PREPARATION PROGRAM FOR ENHANCING COMMUNICATIVE LANGUAGE TEACHING ABILITY

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Abstract: English language teaching in Thailand has shifted paradigm to implement the Communicative Language Teaching approach and focus on who is expected to understand and be able to create activities for them. Although the English teaching practicum provides an internship for all pre-service teachers, it is found that they lack sophisticated professional knowledge and skills. Pre-service teachers have anxiety about "how" and "what" to teach, the communicative language teaching activity for supporting students' communication. The Faculty of Education is aimed to train pre-service teachers before teaching in the real context. Preparation programs can prepare pre-service teachers to develop their knowledge and skills of teaching and learn how to competently apply these in the teaching practicum by teacher training. The purpose of this study is to investigate on how to enhance pre-service teachers' communicative language teaching ability through a designed three-day preparation program for teaching practicum. This qualitative research employed self-reflection to collect the data. Twelve pre-service teachers were selected to participate through purposive sampling. The data were analyzed by using content analysis as the coding technique for grounded theory. The results from the training session phases showed seven topics: confidence, speaking ability awareness, CLT classroom activities, awareness on learners' language abilities, error tolerance, accuracy and fluency, and grammar discovery. In conclusion, the designated three-day program enhanced pre-service teachers' CLT regarding their knowledge and awareness of how to apply CLT to their future teaching practicum rather than gaining tangibly improved CLT performance. However, future study, such as on monitoring the pre-service teachers' teaching at the real professional context, i.e., during teaching practicum, is highly suggested to seek empirical evidence of their CLT ability.

Introduction

English language education in Thailand shifted to the paradigm of Communicative Language Teaching (CLT) and concentrated on educators expected to acknowledge and make advances based on the Communicative Language Teaching (CLT) Office of the Basic Education Commission [OBEC] in 2014. The CLT approach is an instructional approach that veers away from grammar-exclusive focus on teaching and gives priority to fluency and accuracy, with only a slight focus on grammar (Richards, 2006). In the Thai context, Thai English teachers who have been in charge of providing Thai students with knowledge and skills in English communication have had the most significant role in the entirety of the learning process (Kongkerd, 2014). The problems in using CLT unsuccessfully in Thailand can be traced back to teachers who, as the agencies of the implementation of CLT in school, had various difficulties mainly relating to the low proficiency of the teachers and their lack of confidence. Thai native teachers of English need to have a clear initial conception of CLT and need to be continually supported with effective training development programs in professional English communicative teaching performance (Inprasit, 2016).

Forming future teachers of English in Thailand is a crucial factor to be successful according to the policy reform focusing on enhancing pre-service teachers to have the capability in teaching communicative language. One major role of the Faculty of Education in Thailand is to train those who want to step into the teaching profession. During the five-year program of teacher education, teaching practicum is considered a crucial and integral component of the teacher education program. According to Reynolds (2000), if pre-service teachers have a clear understanding on teaching strategy and apply that teaching strategy into the classroom activities, they would be effective professional teachers in the future. Furthermore, Dikdere (2009) stated that the teaching practicum facilitates and enhances pre-service teachers' knowledge, skills and experiences, and, more importantly, gives them an opportunity to continue academic and professional growth.

Although the English teacher education program provides a practicum for all pre-service teachers, it was found that pre-service teachers still lack the knowledge and skills in teaching English (Pierce 2007; Yuwono & Harbon, 2010). Yuksel (2008), and Kim and Kim (2004) investigated pre-service teachers' opinions about their authentic teaching performance. Pre-service teachers worry about "how" and "what" to teach. There is a lack both content knowledge and pedagogy in the communicative language teaching activity for supporting students' communication. The pre-service teachers should be well-prepared before teaching in the real school context. These ideas were presented by Loughran (2006) who claimed that a preparation program can prepare pre-service teachers to develop knowledge and skills of teaching and learn how to competently apply these in practice. Richards and Farrell (2005) said that teacher training seeks how to create communicative language teaching activities based on CLT principles directly focused on a teacher's presentation, typically aimed at short-term and immediate goals.

Since teaching English is now focusing on CLT, Thai English teachers are now in charge of implementing the policy into practice. However, the question is how the Faculty of Education train pre-service teachers to serve them to become quality teachers in the future. Therefore,

the present study aims to solve this problem in CLT in the Thai context by training pre-service teachers to have a clear understanding of CLT activities and apply these CLT activities in the classroom. Hence, this study investigated on how a designed preparation program for training pre-service teachers can enhance communicative language teaching ability before teaching practicum. This program was designed with three days of training with teaching demonstrations and hands-on practice of applying CLT principles to English teaching and learning activities.

Objective of the Study

The present study aims to investigate the enhancement of pre-service teachers' communicative language teaching ability through a designed preparation program before teaching practicum. The preparation program consists of giving knowledge and guiding pre-service teachers to apply in teaching practice in a real school context.

Research Question

How does the designed pre-service teacher preparation program enhance communicative language teaching ability for teaching practicum?

Literature Review

Three points will be discussed in the literature review.

Teaching Practicum

The teaching practicum is formulated as an obviously recognizable piece of the program to prepare pre-service teachers (Tuli & File, 2009). Others view it as a supervised and guided teaching experience of prospective teachers under an experienced mentor (Chireshe & Chireshe, 2010). Salvatori (2010) stated that pre-service teachers in the practicum state are given the opportunity to integrate theoretical, practical and experiential knowledge in an actual school setting. Teaching practicum is an effective way of gaining actual teaching experiences which can help the teachers realize the need to improve and develop themselves, and thereby gain the necessary firsthand knowledge and skills for effective teaching in the school context.

Hodge, Davis, Woodward and Sherrill (2002) stated that the teaching practicum had a positive impact on the pre-service teachers' attitude towards their work and the children they worked with. Teaching practicum is implemented to bridge the gap between the reality of teaching practice in schools and what pre-service teachers learned in the training program (Darling-Hammond, 2006). The other study presented that the pre-service teachers communicated positive assumptions in practicum. For example, they began the course with elevated standards. They trusted that this teaching practicum is something fun and agreeable. They were additionally energized and anticipated the teaching practicum. For them, this is their opportunity to put what they were taught regarding education. Just a couple of them were anxious and hesitant to persevere through the teaching practicum. They were stressed and anxious in light of the absence of self-assurance. They were likewise stressed over losing control in the homeroom. They had questions on their capacity in instructing language (Yusof, Yusof, Ali, Yusoff, Farza, & Nawai, 2014).

The teaching practicum is one of the required subjects that student teachers must complete in order to have adequate opportunity to practice what they have learned during their course work in real school classrooms (Darling-Hammond, 2006). El Kadri and Roth (2015) stated that the teaching practicum is regarded as an enforced activity to enculturate aspiring teachers

into the teaching community and provide them the needed opportunities and experiences in the actual teaching setup.

Preparation Program

Teachers are at the very heart of the educational process. In fact, the quality of a teacher is always considered as a vital factor when it comes to efficiency, affecting the entire process and desired results of the program preparation. The researchers have offered ideas about the concepts of the preparation program, as follows.

Pre-service teacher training would be a good avenue for teachers to practice and acquire effective teaching skills. It is indeed needed in the teacher education curriculum as it prepares teachers to become qualified for the teaching profession (Johnson, 2015; Kabilan, 2013). According to Izadinia (2016), a pre-service teacher is expected to train effectively from his or her mentor teacher in a training course, as the mentor teacher serves as a role model in terms of teaching abilities for the pre-service teacher. Similarly, teacher training is a highly demanding process. It is demanding because of the expectation that it will have a great impact on the pre-service teachers' classroom practices. At all levels of education, teachers have concerns about their personal and professional development.

Loughran (2006) said that the teachers' preparation program aims to develop knowledge and teaching skills that can be competently applied in actual practice. Teachers have the responsibility to keep on learning and improving. Learning does not stop and should always be the driving force for teachers to always be willing to improve themselves. One of these ways is by appreciating teacher preparation programs as providers of quality education. The Faculty of Education has a major role in assisting pre-service teachers to develop the knowledge and teaching skills and apply those same knowledge and teaching skills in the school context. The key changes to pre-service teacher training include a longer pre-service teacher education program (from four to five years) and a teacher certification system. A professional license may be acquired when the course is finished, and the assessment criteria are met (Jamjuree, 2017).

Pre-service teacher training can be a powerful vehicle for educational reform if pre-service education programs admit the best candidates and prepare them to drive that reform forward. There are currently no specialized institutions for teachers, as there were in the past. The teaching institutes capable of handling this are only the Faculties of Education in comprehensive universities. Also, pre-service teacher training should be based on their interests and the availability of faculty rather than teacher quantity to simply meet the needs of the country. Moreover, pre-service programs lack minimum requirements for admission and do not provide solid preparation for the basic education curriculum or other key areas (OECD/UNESCO, 2016). So, the training course for pre-service teachers is the important key to professional development by using a training course that meets the needs of pre-service teachers with efficiency and effectiveness to enhance the performance of teachers through the development of needs to be used in a variety of classroom situations (Jamjuree,2017).

Techniques and Activities in Preparing Pre-Service Teachers

Techniques and activities support the pre-service teachers to participate in the training session. Furthermore, the techniques and activities in teacher training provide the opportunity for exchanging knowledge and various experiences for others. It enhances knowledge and develops skills.

Doff (2012) expressed that supporting the pre-service teachers to participate in the training session consisted of three major activities:

1. Demonstration: pre-service teachers see the picture of the activity clearly, how it effectively enhances their understanding and memory;
2. Discussion: pre-service teachers have the opportunity to share and discuss knowledge and experiences; and
3. Pair and Group Activities: pre-service teachers are allowed to work together to develop activities and ideas; they share the comments among their group to summarize the conclusions.

Woodword (1992) said that a workshop is an important activity to foster the pre-service teachers through learning by doing. They learn from both content and processes that apply to real practice to improve their knowledge and skills in teaching. Pre-service teachers participate in training sessions in order to gain knowledge and understanding applicable to the classroom. Those activities are the demonstration, discussion, pair and group activities, and workshops.

Communicative Language Teaching (CLT) Ability
Communicative Language Teaching (CLT) is a teaching method which plays an important role in modern language education. For teaching practicum, CLT serves the national and institutional policy as the way to practice learners' communicative skill based on the real-world situation through many hands-on learning activities. Pre-service teachers, henceforth, are expected to be well-equipped with CLT knowledge and the ability for effective performance (Pei-long, 2011: Ying, 2010: Tsai, (2007). Richards, Platt, and Platt (1992) defined "Communicative Language Teaching" as an approach to foreign or second language teaching which aims to develop communicative language competence. Richards and Rodgers (2014) claimed that CLT aims to integrate four skills of language teaching competency and achieve the goals of language teaching for communication. CLT is an approach of four skills of language teaching for the development of communicative language competence. Communicative Language Teaching is defined as the students being provided vitality and motivation within the classroom.

Communicative Language Teaching (CLT) is also sequenced learning steps according to the students' thinking process that connects with language acquisition and language skills, including the communicative competence for the students can use the language acquisition to communicate. Through the learning and teaching process, teachers have to raise the awareness of how to provide the opportunity for the students to use the language in real life situation and provide tasks related to real communication dealing with teaching management in the classroom. The teachers contribute authentic material to promote the students' communicative competence. CLT emphasizes on the good attitude of the students in using communicative English (Richards, 2006).

Mahbub-ul-Alam, Moslehuddin, and Nazrin (2015) studied about the program of teachers who were trained to use CLT in ASEAN. Teacher educators in in-service programs model CLT based teaching methods, techniques and skills. The aim is to increase teachers' awareness and confidence through workshops, simulations, micro-teaching, feedback and exchanging views with each other. Contrast with Ulla and Winitkun (2018) who studied that in Thailand, the teacher training provided the pedagogical knowledge, no workshop, and other engaging activities done, the trainers just talked and delivered the points without giving the activities to practice the strategies that they introduced.

Ulla and Winitkun (2018) studied about teacher training and found that the trainer should demonstrate the CLT activities relevant to the learning styles and individual learners' knowledge of their students in the classroom. They need to engage the workshop that they are able to apply in their classroom and teaching strategies that relevant to the communicative English such as games, group work activities and pair work activities. Similarly, Kwon (2017) studied about Thai teachers' perceptions toward the implementation of communicative language teaching of English that he revealed that it was difficult to use English textbooks to promote communicative competence as the textbooks were not selected with the propose of setting CLT objectives. Furthermore, they feel adequately trained to implement Communicative Language Teaching successfully.

From the study, teacher training with CLT in Thailand is unsuccessful because the contents and activities that trainers get do not provide the demonstration CLT activities. They are without opportunities to engage in the workshop for allowing the teachers learning by doing, without guiding how to create the textbooks to promote communicative competence. Hence, the CLT ability was clearly not a phenomenon.

Principles of Communicative Language Teaching

Richards (2006) gave a clear description of the principles of Communicative Language Teaching. The target language should be used on a daily basis for the students to be familiar with it and to effectively develop their comprehension leading them to be communicatively competent along the way.

The principle of communicative language teaching used by teachers for effective teaching and learning should be student-centered activities focusing on the learners' communication needs (desire to communicate). The teacher should set the situation in real life. Furthermore, the teacher should have the communicative goal to stimulate the learners' needs to know the information of the person who communicates with an emphasis on the meaning of the communication (what to say) is more than on how to communicate (how to say). So, the teacher should teach the learner to use the language to communicate by using the English language that is relevant to his or her everyday life and focus on teaching the learner to solve problems and be creative based on four integrated skills (Harmer, 2015; Littlewood, 1981; Stern, 1992).

Richards (2006, p.13) summarized those principles of communicative language teaching methodology as follows:
1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learner is building his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
6. Let students induce or discover grammar rules.

Characteristics of Communicative Activities

It has been said that in Communicative Language Teaching (CLT), teachers have the freedom to choose classroom activities depending on what they think would be most effective for their students to learn and further develop their communicative abilities in the target language. Oral activities are given high-value over grammar focused activities simply because oral

activities naturally invite creative responses from the students that can make them comfortable with the target language they are using (Mitchell, 1988). One good thing to note is that, in CLT, the focus should be the performing of some action which simply means learning by doing. It does not end with just knowing but continuously doing the act of communication where the learners are expected to focus on repeating it continuously until they are able to communicate well in the target language. This process has five features that are essential in communication. UK Essays (2015) vividly identified these features:

1. Information Gap – in daily conversation, one may know something that is unknown
   to the other. The purpose of communication is to bridge this gap by interacting with each other verbally.

2. Choice – the learners have the freedom to choose what they will say and how they will say it.

3. Feedback – in interaction there is normally some aim behind communication. The crucial thing is that the way the other person reacts is evaluated based on that aim.

4. Learning by Doing – the learners are expected to be involved in the process by practicing, acting, and actually doing the communication to be able to learn the language effectively.

5. Mistakes are not always a mistake – in the early stage of learning to communicate in a foreign language, mistakes are inevitable. If the teacher hunts for grammatical errors to correct every time it is committed by the students, they may lose their confidence in using the target language. What really matters in developing communicative ability is that the learners are able to get their message across and not slight mistakes in grammar or pronunciation.

Hence, CLT ability in the context of this study refers to the teaching performances of pre-service teachers gained after attending the preparation program as reported in the findings based on the six CLT principles introduced by Richards (2006, p.13).

Theoretical Framework
The first theoretical framework in this study is the preparation program (Loughran, 2006), which gets pre-service teachers ready to build up their insight and encourages aptitudes while they are in the school setting. It is guided by Loughran (2006), who expressed that the preparation program aims to develop knowledge and teaching skills that can be competently applied in actual practice. The preparation program, designed from the guided idea above, consists of giving knowledge and guiding pre-service teachers to apply in teaching practice in a real school context.

The second theoretical framework is teacher training (Richards & Farrell, 2005). Richards and Farrell (2005) stated that teacher training was the activities directly focused on a teacher's presentation. Training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices in the classroom.

The third theoretical framework is CLT principles defined by Richards (2006) who stated the six principles that I used as the main ideas to design the activities.

The theoretical framework of this present study is the consequence of integration between how the preparation program (Longhran, 2006) enhances communicative language teaching ability (Richards, 2006) by conducting the training session phase (Richards & Farrell, 2005).

It integrated all guided ideas in designing the preparation program as shown in Figure 1, before the pre-service teachers attended the teaching practicum, the preparation program was designed to prepare pre-service teachers by conducting a training session with the CLT principles which is the treatment that was used in the preparation program for pre-service teachers to enhance CLT ability.
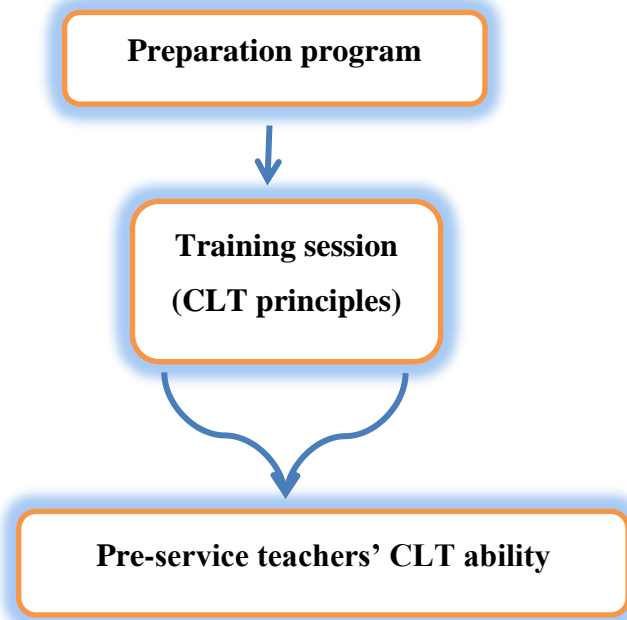
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│ Pre-service teachers' CLT ability │
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Figure 1: Theoretical Framework

Source: (Longhran, 2006; Richards, 2006; Richards & Farrell, 2005)

Research Methodology

This study used a participatory ethnographic study approach, a combination of participatory research and ethnographic approach as a plan of action to collect the data.

Participants

The participants in this study included 12 of the total 85 fifth year pre-service teachers majoring in English Program (Bachelor of Education), Faculty of Education, as a population of the study. They were selected by purposive sampling to participate in the designed three-day program. Such sampling technique was employed so that the author obtained the specifically qualitative data from the pre-service teachers who enrolled in the teaching practicum course for further analysis to serve the research objective.

Preparation Program Processes

A preparation program was established for a teaching practicum to foster pre-service teachers to design communicative language teaching activities according to the CLT principles (Richards, 2006, p.13). The designed preparation program consists of a three-day training session. It occurred before pre-service teachers attended the teaching practicum in the second semester of the 2017 academic year. From the previous study, the researcher designed the preparation program by training pre-service teachers to fulfill the CLT ability in order to create communicative language teaching activities based on CLT principles for three days as follows.

Day 1: the coach's demonstration of CLT activities was based on the CLT principles (Richards, 2006, p. 13).

Day 2: workshop on creating lesson plans focusing on communicative language teaching activities based on CLT principles.

Day 3: pre-service teachers demonstrate their CLT activity individually

The objectives of the training session are to fulfill the pre-service teachers' needs in CLT ability in order to create communicative language teaching activities based on CLT principles.

Thus, the preparation program trains the pre-service teachers before allowing them to the teaching practicum. It fosters their teaching ability to be qualified teachers in the future. The more qualified pre-service teacher training is, the more qualified educators will be (Yusuf, 2010).

Data Collection

The data was collected using self-reflection from the participants. This instrument was validated by advisors and three experts and edited according to their suggestions. It was used with five guided questions. Thus, the 15 guided questions asked the participants to reflect on their knowledge, e.g., based on the demonstration activities, what does good CLT look like? Please include specific examples? confidence, e.g., are you confident to put the CLT principles in your activities? Why? Why not? understanding of a CLT activity based on CLT principles, e.g., can you write a lesson plan based on CLT principles in your teaching practicum? Why? Why not? and application in further teaching at their school, e.g., Can you use these activities in a real teaching context? Why? Why not? The participants were asked to narrate what they learned about their CLT from the program after finishing the session in each day. Their names were hidden as the form was anonymous. Also, their contents to attend the research session were obtained as a part of ethical consideration.

Data Analysis

Each writing of participants' reflections was cataloged by numbering. After that, data were coded and meaningfully categorized to seven themes as shown in the findings on the basis of Corbin and Strauss (2008)'s coding technique which incorporate three coding stages: open coding – finding the repetition of data; axial coding – specifying sub-categories and theme relation; and selective coding – summarizing the final theme and their related sub-theme.

Findings

Mostly, participants' self-reflection after the completion of the designed three-day preparation program showed their perception regarding what they gained from attending the preparation program into seven themes, i.e., confidence, speaking ability awareness, CLT classroom activities, awareness on learners' language abilities, error tolerance, accuracy and fluency, and discovery grammar. They can be detailed as follows.

Confidence

For the first day, many participants reflected that they had more confidence in creating "real" communicative activities according to the CLT principles. They were encouraged to use English and they could understand how to create CLT activities well. In addition, the participants tried to use English among their groups in the three-day training session as much as possible to make it seem to be "real" communication. Richards (2006) and Harmer (2015) claimed that the learners want to be able to use English in their real or realistic communication where the successful achievement of the communication task they are performing is at least as important as the accuracy of the language used. The researcher

presented a sample of the participants' written self-reflections below. Mostly, they were agreeing with the way of the training session.

> *"I really have the confidence to design the real-life activities for the students such as the information gap activity because it concerns their lives so they can apply it in their daily life. The students will get an advantage for doing the activities."*
> *(Participant no.11, self-reflection, during the training session)*

Speaking Ability Awareness

Even the session provided different types of classroom activities that they could potentially apply in their classroom. However, the session aimed to provide examples of CLT classroom activities. Boosting participants' self-confidence in using the language was not one major objective. There are some of the participants who reflected on their lack of confidence in using English against their real communication. It was evident that not all participants had confidence in teaching CLT activities. Some participants were worried about their English-speaking ability. During the training session, they had the awareness of their abilities that they could not speak English well, so they should practice communicating with the students in English accurately and fluently to improve their confidence. The researcher presented a sample of the participants' written self-reflections below.

> *"I do not have enough speaking ability to use the English language. I need to practice as much as possible so in the future, I will design the real communicative activities well."*
> *(Participant no. 6, self-reflection, during the training session)*

CLT Classroom Activities

The participants reflected that they can provide the students' opportunities when they go to their classroom. They will allow their students to experiment and try out what they know by using the activity to elicit the language that the students have known before by checking their background knowledge about the correct form of the grammar. If the students have more grammar background, they would use various forms of grammar when they did the activity in the class. The participants saw in themselves the abilities that they could create the activities well because they could elicit the answers from the students and let the students experiment the new language that they had studied and let the students have the chance to use the correct form of the grammar while doing the activity. However, there were some participants who mentioned some weak students who did not have enough knowledge.

> *"I know how to ask the questions from students, how to elicit the sentences from the students, how to ask the students about the grammar rules, I know how to create an activity that allows the students to use the correct form of grammar to communicate in the real context."*
> *(Participant no. 11, self-reflection, during the training session)*

Awareness of Learners' Language Abilities – Creating Tasks that Learners could Complete

Some participants raised the awareness about their students in the classroom that they will meet in the future, specifically those with students who do have little ability to use English due to vocabulary and grammar limitation. They worried that the students would not do the activities.

"I think that CLT activities are not suited for the weak students, so the teachers should consider the individual ability and apply the simple grammar content for the weak students. For the clever students, I think they can do the activity perfectly."
(Participant no.3, self-reflection, during the training session)

"I worry about the weak students who do not have enough knowledge, the students should learn about the vocabularies and grammar form more and more until they understand clearly. After that, I will allow them to do CLT activities. I will give the students more pattern that I provided and let them follow my grammar pattern."
(Participant no.8, self-reflection, during the training session)

Error Tolerance

The participants reflected in themselves in the second training day that they understood how to be tolerant with the students' errors to build up the students' communicative competence. The content from the preparation program and the demonstration of the participants made them more tolerant than before attending the program.

"Teachers as the facilitator who guide the students and build up their communicative
ability. I will not correct the students' error immediately, I will tell them to know the
correct form of the grammar after finishing the activity."
(Participant no.11, self-reflection, during the training session)

Accuracy and Fluency

On the second training day, the participants wrote self-reflections on their ability as they could provide the opportunity to create the activity which allows the students to use the correct form of grammar to communicate in the real context and create the control practice and free practice activity in their teaching. The activities were implemented to make the participants understand well the correct answers. It allowed them to sum up the grammar that deals with the situation by themselves. The researcher asked them to sum up the correct form of grammar appropriate to the situation on the board together with their friends. So, the participants could select the correct form of grammar that suits the situation to do control practice and free practice effectively.

"I know how to create CLT lesson plans by using the activities that facilitate the

student to understand the correct form of grammar to communicate in the real

context by themselves and how to use those activities with different students'

ability."

(Participant no. 11, self-reflection, during the training session)

Grammar Discovery

The participants saw in themselves their abilities that they could understand how to create the lesson plan and how to demonstrate their teaching according to grammar discovery. They learned for three days from the mentor and their friends. The sharing experience made them learn a lot from their friends.

"I can let the students induce or discover grammar rules in the real teaching because
it is very useful, good activities that students can use all the conversation or the situation in the classroom into the real-life conversation if they can discover the grammar rules by themselves."
(Participant no. 4, self-reflection, during the training session)

Discussion

According to the findings, as shown in the previous section, the designated three-day preparation program contributed to the increase of pre-service teachers' realization of CLT principles. It brought positive changes in seven themes which could be interpreted that the participants possess CLT knowledge and understanding in six aspects. The themes of confidence and speaking ability awareness were related to the principle of making real communication the focus of language learning. The themes of accuracy and fluency represented the participants' awareness of providing opportunities for learners to develop both accuracy and fluency. CLT classroom activities and awareness on learners' language abilities – creating tasks that learners could complete shed lights on the principle of providing opportunities for learners to experiment and try out what they know and linking the different skills such as speaking, reading, and listening together. All these skills usually occur together in the real world. Being tolerant of learners' errors indicate that the learners build their communicative competence based on the principle found through a reflection in the theme of error tolerance. Grammar discovery implied allowing students to induce or discover grammar rules.

The preparation program for teacher training is generally designed to serve professional development but still cannot reach the goals, e.g., the trainers do not provide the demonstration of CLT activities, trainees do not have the opportunities to engage in the workshop for allowing the teachers learning by doing, trainees are not guided on how to create the textbooks to promote communicative competence. It is suggested that the program should provide necessary learning experiences and environments in organizing and managing it in the most possible effective way, the opportunity of applying in actual practice, and the encouragement of the teaching skills that can be useful in a wide-range teaching scenario with different teaching strategies. The preparation program of the present study is distinctively characterized by its four factors, which led to pre-service teachers' CLT perception – (1) clarity of training session's objective (2) concordance of the contents and activities (3) the designed activities engaged participants and (4) supporting the participants' creativity. They are detailed as follows.

Clarity of the Training Sessions' Objective

The objective of the training plan emphasizes that participants can create the communicative language teaching activities based on CLT principles that provide the students' opportunity in using communicative English in real life situations (Richards, Platt and Platt, 1992). Richards and Rodgers (2014) stated that the CLT teachers have to raise their awareness on how to provide the opportunity for the students to use the language in real life situations and provide the tasks related to real communication with teaching management in the classroom. Thus, the objective of the program is fulfilled because of the participants' CLT ability, related to the increased quality of the training program (Songsiengchai, 2001).

Concordance of the Contents and Activities
The contents and activities of the training sessions are properly sequenced. They start from the guidelines of teaching CLT activities to the CLT video clip to the coaching demonstration which link the current experience to the previous experience from the school context. Moreover, the activities in the training sessions are relevant from the simple content to the complex content for fostering the participants' learning ability. As a coach, the researcher studied the learning process of how to improve the participants' ability in using CLT. The learning process is presented through the activities and contents that are related to Richards (2006, p. 13) who stated that the learning process for enhancing CLT ability starts from a coach who understands clearly how to design communicative language teaching activities in the classroom. So, the training sessions provide sequencing contents and activities for supporting the learning process of CLT.

Participants' Engagement
Furthermore, the participants participated in an active learning style because they practiced designing a CLT lesson from a real school textbook in the workshop activity. Finally, they can learn from their demonstration among their pair and group work. Doff (2012) expressed that supporting the pre-service teachers to participate in the training session consisted of three major activities: Demonstration, Discussion, Pair and group activities. Additionally, Woodword (1992) said that a workshop is an important activity to foster what the pre-service teachers are learning by doing. They learn from both the content and activity that applies to real practice for improving their knowledge and skills in teaching. Pre-service teachers are provided participation in the training session in order to gain the knowledge and understanding that can be practiced in the classroom.

Participants' Creativity
The textbooks that schools provide focus specifically on grammar and rarely use communicative language skills. The participants need to design CLT activities according to the textbooks that schools provide. The classroom observation exhibits the participants' creativity as they transformed school textbook activities into CLT activities that puts importance on real-life situations. This idea is in agreement with the Welsh Government (2014) which investigated that effective coaching and mentoring have to guide the participant to create resources effectively and time to study and create other resources creatively to protect and sustain learning. For effective creativity, the training provided the opportunity for the participants to analyze their real school textbook and redesign them into CLT activities during the workshop. They have more creativity to design CLT activities based on CLT principles, the more CLT abilities have appeared.

In conclusion, the designed three-day program enhanced pre-service teachers' CLT capabilities regarding their knowledge and awareness on how to apply CLT in their future teaching practicum, rather than gaining tangibly improved CLT performance. However, future study, such as the monitoring of the pre-service teachers' teaching at the real professional context, i.e., during teaching practicum, is highly suggested to seek empirical evidence of their CLT ability.

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