

CLT Practice at Higher Education Institutions in Laos

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Abstract: *Communicative Language Teaching (CLT) has been widespread in English language teaching since its emergence in the 1970s. CLT reflects a more social relationship between the teachers and learners. The teachers play the role of the facilitator to encourage the students to involve in the classroom practice. Therefore, many universities of EFL nations offered courses that focused on integrated English skills or specific topics. This paper aims at sharing the CLT practice in the real classroom in the Lao context. The questionnaire was employed to collect data from academics at four universities in Laos. This is to investigate the teachers' attitudes towards the understanding of CLT, the possible difficulties and challenges of CLT, and other related matters. The results of the study show that the concept of the CLT is not well understood by the academics at four universities. First, the participants have the positive attitude towards CLT and CLT become the most common teaching method at the present. However, the participants do not have chance to join the CLT training to improve their teaching. Secondly, they still misconception of CLT. Therefore, the participants require regular training to help them to improve their teaching and learning.*

Keywords: CLT, EFL, Higher Education Institutions, Teaching Practice

1. Introduction

There have been five main teaching models, which have had a strong influence on classroom practices: Grammar translation, Audio-Lingualism, PPP (Present, Practice and Production), Task-Based Learning and Communicative Language Teaching (CLT) (Harmer, 1998). Currently, CLT has been promoted around the world as the new innovative way to teach English as a second or foreign language. Teaching materials, course descriptions, and curriculum guidelines proclaim that the goal is to develop communicative competence (Savignon, 2002). However, CLT has been criticized by many scholars on the basis that the pedagogy is imported from English speaking countries which may be in conflict with the social, culture, and physical condition of recipient countries (Holliday, 1994; Hiep, 2005; Deckert, 2004; Ellis, 1996; Li, 1998; and Leng, 1997).

2. Communicative Language Teaching

According to Richards and Rodgers (1986), CLT starts with a theory of language as communication. The classroom goal of instruction is focused on developing learners' communicative competence. Thus, learners are encouraged to communicate with target language through interaction from the beginning of instruction. For Harmer, CLT refers to both processes and goals in classroom practice. CLT has two main strands: the first strand is that language is not just bits of grammar, it also involved language functions such as *inviting*, *agreeing*, and *disagreeing*, *suggestion*, etc., which students should learn how to use. They also need to be aware of the need for appropriacy when talking and writing to people in terms of the kind of language they use (formal, informal, tentative, technical, etc.). The second strand of CLT developed from the idea that if students get enough exposure to language and opportunities for its use – and if they are motivated – then language learning will take care of itself. In other words, the focus of much CLT became what is called *Activation*, and *Study* tended to be downplayed to some extent (Harmer, 1998).

Definition of Communicative Language Teaching

Different researchers have presented their understandings in relation to communicative language teaching. Ying (2010) argues that CLT is an approach to the teaching of second languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as a “communicative approach to the teaching of foreign languages” or simply as the “communicative approach” (Ying, 2010, p,

2). In relation to this, Larsen-Freeman (2000) argues that CLT aims broadly at the theoretical perspective of a communicative approach by enabling communication. Communicative competence is the goal of language teaching by acknowledging the interdependence of language and communication (Larsen-Freeman, 2000).

It is certain that that CLT here means that the language teacher uses communication as a teaching approach to enhance students' communicative competence. In relation to this, Ellis (1997) also supports that the pedagogical rationale for the use of communicative approach in a language teaching class depends in part on the claim that they will help develop learners' communicative skills and in part on a claim that they will contribute incidentally to their linguistic development. Here, it becomes clear that in relation to being able to communicate, language teaching not only needs the mastering of linguistic knowledge, but also communicative competence.

It also states that communicative competence is the ability to understand the logical basis of linguistic competence (Finch, 2003). According to Finch, there are three kinds of logic: the first one is formal logic, which is connected with the rules which govern valid argument and gets us so far in understanding the basis of communication. Then to be fully competent, we need knowledge of natural logic, which means understanding what people are trying to do through language. In addition to these two logics, we also need to understand the force of our utterance, which requires us to understand the meaning of our utterances according to its social context or particular situational settings. Gonzales (1995) supports this, by arguing that communicative competence includes mastery of language that is needed to handle various situations.

Therefore, when it is deliberately taught to students, the language teaching will create language appropriate for such language-use situations as ordering in restaurants, giving directions or applying for a job. To summarize, communicative competence not only includes good mastery of linguistic knowledge, but also the ability to understand the logic to handle realistic situations. Furthermore, the other researchers also argue that there is considerable debate as to appropriate ways of defining CLT, and no single model of CLT is universally accepted as authoritative (McGroarty, 1984). However, according to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence.

Characteristics and Principle of CLT

CLT has become popular and widespread in second foreign language teaching (Brown, 1994). Contrary to the teacher-centred approach, in which teachers are regarded as knowledge-givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner. This learner-centred approach gives students a greater sense of "ownership" of their learning and enhances their motivation to learn English (Brown, 1994).

CLT emphasizes the process of communication and leads learners to roles different from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the classroom procedures and activities (Richards & Rodgers, 1986). Teachers also take particular roles in the CLT approach. First, the teacher facilitates the communication process between all participants in the classrooms. The teacher is also a co-communicator who engages in communicative activities with the students (Larsen-Freeman, 2000). In addition, the teacher acts as analyst, counselor, and group process manager (Richards & Rodgers, 1986).

What is Communicative Competence?

The term of communicative competence has been expanded considerably since it was proposed by Hymes who included not only the ability to form correct sentences but also to use them at appropriate times. According to him, it necessary to distinguish two kinds of competence: linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation (Hymes, 1972). After the term was proposed in early 1970s, Canale & Swain (1980) adopted the term to refer to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar and sociolinguistic competence, or knowledge of the rules of language use. However, the basic idea

of communicative competence remains the ability to use language appropriately, both receptively and productively, in real life situations.

Components of Communicative Competence

The four components of communicative competence are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Together these four components suggest a model of communicative competence as the basis for curriculum design and classroom practice (e.g., Canale & Swain 1980; Savignon, 2001 & 2002). These can be summarized as follows:

Grammatical Competence: The first competence enables the language user to identify the lexical, morphological, syntactic and phonological features of languages and it is demonstrated by using rules in interpreting expressing or negotiation of meaning. This competence can help learners to make judgments whether a linguistic performance is possible or not.

Sociolinguistic Competence: The second competence uses socially-determined cultural codes in meaningful ways, often termed 'appropriacy'.

Discourse Competence: The third competence can help shaping language and communicating purposefully in different genres (text types), using cohesion (structural linking) and coherence (meaningful relationship in language).

Strategic Competence: The last competence is enhancing the effectiveness of communication (e.g. deliberate speech), and compensating for breakdowns in communication (e.g. comprehension checks, paraphrase, conversation fillers).

All competences are the necessary for the development of the communicative skill. It entails knowledge of not only grammar, vocabulary, phonology but also a shared knowledge among the interlocutors in the form of a shared culture or background.

What CLT is not

Although CLT is widely used in many countries around the world, little is known of teachers' understanding of it and how they implement it in the classroom. Therefore, it is necessary to gain more understanding about what CLT is not as the following suggestions from Savignon (2002):

- CLT is not exclusively concerned with face to face oral communication. The principles of CLT apply equally to reading and writing activities that engage readers and writers in the interpretation, expression, and negotiation of meaning. The goals of CLT depend on the learner's needs in a given context.
- CLT does not require a small group or pair work. Group tasks have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication. However, classroom group or pair work should not be considered as an essential feature, and may well be inappropriate in some contexts.
- Finally, CLT does not exclude a focus on metalinguistic awareness or knowledge of rules of syntax, discourse, and social appropriateness. Savignon, 2002, p. 7)

Adoption of CLT in EFL Contexts

CLT has been become widespread in English language teaching since its emergence in the 1970s (Littlewood, 2007). Beside its quick expansion in English as a Second Language (ESL) context, CLT has been implemented in English as a Foreign Language (EFL) context too. ESL essentially refers to the learning of English as the target language in the environment in which it is spoken as the primary language of interaction, communication, as well as business. EFL, on the other hand, differs from ESL in that EFL refers to the learning of English in the environment of one's native language (Ozsevik, 2010; Ellis, 1996). For example, Lao speakers who learn English in Laos or Russian speakers who learn English in Russia are EFL learners. It is noteworthy to identify the fundamental differences between ESL and EFL to gain a better understanding of their implications on the use and implementation of CLT in each different learning and teaching environment.

To increase the number of learners who are able to effectively communicate in English, national language education policies in many EFL countries have moved towards CLT since the 1990s (Littlewood, 2007). Traditionally, the teaching of EFL has focused on knowledge about the structure and grammar of English language instead of the actual use of English for communication. Traditional approaches such as the grammar translation method and audio-lingual methods, commonly used for English teaching, were accepted because few people had opportunities to use English for real communication in EFL contexts. However, because of rapidly growing international needs for business, travel and technology, EFL learners now need to use English for communication purposes. These traditional approaches are seen as no longer serving the needs of EFL learners.

It can be argued that the communicative approach is the most popular direction in ESL and EFL teaching settings. Most modern teaching methods emphasize it and most textbooks are designed for it (Anderson, 1993). In relation to this, many universities of EFL nations have offered courses that focused on integrated English skills or specific topics. For instance, Liao (2000) stated that CLT was introduced as a problem-solving instrument into secondary schools in China in the early 1990s. In addition, the general English courses offered to university freshmen, elective courses were also offered in the second, third or fourth year to develop students' English proficiency (Rao, 2002). Moreover, Shin (1999) investigated English programmes in Taiwanese universities and found that English courses had changed from a traditional form-base to a communication-base, with emphases on language functions and learners' needs.

Laos is one of a numbers of EFL countries in the South East Asia that CLT was also adopted into English classrooms. In 2005, the higher educational institution's curriculum was renewed in Laos and communicative English teaching (CET) has been introduced as the basis of the curriculum (NUOL, 2005). One of the main goals of this curriculum is to develop and improve written and oral communicative skills of English learners in Lao higher educational institutions (NUOL, 2005). This curriculum also dictates that the most important of learning a new language is focusing on communication rather than the grammatical sentence structure (NUOL, 2005).

CLT in Laos

According to Holliday (1994), there are two versions of CLT — *weak version* and *strong version*. The reasons for the spreading of the weak version of CLT are (1) the promotion of the modernization theory by the western specialists (Mckay, 2002), (2) educators in many countries have advocated its adoption, and (3) textbooks are published from western country (Mckay, 2002, pp. 109-10). Though CLT is widely accepted, its appropriateness in different parts of the world is debatable. In Asian context, for instance, a number of studies suggested to mediate between CLT and local context (e.g., Hiep, 2007; Ha, 2004; Kramsch & Sullivan, 1996; Li, 1998; Ellis, 1996).

For the case of Laos, the weak version of CLT was introduced by aid workers and teachers from Australia in early 1990s (Goh & Vonechith, 2003). Since then English courses are organized around the approach. In the Department of English, for example, a number of teachers were trained how to teach English communicatively either in Laos or Australia. In addition, teaching materials used in the department are those designed by western specialists (e.g., Cambridge English Course series and New Headway series). It is believed that CLT could help develop the communicative competence, which is the goal of five years program in the department. However, since the adoption of CLT, there has been no systematic evaluation to determine the effectiveness of the program. There are studies to check the student progress and evaluate the students' achievement at the English Department, Faculty of Letters. The results of both studies are in the same trends. The study by Keomany (2006) checked the progress of the new entrance to the department, and he found that the students made no progress after learning English for one academic year. The results of his post-test showed that the overall achievement was lower than the pre-test, and the students had lower achievement in both basic vocabulary and grammar. These students could not even remember many easy words that they have learnt during the year. The result was seen to be due to using English as the medium of instruction to teach English. Another is the study of Soulignavong (2006) indicates that the final year students had a low achievement. They still had problem with grammar, vocabulary and reading. The final year students did not have the English competence. Therefore, they would not be able to communicate with others in English.

In secondary school, another example, English syllabus and textbooks were also developed based on the CLT approach by aid workers from Australia together with Lao teachers of English. It is widely believed that the syllabus and the textbooks are effective in promoting student learning. However, the syllabus and the textbooks failed to raise student achievement in English. The test results demonstrated that many students were not familiar with basic vocabulary items; for instance, only 33.7 % of students knew the meaning of “meat”; 46.7% knew the meaning of “bicycle”; 48.5% of students knew the meaning of “strong”, even though these words appeared in their textbook from the early grades (Souvannasy et al., 2008a & Souvannasy et al., 2008b).

3. Materials and Methods

Participants: Seventy-seven participants from four universities in Laos were selected namely, National University of Laos (31 participants, NUOL), Savanhnaket University (15 participants, SKU), Champasack University (12 participants, CU) and Souphanouvong University (19 participants, SU). These participants are the current academics at English Department, who are currently teaching English at four institutions. The more details of the participants are as follows:

Age: There are four age groups of the participants and shown in Table 1. The highest percentage in the age group of 30-39 is (49%). The second highest group is 40-49 (27%). The third highest group is the age group of 21-29 (13%). The fourth place is the age group of more than 50 years old.

Table 1: Age

Age	No of Participants	Percentage
21-29	10	13
30-39	37	49
40-49	21	27
More than 50	8	10
No answer	1	1
Total	77	100

Gender: Among 77 participants, there are 39 (51%) male and 34 (44%) female who are currently working as the academic staff at four universities.

Educational Qualification: There are four levels of educational qualifications of the participants at four universities are BA, MA, PhD and others. 34% of the participants gained the BA degree. The participants who gained the MA program were 61%. Only 3% of the participants gained the Doctorate Degrees.

Study: The Figure 1 indicates that more participants (60%) gained their degrees in Laos and about 38% of the participants gained their degrees abroad.

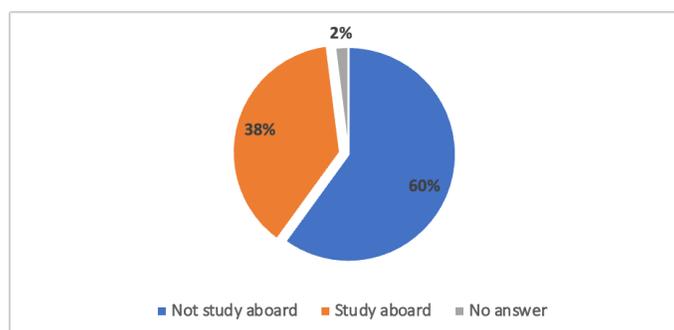


Figure 1: Study

Instrumentation: The questionnaire was employed in this study. This questionnaire was translated into Lao language in order to gain more information that the researcher would like to investigate. This set of the questionnaire was distributed to Department of English at four universities, namely, NUOL, SKU, CU and SU from late June to early July 2019. It consisted of 33 questions. It was divided into four parts. Part 1 is Personal Information (Q1-12). Part 2 is Institution information (Q13-18). Part 3 is view on Language Teaching Method in particular CLT (Q19-28) and Part 4 is Difficulties and Challenges in using CLT (Q29-

33). The reliability of the questionnaire was checked by using Cronbach's alpha. The reliability of the questionnaire is .842. This number indicates that this set of the questionnaire is reliable.

Data Analysis

The descriptive statistic was used to analyze the questionnaire (SPSS 25). The number and percentage are used to describe the result of questionnaire to provide the clear image on the academic views in each item. The open questions were analyzed carefully in order to examine several matters regarding CLT.

4. Results and Discussion

This part describes the views of participants on the language teaching method (CLT), and the difficulties and challenges of using CLT in the real teaching. The more details of each part are as follows:

Views on Language Teaching Method (CLT)

Table 2 illustrates that the respondents implement most of the teaching method in the questionnaire item 19. The top four teaching method that the respondent implement in their own classes are: (1) communicative approach (M=3.77), (2) direct method (M=3.70), (3) grammar translation (M=3.64) and (4) community language teaching (M=3.57). The research method that the respondents do not often implement is silent way (M=2.39). It is clear that CLT is more popular among the participants from four universities. It is the same trend as the world of the teaching English language nowadays.

Table 2: Descriptive of Question Item 19

Items	n	Min	Max	Mean	SD
19.1 Grammar Translation	77	2	5	3.64	.793
19.2 Direct method	77	1	5	3.70	.796
19.3 Audio-lingual method	77	1	5	3.19	.874
19.4 Silent way	77	1	5	2.39	.899
19.5 Suggestopedia	77	1	5	2.95	1.012
19.6 Community Language Learning	77	1	5	3.57	.938
19.7 Total Physical Response	77	1	5	3.12	.986
19.8 Communicative Approach	77	1	5	3.79	.879

When asking the academics from four universities about the teaching method that they experienced as they were students. The trend of the answer of this item (20) is different from the method that they are using as shown in Table 3. The top four methods are: 1) grammar translation (M=3.74), (2) direct method (M=3.68), (3) communicative approach (M=3.64) and (4) community language teaching (M=3.45). The research method that the respondents do not often implement is silent way (M=2.39). It is certain that in the history of English language teaching, the teaching method that they used to implement is the grammar translation.

Table 3: Descriptive of Question Item 20

Items	n	Min	Max	Mean	SD
20.1 Grammar Translation	77	2	5	3.74	.696
20.2 Direct method	77	1	5	3.68	.768
20.3 Audio-lingual method	77	1	5	3.16	.727
20.4 Silent way	76	1	5	2.62	.952
20.5 Suggestopedia	76	1	5	2.99	.986
20.6 Community Language Learning	77	1	5	3.45	.820
20.7 Total Physical Response	77	1	5	3.06	.848
20.8 Communicative Approach	77	1	5	3.64	.857

Try Using CLT in Real Teaching Practice

The result of item 21 (*Have you tried CLT in your class?*) indicates that the majority of the respondent have tried CLT in their own classroom (73%). Only 25% of the respondents have not tried this method. This is similar to question item 19 as aforementioned.

This confirms by the results of the open questions (item 22,23), the participants who try to use the CLT have the positive attitude toward CLT because they mention that CLT is the appropriate method to have

encourage students to participate, practice speaking and learn better in the English class as the following ideas:

It is a relevant method to help students develop their ability in using the language, and gives them to be themselves in sharing their ideas. (1-11)

CLT is suitable for EFL context - for the students to learn and understand the language better. (2-10)

“To encourage the students to share their own experience with their partners, also the teacher can teach other topics rather than grammar to promote the use of the language in different situations. (3-6)

“CLT gives opportunities to students try using the language from what they learn.” (4-18)



Views on CLT

The overall results of this part of the questionnaire indicate that there are various views regarding what is involved in CLT methodology as show in Table 4. The top three highest percentage of the participants who answered “yes” are item 28.3 (CLT emphasizes communication in a second language (L2) (82%), 28.1 CLT is the student centre (79%) and 28.2 CLT emphasizes fluency over accuracy (73%). In addition, some participants thought that CLT required teachers to have high proficiency in English (52%). About 34% of the respondent thought that CLT involves no grammar teaching. They though that CLT tried avoid using L1 (53%). Some still wonder whether should reply on only group work in CLT class (23%).

In fact, the focus of CLT is trying to develop the learners’ communicative competence (Richards and Rodgers (1986), which has four core components: grammar competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain 1980; Savignon, 2001 & 2002). A group work is one of the activities, which encourage students to participate in the classroom practice. This indicates that the participants still misconceptions about CLT. The participants still believe that CLT place more focuses on fluency rather than accuracy, which they help students to practice the speaking and listening, they seem downplay reading and reading.

It can be seen clearly through the open-ended questions, which intend to ask the participants to define the term of CLT as follows:

“CLT is an English teaching method focusing on teaching authentic language or real-life English, rather than focusing on teaching other skills like grammar, vocabulary, pronunciation, etc. In brief, it is language teaching that promotes students to use the target language in real life communication in all four skills (reading, writing, speaking, listening)”.1-2

“CLT is a teaching method focusing on interaction or communication, especially speaking.” 2.10

“CLT emphasizes on providing students with opportunities to share ideas and express as much as possible. CLT is method to promotes student communicative skills and it is a student teaching method.3-1

Table 4: Views of Teachers on CLT

Items	Yes	No	I don't know	No answer	Total
28. a CLT is student centre.	61 (79%)	6	6	4	77
28.b CLT emphasizes fluency over accuracy.	56 (73%)	15	6	0	77
28.c CLT emphasizes communication in a second language (L2).	63 (82%)	10	4	0	77
28.d CLT relies heavily on speaking and listening skills.	64 (83%)	11	2	0	77
28.e CLT requires teachers to have high proficiency in English.	40 (52%)	31	6	0	77
28.f CLT involves only group work or pair work.	26	33	18 (23%)	0	77
28. g CLT requires higher knowledge of the target language culture.	26	33	18 (23%)	0	77
28.h CLT involves no grammar teaching.	26 (34%)	42	8	1	77
28.i CLT involves teaching speaking only.	25	48 (62%)	4	0	77

28.J CLT is basically an ESL.	24	47 (61%)	6	0	77
28.k CLT tries to avoid using L1.	41 (53%)	23	12	1	77

Difficulties and Challenges

This part describes the difficulties and challenges relates to CLT: (1) Teacher-related difficulties and challenges, (2) Student-related difficulties and challenges, (3) Difficulties and challenges related to educational system and (4) CLT-related difficulties and challenges. The details of each part as follows:

Teacher-related difficulties and challenges: The result of this part illustrates that the teachers still have various problems related to themselves as shown in Table 5. For example, teachers have few opportunities for teacher to get CLT training ($M=3.26$). It is supported by the results of the question item 24 illustrates that 34% of the participants joined the workshop. Other over 60% do not have chance to do so. In addition, they also have little time to develop materials for communicative classes ($M=3.12$). Du to they have to teach more classes and more than 12 hours from morning until evening and even at the weekend. They also complain that they lack the knowledge about the appropriate use of the language in context ($M=2.97$), teachers' proficiency in spoken English is not sufficient ($M=2.96$) and they lack knowledge about the target language (English) culture ($M=2.76$). Teachers also think that they have misconceptions about CLT (2.87). Thus, the participants seem to confront difficulties and challenges. This might be the obstacle the improvement of teaching and learning by using CLT.

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Table 5: Teacher-related difficulties and challenges

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
29.1 Teachers' proficiency in spoken English is not sufficient.	73	1	4	2.96	.696
29.2 Teachers lack the knowledge about the appropriate use of the language in context.	73	1	4	2.97	.645
29.3 Teachers lack knowledge about the target language (English) culture.	75	1	4	2.76	.694
29.4 There are few opportunities for teacher to get CLT training.	73	1	4	3.26	.913
29.5 Teachers have little time to develop materials for communicative classes.	75	1	4	3.12	.753
29.6 Teachers have misconceptions about CLT.	72	1	4	2.87	.768

Student-related difficulties and challenges: When asking the participants about the difficulties and challenges related to their students, they seem to complain their own students too due to the high mean score in two items: 30.1 Students have low-level English proficiency ($M=3.32$) and 30.2 Students have a passive style of learning ($M=3.19$) as shown in Table 6. In addition, the mean score of other two item are over 2.50, for example, item 33.4 Students lack motivation for developing communicative competence ($M=2.86$) and item 33.3 Students resist participating in communicative class activities ($M=2.76$). These results show that the challenge is not only from the teacher but also from students. Therefore, it is such not an easy task to encourage students to enhance their communicative competence. Due to CLT requires students to actively participant in the English language classroom in order to help them to learn better.

Table 6: Student-related Difficulties and Challenges

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
30.1 Students have low-level English proficiency.	74	2	4	3.32	.685
30.2 Students have a passive style of learning.	74	1	4	3.19	.788
30.3 Students resist participating in communicative class activities.	75	1	4	2.76	.732
30.4 Students lack motivation for developing communicative competence.	75	1	4	2.89	.727

Difficulties and challenges related to educational system: The trend of the answer for the difficulties and challenges related to education system is similar to other teachers-related and students-related result as shown in Table 7. The Table 7 indicates that the participants still have many problem with not enough authentic materials such as newspaper, magazines, movies etc ($M=3.12$). They also complain that the class

are too large (M=3.01). In fact, the English class is around 26-35 students or even bigger 36-40 or 41 or more.

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
31.1 Teachers lack authentic materials such as newspaper, magazines, movies etc.	75	1	4	3.12	.770
31.2 Traditional view on teachers' and learners role is not compatible with CLT.	75	1	4	2.81	.711
31.3 Classes are too large for the effective use of CLT.	75	1	4	3.01	.797
31.4 Grammar-based examinations have a negative impact on the use of CLT.	75	1	4	2.80	.771

CLT-related difficulties and challenges: Table 8 indicates that there are some difficulties and challenges related to CLT. The participants still lack of effective and efficient instruments to access communicative competence (3.23). Also, CLT doesn't take into account the differences between EFL and ESL teaching contexts (2.69). Moreover, Western educational assumptions are not suitable within Asian contexts (2.72).

	<i>n</i>	<i>Min</i>	<i>Max</i>	<i>Mean</i>	<i>SD</i>
32.1 There is lack of effective and efficient instruments to access communicative competence.	75	2	4	3.23	.649
32.2 CLT doesn't take into account the differences between EFL and ESL teaching contexts.	75	1	4	2.69	.716
32.3 Western educational assumptions are not suitable within Asian contexts.	75	1	4	2.72	.815

5. Conclusion

In brief, there are many interesting findings. First, the participants have the positive attitude towards CLT and CLT become the most common teaching method at the present. However, the participants do not have chance to join the CLT training in order to improve their teaching. Secondly, they still misconception of CLT. Therefore, the participants require regular training in order to help them to improve their teaching and learning. They have the problem with matter related to themselves, students, educational system and CLT.

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ACKNOWLEDGMENTS

We would like to express my sincere thanks for teachers from four universities, who provided us valuable information regarding the communicative language at their own universities. This study would not be accomplished without their help.

CONFLICTS OF INTEREST: The authors declare no conflict of interest.

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