can be the same that some lessons I can read and understand them by myself—I just read through as quick as I can before class and when I come to school the teacher just explains a little bit more I can understand them very well. Finally, I feel more confident and it is really easy for me.

Inter: Can you compare your learning strategies before I applied this new teaching strategy?

Intee: Before my studying, for example, at home I never studied about time management, I do not know much about how to manage the time in studying; especially when I was at high school, I seemed not have a sense of self awareness in learning. Sometimes I thought that I could do it, but I did not—I slept. Err....err...moreover, I was really lazy to read—I read and slept. I was really careless about Khmer subject. However, when I come and study in this institute I have realized that “the more we read, the more we know.” Furthermore, when we read the books we will meet something new and when we go to school we can learn something new beside that. Also, sometimes the teacher takes out the main points from the book to teach, especially Grammar subject that the book is called “Grammar Practice”. Moreover, the teacher always said that all of us always keep it without reading. But when he taught and we met something new, but he said that if you open the book you will see it. At last, as we did so and we saw it.

Inter: Do you think it is better or worse than before? Why?

Intee: I think that it is improved, but it is not really much—it just goes ahead. Because I seem ignore and lazy, but it is not like my past time. For example, in Literature Studies subject that I have to summarize...err...err...as tomorrow you will collect chapter 3, so I must summarize it. Even though you will take it next week, I must do so and sometimes I can do this well.

Inter: Last question, do you have any comments or suggestions about this new teaching strategy?

Intee: For me, I think that what you have taught us it is good...good...err...err... you have focused on the four skills (speaking, listening, reading and writing) and ...err...group work and presentation and so on. Therefore, for my comments,...hmmm...err...I cannot find.

Inter: Do you think it should be continued?

Intee: I think it is a good teaching strategy because I think that I have improved a lot, especially my speaking skill has been improved that because I often stand up and summarize the story. I am braved in speaking English since that time. Now I can summarize the story without looking at the papers. As a result, I think it is good.

Inter: Thank you for spending your time to participate in this interview.

APPENDIX E

Inter: Interviewer

Intee: Interviewee

I. Demographic Data

Inter: Hi, how are you?

Intee: I am fine, thanks.

Inter: Where do you come from?

Intee: I come from Kandal Province.

Inter: Could you tell me your name?

Intee: I am Vichet.

Inter: How old are you?

Intee: Now I am 22 year-old.

Inter: Where are you studying?

Intee: I am studying at XX institute.

Inter: What major are you doing for your study?

Intee: I am doing English Literature.

Inter: What semester are you in now?

Intee: I have recently finished year 1 and semester 2, I am going to start year 2 and semester 1 soon.

Inter: When will you graduate?

Intee: I am going to graduate from here next year.

Inter: Do you enjoy learning at school?

Intee: For studying in here, I think that I have improved a lot and I like studying.

VI. Applying New Strategy, Communicative Language Teaching (CLT)

Inter: Which teaching approach, teacher-centered (Teacher works very hard in teaching and explaining) or student-centered (Students work very hard and actively to discuss and solve the problems), do you like? Why?

Intee: I...err...I prefer both of them, but I prefer the student-centered rather than the teacher-centered because in English language learning, the students cannot learn well if they do not practice. In the student-centered, students practice from day to day and from time to time, so more and more they will know English very well in once day—they will be able to catch up the points very quickly.

Inter: Thank you very much! Have you ever heard about Communicative Language Teaching (CLT)?

Intee: Yes, I have.

Inter: Well! Did you notice if I used CLT in your class in the past 8 weeks?

Intee: Yes, I noticed that you have applied it very often.

Inter: Well! How did you feel when you experienced with CLT at the first time?

Intee: At first, I ...hmmm....I felt not really familiar and satisfied with it because it really needs the students to be more active in the class. Also, we learn from each other rather than from the teachers.

Inter: What kinds of CLT approach did I normally use in the class?

Intee: Ok! I have noticed that you ask us to summarize the story by ourselves, which is one of the students' activities. As a result, I have tried very hard to summarize the long story. Then, the interaction within the group work which all of the students are required to work and discuss with one another within the groups in order to corporate and share ideas with one another to gather a lot of ideas rather a single one. Moreover, you ask us with the comprehension questions which lead us to

think deeply and critically; for instance, you ask us one question and let us answer and interpret....errerr...and so on.

Inter: How do you think about these activities?

Intee: Well! For me, I think that I have improved a lot toward these activities. Before I did not know what Literature Studies subject was, but after you have taught and you have let us practice and read the story by ourselves. As a result, I can say that I have started from zero point until now I can use this skill well.

Inter: At the same time, have you found any difficulties with this strategy?

Intee: The difficulty is that if we are careless or lazy for a while, the lesson is gone ahead. Exactly we are late and we cannot follow it very well—so we might miss some parts. Moreover, some times the questions seem very hard for us that we need to ask the teacher; but the teacher ask us to try our best to do it by ourselves first—this is one of our difficulties. Furthermore, the messy occurs within our group members. For example, one of the group members need to read and summarize one part of the story to tell and explain the others; but because they are really proud of themselves that they are better than the others, she/he is really more active than the others within the group.

Inter: Can you tell me about your studying before I applied this strategy in my teaching?

Intee: Yes, obviously when I was at my high school, I rarely met group work. I think that my studying at that time was not really improved. Because after we have studied with the teacher-centered, the knowledge more and less were with the teachers; even though the lessons were in the books, I was not really remembered all of them well. However, if I tried to learn them by heart, I could remember them. In addition, I absolutely depended on the teachers, I never tried to do it by myself

and I just waited the teachers to tell or provide the answer for me; as a result, I was not really better.

II. The Effects of CLT on Their English Speaking

Inter: What do you think about your fluency in speaking English before I applied this in my teaching?

Intee: Before I experienced with CLT, my studying just translated into Khmer language, but I did not remember it much. However, now if I come up with difficult words, I try to check it by myself and ...err...try to understand its meaning; even though I do not understand it in Khmer language.

Inter: Overall, has your speaking in English improved after CLT has been applied? In what ways?

Intee: In this point, it goes smoothly because I come up with the words that I never met, I look up its meaning through dictionary in English and then apply it in my real practice in the class; but if I met it and then asked the teacher to translate, I may know only in Khmer language. Moreover, my speaking has been improved through the way that you always encourage all of us to speak English in front of many students in the class. Also, I speak with the foreigners, especially Hong Kong people who come to visit in this institute. Furthermore, I try to practice with my classmates who try to speak with me in English.

III. Before Experiencing with CLT

Inter: Next question, what teaching methods did you like the most? Why?

Intee: I preferred the teacher-centered because it was really easy I just waited for the teacher to tell or answer for me, most of the activities were covered by the teacher. It was really comfortable, but I did not really know much.

Inter: What do you think about this method?

Intee: I think that if teaching in English, the students is received very little and the teachers who gain more from this. The students will receive very low knowledge and the students just receive what the teachers give to them only, they do not try to do more research.

Inter: Do you have any difficulties toward this method, the teacher-centered?

Intee: The difficulty is that the teachers always asked us to learn by heart and whenever he/she did not force me to do so, I did not.

IV. Whether Learners Autonomy Increase

Inter: Could you tell me about your learning styles and strategies?

Intee: Hmmm!...I...I study very hard as trying to do homework and assignment that asked and assigned me to do. Hmmm...moreover, I come to study I always pay attention to the teachers what she/he explains I can catch up with the points as quick as I can because in CLT, the teacher has a little activities, so what she/he explains are very important and I must get along with it. If I am not careful to chat with one another, I will lose a chance. At home, I always practice with my brother, I try to speak English with him; even though he does not understand my speaking and I try to explain him until he makes sense with what I meant. I try to use the simple words with him. Sometimes at my home when I do not know one thing I try to ask my brother in English, I am not shy because I think that I will not know English well if I feel shy. Therefore, whenever I did not understand, I keep asking him until he can explain me well.

Inter: Can you compare your learning strategies before I applied this new teaching strategy?

Intee: Before my learning styles and strategies.....err... before I met CLT, I was not really busy I just depended on my teachers. But now after I have met CLT, I try to

study hard by myself—if I do not do so, I do not know English well. When I try it by myself and when I face with the points that I am not clear, I must ask the teachers.

Inter: Do you think it is better or worse than before? Why?

Intee: It is completely improved because I try to practice it by myself and it is guided me to the hardworking students from day to day.

Inter: Last question, do you have any comments or suggestions about this new teaching strategy?

Intee: For me, I have some comments toward this teaching strategy, CLT, if I...comment...err...err comment on the teacher, please try to apply some more homework because this homework is as the things to practice at home; therefore, if you do not emphasize, the students will not try hard in their studying. Moreover, I think that it is good for all of the students, especially the one who study foreign languages. Because in language learning if we do not try to practice by ourselves—do not try to find the new words and make the new sentences by ourselves and so on—we are exactly not able to use English well. We just know only what we have translated into Khmer language from the teacher only.

Inter: Do you think it should be continued in your class?

Intee: It should not be stopped; it must be included in the class because it leads the students to the big improvement.

Inter: Thank you for spending your time to participate in this interview.

APPENDIX F

Inter: Interviewer

Intee: Interviewee

I. Demographic Data

Inter: Hi, how are you?

Intee: I am fine, thanks.

Inter: Where do you come from?

Intee: I come from Prey Veng Province.

Inter: Could you tell me your name?

Intee: I am Den.

Inter: How old are you?

Intee: Now I am 24 year-old.

Inter: Where are you studying?

Intee: I am studying at XX institute.

Inter: What semester you are in now?

Intee: I have recently finished year 1 and semester 2.

Inter: When will you graduate?

Intee: I am going to graduate from here at the end of 2014.

Inter: What majors are you doing for your study?

Intee: I am doing English Literature.

Inter: Do you enjoy learning at this institute?

Intee: For studying in here, I think that it is really good because when I have studied in this institute I have learnt a lot of things and I am really happy that I have a chance to study here. Also, all of the teachers are really helpful and teach and explain very clearly; therefore, my studying has improved a lot.

II. Applying New Strategy, Communicative Language Teaching (CLT)

Inter: Which teaching approach, teacher-centered (Teacher works very hard in teaching and explaining) or student-centered (Students work very hard and actively to discuss and solve the problems), do you like? Why?

Intee: For me...before I used to think that I preferred both of them, but after I have studied in this institute I think that the student-centered is very good. It means that the students have their own abilities to share their ideas, opinions, or talk about something; in short, they can do follow their own abilities. The teacher-centered most of the time is depended on the teachers, so the students cannot show their real abilities. Therefore, I think that the student-centered is very good for the students to study.

Inter: Thank you very much! Have you ever heard about Communicative Language Teaching (CLT)?

Intee: Yes, I have.

Inter: Well! Did you notice if I used CLT in your class in the past 8 weeks?

Intee: Hmmm!...for this points, you have used it very often; you have taught general English, so you have included all of these activities in it.

Inter: Well! How did you feel when you experienced with CLT at the first time?

Intee: Hmmm...err...er... I was surprised when I met the CLT at the first time that I did not think that it was CLT, but in fact it has its own identity and later on I think that it is CLT.

Inter: What kinds of CLT approach did I normally use in the class?

Intee: Hmmm! Such as stand up and speak about what we have learnt from yesterday and most of the times you always let us work in pairs, work in groups and individual presentation, role-play, and ...err... individual assignment.

Inter: How do you think about these activities?

Intee: I think that all of these activities are good as what I have described some in the above sections because the activities in CLT that we focus importantly on the meanings or in the case we are doing group work or pair work; therefore, I have told at previous section that it is very good for the students that all of these activities can help all of the students to fulfill with confident and they can become very strong that they can express about whatever they want to talk, so they can express their own ideas and it can polish them to be stronger and stronger.

Inter: At the same time, have you found any difficulties with this strategy?

Intee: Hmm!...err...I have some difficulties related to role-play because it was the first time that you have asked us to read the story, discuss, and start performing follow that, and the time was very short; so we needed to think, find the activities, our speaking must have been related and fluent toward that story. As a result, in this points we needed to think quickly and flexible, so it was the small obstacle in this process. Moreover, I think that... hmmm... the difficulty was only the role-play assignment and sometimes in group work, we may have some difficulties as we need to discuss within our group, but members in the group: some of them are united and shared together. However, some of them have ideas, but they dare not to share it in the group because they are afraid that she/he is bad or inferior to the others and so on; so this point, we need to encourage each other in working and getting involved in the group.

Inter: Can you tell me about your studying before I applied this strategy in my teaching?

Intee: Yes, most of my learning styles and strategies, as I have told you, are followed the teacher-centered that I depended on the teachers only. We had...err...err group assignment, but we did not have a chance to discuss or role-play; so I could learn

from listening to the teachers which he has explained, interpreted, and translated the language. Sometimes it seemed inter the CLT, but it was not really.

III. The Effects of CLT on Their English Speaking

Inter: What do you think about your fluency in speaking English before I applied this in my teaching?

Intee: Before you have applied this CLT, my English language was....it did not mean that I did not know it, I know it; but I could not speak it well. That is to say, I did not know what I should speak out and whenever the teacher asked me to stand up and speak, I felt so shy and answer only whatever he asked; I did not have many ideas to share. However, after I have learnt about CLT that the teacher keeps us enough time and chance to work with classmates; therefore, we are not really scared and my English speaking is improved a lot.

Inter: Overall, has your speaking in English improved after CLT has been applied? In what ways?

Intee: It is improved a lot that it means that I have confident in speaking, for example, when the teacher asked me to work in pairs, I start speaking immediately—I lead in speaking with my pair or group work—it means that my English is not really fluent, but I can speak out whatever I want to say. In short, I can say that it is really better than before: I am full of confident and I can share toward the topic which is assigned by the teacher for all of us to discuss. I am brave in speaking, so my English seems better in grammar used than before and the others can understand what I want to talk about. Therefore, it is completely greater than before that my English speaking is very hard to speak out.

IV. Before Experiencing with CLT

Inter: Next question, what teaching methods did you like the most? Why?

Intee: Hmmm!...most of the time was.....hmmm...err...related to Grammar

Translation Method. Most of the time, whenever the teacher came to class I dare not share even in pair or group work. So I liked the teacher-centered very much that I just waited for teachers' explanation, translation, and I just listened and translated follow him—I did not need to discuss or whatever—before I often thought like that.

Inter: What do you think about this method?

Intee: I think that it is good in once way, but if we compare it to CLT; it is completely different. As a result, I think that it is not really great as CLT that most of the time the students seemed not get involved actively in the class, so they just receive only from the teacher. It is not the same to CLT which they have to get involved in the class activities and they can be improved through those activities. In short, GTM is not really good as CLT.

Inter: Do you have any difficulties toward this method, the teacher-centered?

Intee: Err...err for this points I used to meet many of them because it is related to grammar and translation that they are conducted by the teacher. Therefore, we will learn follow whatever she/he explained and translated, e.g. I never did any research by myself, I just agreed and follow her/his translation and explanation. Sometimes we will also be confused if he confused because we do not know. This point is...err...er... sometimes as we do not learn widely enough to share our own ideas.

V. Whether Learners Autonomy Increase

Inter: Could you tell me about your learning style and strategies?

Intee: Oh!...Now...for my studying is...err...hmmm...since I have studied with CLT, I have determined myself to have some more activities than before—even in the

class I have tried to create my own activities in the group in order to be improved. Therefore, my learning styles and strategies are followed CLT; it means that I like sharing and interpreting things that is from my own ideas and therefore I need to read, interpret, and do research a lot. I am completely different from the past that I always depended on teachers, but now I depend on myself rather than that. At home, most of my time I have enough time to study...err...because I have divided into three steps: first of all, one day I need to spend 20 minutes to surfing the internet about some new topics; second, I need to read the books for 30 minutes and revise some lessons. Finally, I need to spend some times to complete my exercises, homework, and assignments.

Inter: Can you compare your learning strategies before I applied this new teaching strategy?

Intee: Hmmm!...err...er ...I before meet CLT...I...hmmm.. most of the time when I came to study ...err...and when I turned back, I tell the true that I never did more research or read other books; but I just read only what the teacher translated for us and I just read that one again and again. However, it is also good points that we remember it. I never read other books because as I said that I was always depended on the teachers. Therefore, I never read or do more research; I just read what he translated for me only. But during the time that I have experienced with CLT, I spend more time to read the books because I have learnt that whenever the teacher comes and he always asks us to work in groups or pairs. As a result, I need to read the books before the class, it means that I have changed my learning styles and strategies; I do so in sake of I have some ideas to share, that's why I need to read that lesson, research on the other lessons, and complete other homework and

assignments. All of these points are what I have applied in my studying that I have just learnt from it.

Inter: Do you think it is better or worse than before? Why?

Intee: Hmmm! Err...it is really better than before because I have learnt about new learning strategies; therefore, I start depending on my knowledge and I try to write. As a result, it has increased from time to time and I always change my learning styles and strategies.

Inter: Last question, do you have any comments or suggestions about this new teaching strategy?

Intee: Err...I think that this teaching strategy, in my opinion I think that most of the parts of this strategy is great; but I want to add some more comments that sometimes we need all of them to work in groups or in pairs we...err need to keep appropriate time for them. Moreover, sometimes some of them when we spend a lot of time to work in groups, they feel bored also. Therefore, we need to do it...err...for example, by applying group role-play as what you have recently applied that it was really great. It means that sometimes when they come to class they just learnt that today the teacher will ask them to work in groups again; but we just change from group work to role-play, so the students will feel something new. Also, it can be included with other methods, for example, pair or individual works are often applied. We should give the particular topic to work in individually and do the presentation. It means that it is not a long period assignment; we just keep one or two days to do presentation. So they will be able to find more from their own ideas to apply. In short, I think it is the great method.

Inter: Do you think it should be continued in your class?

Intee: Oh!...for me, I strongly support it because I think that it must be continued; it means that this point is really important for all of the students to learn better, as me, I have changed or I have learnt better because of this teaching strategy.

Therefore, I want this point to be continued, developed and added more activities.

Inter: Thank you for spending your time to participate in this interview.

APPENDIX G

Inter: Interviewer

Intee: Interviewee

I. Demographic Data

Inter: Hi, how are you?

Intee: I am fine, thanks.

Inter: Where do you come from?

Intee: I come from Kampong Cham Province.

Inter: Could you tell me your name?

Intee: My name is Chenda.

Inter: How old are you?

Intee: Now I am 20 year-old.

Inter: Where are you studying?

Intee: I am studying at XX institute and I am also studying at another institute.

Inter: What semester you are in now in XX institute?

Intee: I have recently finished year 1 and semester 2.

Inter: When will you graduate?

Intee: I am going to graduate from here next year.

Inter: What majors are you doing for your study?

Intee: I am doing English Literature.

Inter: Do you enjoy learning at this institute?

Intee: Yes, I really like studying at over there.

VII. Applying New Strategy, Communicative Language Teaching (CLT)

Inter: Which teaching approach, teacher-centered (Teacher works very hard in teaching and explaining) or student-centered (Students work very hard and actively to discuss and solve the problems), do you like? Why?

Intee: I love the student-centered rather than the teacher-centered because it helps the students to get involved in a lot of activities in the class and share....err... especially it can strengthen their confidence in their studying; because if we depend on the teacher-center too much, the students just go, sit and listen to the teachers or sometimes most of them are yawning. As a result, they have no feeling in studying, but if we let all of the students to get involved in the activities in the class; first of all, it can reduce their stress or bored feeling because they need to think about that point what they should do or use, they need to use their thinking skills rather than other things.

Inter: Thank you very much! Have you ever heard about Communicative Language Teaching (CLT)?

Intee: Yes, I have.

Inter: Well! Did you notice if I used CLT in your class in the past 8 weeks?

Intee: Yes, I have noticed that you apply it very often.

Inter: Well! How did you feel when you experienced CLT at the first time?

Intee: At the first time, I felt....err...er... a little bit strange because it is applied at the first time, but at the second times I have been interested and wanted to catch up with this CLT also.

Inter: What kinds of CLT approach did I normally use in the class?

Intee: Most of the time, you have applied group work and pair work; sometimes it can be individual work also when you asked us to stand up to summarize or answer the questions.

Inter: How do you think about these activities?

Intee: I think that it is good that CLT is being applied CLT in the class because mostly it is focused on group work and pair work, so it is normally depends on the student-

centered. It is one part that I am interested in, it is not too much focused on the teacher-centered. Err...err moreover, it is included with the four skills; even though it is not focused only two essential skills, but it is focused on all of the four skills and sometimes we can learn grammar unconsciously through this teaching method.

Inter: At the same time, have you found any difficulties with this strategy?

Intee: For the difficulties...err....err...I want to rise up one in group work; when we work in groups, it means that we may have 3 or 4 people. Sometimes when all of the group members have different ideas, so this group discussion cannot move ahead. But if we work in pair, it is really easy to persuade our partners to accept that answer which is the correct one by giving the reasons to support. However, in group work, if one of the group members sticks on his/her own ideas—it means that it faces problems.

Inter: Can you tell me about your studying before I applied this strategy in my teaching?

Intee: Hmmm!... before CLT is applied, mostly I just sit in the class and listen to the teacher; but after CLT has been applied, the students have many activities that they have a chance to express their ideas through discussion or thinking individually.

II. The Effects of CLT on Their English Speaking

Inter: What do you think about your fluency in speaking English before I applied this in my teaching?

Intee: Before....err...err... before you have applied this CLT, my English speaking seemed not really good 100 percents; but after CLT has been applied it is not yet perfect, but it is better than before because...err...during the CLT method... we have a lot of discussions. Moreover, all of the subjects which I have studied are in

English and you ask me to speak English in group discussion or doing other things; therefore, when we have shared more and more within our groups that it helps our English is to be more improved.

Inter: Overall, has your speaking in English improved after CLT has been applied? In what ways?

Intee: As I have recently told you that my English is improved through group work, discussion in the class by using English that if we study one language. In CLT you must use the target language in your communication because if we study English and we discuss with each other in Khmer, our English is not improved but in Khmer language instead. As a result, I can say that CLT helps me to improve my speaking skills because this method helps us to express our ideas or opinions by sharing them with friends.

III. Before experiencing with CLT

Inter: Next question, what teaching methods did you like the most? Why?

Intee:before I come to study in Phnom Penh.....hmmm...err...mostly in other places or my countryside, they normally used only the teacher-centered and at first we did not know English, so we really liked teachers to translate into Khmer. However, after CLT has been applied, I try to understand it by myself.

Inter: What do you think about this method?

Intee: I think that the studying by translating that sometimes we wanted to know about the roots of a sentence what does it mean? We wanted to know and understand it in Khmer language because we are the second language learners. Moreover, the teacher-centered, the lesson might be interesting if the teacher explains well; but if that lesson is not interesting and she/he just keep talking for one hour we will feel bored and we hope to finish this class as soon as possible. Furthermore, if we do

not master on the particular points, so we need the teacher to explain us. In addition, mostly for the one who is shy in speaking, they may like the teacher-centered.

Inter: Do you have any difficulties toward this method, the teacher-centered?

Intee: Hmmm!... for the difficulties are that...the teacher-centered as I have recently talked about it that sometimes I felt bored with the lesson because from one hour to another teachers rarely let the students to have some activities, but she or he is the one who is more active than the students. Moreover, Grammar Translation Method is also one of the teaching methods, but as we study English as the second language and we translate it into our national language. Therefore, as we knew that foreign languages and our language, mostly we borrow some words from them; so sometimes when we translate every words, the meaning seems not really logical and we might not understand it well.

IV. Whether Learners Autonomy Increase

Inter: Could you tell me about your learning style and strategies?

Intee: For my learning styles and strategies: at school, whenever the teachers explain, I listen and whenever the teachers assign me to do something, I try to complete it—especially when the teachers ask the questions or when I have some points that is not clear I must rise up my hand and ask her/him immediately. I must not let her/him move ahead too fast that I knew nothing. At home, err...hmm...I have to read the books, do homework, or practice to do the exercises which she/he assigns me to do in the textbooks or do some more research from the internet by myself.

Inter: Can you compare your learning strategies before I applied this new teaching strategy?

Intee: Before CLT has been applied!...err...err ...I normally did not have any strategies; I thought that when I got the school, the teachers would explain me. However, ...err...after CLT has been applied, I must read that points because I think that when I get the school, you will let us share our ideas within the class; therefore, I should have a concept toward one particular topic what it is talked about or this point refers to—so I normally need to use my own ideas.

Inter: Do you think it is better or worse than before? Why?

Intee: It has been improved because when we try to study by ourselves, we will try to do research. But if we depend on teachers, we do not need to read it and wait the teacher who will explain us at school; so our ideas are not improved. However, if we focus on CLT, it means that we must learn, speak, and try to express our ideas because in discussion we need to gather ideas from each other.

Inter: Last question, do you have any comments or suggestions about this new teaching strategy?

Intee: Hmmm!... err...for my comments, I think that...err... even though it is good, but sometimes teacher should change because....hmm.... most of the teachers who think that CLT is good and mostly whenever she/he got the class, they just put the learning tasks for the students to do or speak by themselves; they did not think that if that point is difficult, how they should do—they should let the students to discuss...hmmm...if they knew that it is wrong, they just keep them discussing; but the special point is that I just want them to change or correct the students if they heard the students are discussing on the wrong points. They should not let them discuss as a blind man.

Inter: Do you think it should be continued in your class?

Intee: I think that...err...the advantages of this teaching method are more than the disadvantages. Therefore, I think that we should keep using it because as we estimate that the negative points are less than the positive one. Also, the most important factor I love it because it offers an opportunity for the students to share their own ideas and the second one they can strengthen their confident in speaking.

Inter: Thank you for spending your time to participate in this interview.