



A STUDY OF ENGLISH SPEAKING SKILLS OF STUDENTS STUDYING IN
MATTHAYOMSUKASA 2 AT WAT PHAIDAM SCHOOL

Phramaha Songkran Abhirakkhito (Promruksa)

A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Arts
English (International Program)

Graduate School
Mahachulalongkornrajavidyalaya University
C.E. 2018



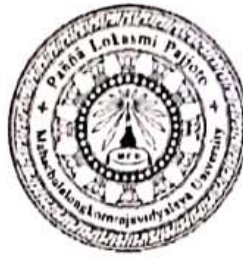
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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of English Speaking Skills of Students Studying in Matthayomsukasa 2 at Wat Phaidam School" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

This research study has the objectives 1) to study the problems of English speaking skills for helping students of Wat Phaidam School about how to improve their speaking skills, 2) to develop speaking skills of the students at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province. The sample group used for study consists of 25 students in Matthayomsaksa 2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province in the academic year 2018. The tools used in this study are 10 Lessons whose topics are selected and prepared by researcher, including speaking lesson quizzes, The Pretest / Posttest with 10 items, the questionnaire, and in-depth interview. This study was carried out during 20 class periods in the first semester in June, 2018 to November, 2018 (2 hours per period). The analysis of data; Researcher analyzes data in different points such as 1) The scores from doing exercise in pre-test and post-test, 2) the scores from doing exercise in the English Speaking Lessons, 3) analyzing the data from in depth-interview about improving speaking skills from the speaking lessons of students. 4) percentage.

The result of this research had been found that the speaking problem that the student rated as the most difficult was speaking English with the correct intonation. The most difficult speaking problem was speaking English as fluently as a native speaker. The most difficult problems were avoiding speaking English in front of friends for fear of making mistakes, and forgetting to say the final sounds of words. The most difficult problems were difficulty speaking English because of a limited understanding of grammar. The speaking problem experienced by these students was fear of people laughing at them because of the mistake they may make while

speaking, which indicates a low level of confidence among these students regarding their English ability.

The results are clearly indicated that students are failed to speak English, even getting 2 years education in Matthayomsuksa2. They are facing English speaking problem, including lake of confidence, pronunciations etc. This study investigates the factors that become student's obstacle to speak English. In addition, this study is also focused on finding out some causes and solutions of the obstacles. Overall, it can be concluded that, most students believed that the lack of practice was the main factor causing an obstacle for them to speak English. To turn to the possible solutions to overcome their problem in speaking English, this article suggests that more exercises or activities that can develop their vocabulary and speaking skills are worth considering. This shows that teacher should be more aware of their student's obstacles and reluctance to speak English. To help students gain more knowledge of other linguistics aspects such as grammar and correct pronunciation. It is also important that teachers teach those aspects explicitly in order that students have good comprehension toward the aspects. This way is expectedly contributed to the development of the student's speaking in English. As a result, students can achieve success in speaking English. All of them should we take as a sample to get the better teaching and learning English. Both teachers and students should be more aware of how they cope with an oral communication in order to get the high level of speaking English proficiency.

Acknowledgements

I wish to express my sincere gratitude to kind-hearted persons who gave knowledge and generosity to me until this thesis has been completed absolutely. Most of them are as follows;

Assoc. Prof. Dr. Preecha Khanetnog, Asst. Prof. Dr. Veerakarn Kanokkamalade and Dr. Kham-lang Kongsin, all of them tried to help me in possible ways. In the deepest of my mind, if without them I may find myself in the trouble more or less.

I am grateful to the Director and all of English teachers of Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province, who supported me for this study.

May I bless and thank all people who support me until I have achieved all fulfillment, completion of my study, and I can find goodness forever right now.

Phramaha Songkran Abhirakkhito (Promruksa)

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Lists of Abbreviations and Symbols

,	=	Comma
“	=	Quotation
?	=	Question mark
's	=	Singular apostrophe
s'	=	Plural apostrophe
=	=	Equal
.	=	Full stop

Chapter I

Introduction

1.1 Significance and Background of the Problems

At the present time, English language is one of languages that people use to communicate around the world. English may not be the spoken language by majority of people in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use English to communicate on a regular basis. After Mandarin, English is spoken by more people than any other language, and is the native language of more than 350 million people. English is the dominant business language and it has become almost a necessity for people to speak if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated, learning English really can change your life. Many of the world's top films, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding.¹

In Thailand, English language is used to communicate with foreigners. English is important for Thais because it is the International language. This study English as a foreign language, which is easy as a second language. Many countries have different formal communication. English language increases its role throughout Thai society. The Education Ministry of Thailand reformed English teaching in 1998 to globalize English language teaching starting from Prathomsuksa level 1 up to Matthayomsuka level 6 .

Thailand as the country which never been colonized by any foreign countries has both the advantage and the weakness. One of the shortages is that inadequate skill, ability and knowledge in learning the other language such as English as the lingua franca. Thailand is now focusing on improving their English language skills because English currently more commercial in ASEAN. They want to be more

¹Holmes, David, *Speaking Activities for the Classroom*, (Bangkok: Chulalongkorn University Press, 2014), p. 15.

competitive in integrating the students' English education skills. But in fact, the influence of English is apparently still low in Thailand. This paper conveys the reason why most students in Thailand have difficulties in speaking English. Oral language skill is one of the four skills in English which could be the most difficult process for student to make a deal with. There are many factors which affect Thai student to be difficult in concerning with English especially in speaking.

Most student believed that the lack of practice was the main factor causing an obstacle for them to speak English. To turn to the possible solutions to overcome their problem in speaking English, this article suggests that more exercises or activities that can develop their vocabulary and speaking skills are worth considering. This shows that teacher should be more aware of their student's obstacles and reluctance to speak English. To help students gain more knowledge of other linguistics aspects such as grammar and correct pronunciation. It is also important that teachers teach those aspects explicitly in order that students have good comprehension toward the aspects. This way is expectedly contributed to the development of the student's speaking in English. As a result, students can become success in speaking English.²

In English skills, there are four skills related to each other in two ways such as; the direction of communication (in or out) and the method of communication.³ When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills. Most Thai students cannot use English language effectively. Some people can use some skills of English. This is one of problems when Thais study English language. Perhaps Thai students' reading is the skill which they use most. But they don't have enough speaking skill to communicate with other foreigners who use English language for communication. Students who feel shy to speak English may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity and quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in the classroom. Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral

²Sukikanaporn, **A comparison Between the English Presentation skills**, (Bangkok: Thammasat University, 2013), p. 5.

communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, Thai students will need some preparations before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

In approaching the issue of Thai student' speaking skill, the most pressing issue that the researcher emphasizes the practice and training of teachers of English speaking in use of modern methods and media. Most researchers expect that if teachers develop those things, they can assist students to achieve higher speaking skills.

Many Thai people lack confidence when they speak English⁴. Gaining confidence when speaking English requires a lot of hard work. It's practical work too they need to challenge themselves to speak in different situations. In this research the researcher discuss the reasons for confidence in using English when speaking English, and in the following research researcher will share practical speaking activities and exercises you can use to program your mind with increased confidence. It takes time and effort, but if you want to change, to build your confidence in speaking English, then my practical advice will help you.

In summary, the research works cited above show that if we encourage the students to speak they will develop speaking skill and achieve in speaking. However, at the present time, English speaking lessons for students in a secondary school have a little variety and in a high price. The school and the parents cannot provide them for their children. This is one of the reasons that Thai students lose the chance to develop English speaking skill. One of the important things is the Education Ministry has a policy for the English teachers to find or develop the English books to support their students. The purpose is to help learners to have more speaking skills. It can help them to have the ability to communicate with foreigners.

⁴Kaewmala, "Thai Education Failures – Part4: Dismal English- Language Training", 21st March 2012 @thai_talk.

1.2 Objectives of the Research

The main purpose of the study is as follows:

1.2.1 To study the problems of English speaking skills for helping students who are studying in Matthayomsukasa2 at Wat Phaidam school about how to improve their speaking skills.

1.2.2 To find the way to solve the problem in speaking skills of the students who are studying in Matthayomsukasa2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

1.3 Statement of the Problems Desired to Know

Researcher is interested in the capability of the students on communication skills at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province. This research focuses on the processing of English speaking skills such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes. These are main causes of the students who study English subject. So they have a big problem about English speaking skills. Particularly speaking skill is not an easy course for them. From the problems, how and what to do on this time for helping students of this school about how to improve their English speaking skills.

1.4. Scope of the Study

A Study of English Speaking Skills of Students Studying in Matthayomsukasa 2 at Wat Phaidam School in this time has set up the scope of research as follows:

1.4.1 Scope on Content

Researcher focuses on the processing of English speaking skills in English Daly life such as right speaking, formal speaking, informal speaking, understanding processes, and responding the processes.

1.4.2 Scope on Population.

The population used for study consists of 34 students in Matthayomsaksa 2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province in the academic year 2018. The random groups of students for this study have 25 students in this school. Researcher will study the limitations as the following;

The limitation of the study on the ability in using English for communications on speaking skills of students at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

Ten Lessons whose topics are selected and prepared by researcher, including speaking lesson quizzes.

The Pretest / Posttest with 10 items.

The Questionnaire.

1.4.3 Scope of Place.

The research is to be done at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

1.4.4 Scope of Time.

The research will begin in June,2018 to November,2018(2 hours per period).

1.5 Hypothesis of the Study

1.5.1. The English speaking lessons designed for this study will improve speaking ability on communications of Matthayomsukasa 2 Students Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

1.5.2. The speaking achievements of students after having used the supplementary English speaking lessons will be higher than before using the speaking lessons.

1.5.3. Students will have a positive attitude towards English speaking lessons.

1.6 Definitions of the Terms Used in the Research

Researcher defines only the word which its meaning is not clear enough in communications for example;-

English lessons refers to the lessons which have been selected for improving the speaking skills of students in Matthayomsuksa2, Wat Phaidam School.

Matthayomsuksa2 refers to the grade of class of secondary educations in the academic year 2018 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province

Speaking skills refers to the ability to communicate with foreigners.

Students refers to novices who are studying in Matthayomsukasa 2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

1.7 Research Methodology

The study of English Speaking Skills of Matthayomsukasa 2 Students at Wat Phaidam School, researcher focuses on the processing of English speaking skills such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes.

1.7.1 Preparation

Researcher collects data from texts, documents and research works concerned as follows:-

1. Books concerning English communications.
2. English Speaking documents.
3. Thesis concerning research works.
4. And documents concerned from other sources.

1.7.2 Research work.

Study the data collected and compiled concerning English Language on the processing of English speaking skill such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes.

1.7.3 Data Analysis

Researcher analyzes data in different points as follows:-

- 1.7.3.1 The scores from doing exercise in pretest and post- test.
- 1.7.3.2 The scores from doing exercise in the English Speaking Lessons.
- 1.7.3.3 Analyzing the data from in depth interview about improving speaking skill from the speaking lessons of students.

1.7.4 Proposal of research result

- 1.7.4.1 Conclusion to propose research result as well as suggestions.

1.8 Expected Benefits of the Study

1.8.1. Students will improve and achieve better in English speaking skills after using this thesis.

1.8.2. English teachers of the secondary school students will have a working model for creating and testing their students on speaking lessons.

1.8.3. Educators will understand the students' attitudes towards English speaking of their students. From the problems, how and what to do on this time for helping students of this school, about how to improve their English speaking skill.

Chapter II

Literature Review and Research Works Concerned

This chapter presents the review of literature and information. It is divided into eight important titles namely:

- 2.1 Concept and theory of research
- 2.2 The meaning of communication
- 2.3 The objective of communication
- 2.4 Functions of communication
 - 2.4.1 Communication Process Model
 - 2.4.2 The skill of the communication
 - 2.4.3 A good communication skills.
- 2.5 Research Works Concerned
 - 2.5.1 English Speaking Skill Acquisition
 - 2.5.2 Teaching and Learning English language in Thailand
 - 2.5.3 Teaching English to Thai Students: 5 Common Problems with Simple Solutions
- 2.6 Teaching Methods Used for the English Speaking
- 2.7 English Lesson Design and Preparation
- 2.8 Teaching Methods Used for the English Speaking

2.1 Concept and theory of research

Researcher has ever mentioned already in the title of the thesis “A Study of English Speaking Skills of Matthayomsukasa 2 Students At Wat Phaidam School” along with its objectives: One is to study English in the capability of the students on communication skills at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province. This research focuses on the processing of English speaking skills such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes. These are main causes of the students who study English subject. So they have a big problem about English speaking skills. Particularly speaking skills are not an easy course for them. From the problems, how and what to do on this time for helping students of this school about how to improve their English speaking skills.

2.2 The Meaning of Communication

- The act of communicating with people.
- The various methods of sending information between people and places, phones, computers, radio, etc.: the communications industry.
- Ways of moving between one place and another:

Its commercial success as

a city is partly due to its excellent rail and road communications

More examples about the meaning of communication

- Lack of communication in a marriage causes serious problems.
- The successful applicant for the position will be a well-motivated self-starter who has excellent communication skills.
- They showed a documentary on animal communication.
- Business people often think that fluency and communication are more important than grammar when speaking.
- With no phone or radio equipment, they had no means of communication

2.3 The Objective of Communication

Communication is the process of passing information from one person to another. The purpose of communication understands of information. Whatever one wants to say to someone should be clearly understood by him else the very purpose of the communication would be defeated.

Communication helps understand people better removing misunderstanding and creating clarity of thoughts and expression. The communication brings people together, closer to each other.

Good communication is as stimulating as black coffee and just as hard to sleep after. Communication is a process by which information is transmitted and understood between two or more people. It should include both transference and the understanding of meaning.

Communication is the life blood of social as well as corporate world. We exist because we communicate. Even our silence communicates a lot. We all have a layman's idea of what communication is, but let us try to understand the concept fully so that we can use it effectively.

Communication is the process by which we exchange meanings, facts, ideas, opinions or emotions with other people. It is an essential condition of our

existence and the most important activity of ours. The word communication has been derived from Latin word “communicare/communis’ that means to ‘share’ or ‘participate’. Everybody knows that most of the time, through speech or writing or any other means like exchange of a common set of symbols; we are sharing information with other human beings. It is, therefore, first and foremost a social activity. Man as a social animal has to communicate.

Communication is an exchange of facts, ideas, opinions or emotions by two or more persons. General communication is different from business communication / Administrative communication.

Communication is the process of sending and receiving messages. However it is said to be effective only when the message is understood and when it stimulates action or encourages the receiver to think in new ways.¹

2.4 Functions of Communication

Communication serves 4 major functions within a group or organization: Control, motivation, emotional, expression, Information. Communication acts to control member behavior in several ways. Organizations have authority hierarchies and formal guidelines that employees are required to follow. When employees, for instance, are required to first communicate any job related grievance to their immediate boss, to follow their job description, or to comply with company policies, communication is performing a control function. But informal communication also controls behavior. When work groups tease or harass a member who produces too much and makes the rest of the group look bad, they are informally communicating with, and controlling, the member’s behavior.

Communication fosters motivation by clarifying to employees what is to be done, how well they are doing, and what can be done to improve performance if it’s subpar. We saw this operating in our review of goal setting and reinforcement theories. The formation of specific goals, feedback on progress toward the goals, and reinforcement of desired behavior all stimulate motivation and require communication. For many employees, their work group is a primary source for social interaction. The communication that takes place within the group is a fundamental mechanism by which members show their frustrations and feelings of satisfaction. Communication, therefore, provides a release for the emotional expression of

¹Ferguson, FUNCTIONS OF COMMUNICATION,[online],<http://www.blog.com>. [January 17, 2011]

feelings and for fulfillment of social needs. The final function that communication performs relates to its role in facilitating decision making. It provides the information that individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choices.²

2.4.1 Communication Process Model

STEP: 1

A person has an idea or thought which he wants to communicate to the other person. Now the sender sends the message with a carefully selected medium and channel. The sender encodes the idea (i.e.) Written or spoken word, facial expression, gesture. The message length, tone, and style all depends on your audience and your personal style or mood. The sender transmits the message to the receiver in a form of channel (i.e.) Telephone, letter, memo, email, report, face to face exchange.

STEP: 2

The message will now enter in to the sensory world of the receiver. Sensory world we mean all the noise that surrounds a person that the senses sight, hearing, smell, taste, touch can detect.

STEP: 3

From this sensory world the receiver picks up the messages through his senses. But receiver senses cannot detect all that exists in the world around him. Just how much they can detect depends on a number of factors. One is the ability of his senses. As you know not all eyes see equally well and not all ears hear equally well. And so it is with the other senses. Another factor is receiver mental alertness. There are times when he is keenly alert to all that his senses can detect, and there are times when he is dull – in a stupor, a daydream, or the like. Then there are the distractions “NOISES” that occur around receiver at the moment. They can weaken, perhaps even eliminate, the stimuli sent. Furthermore, receiver cultural background has sensitized him more to some stimuli than to others. Yet another limiting factor is the receiver will. In varying degrees, the mind is able to tune in or tune out events in the sensory world. In a noisy room full of people for example, the conversation of a single person can be selected and the other voices ignored.

²Craig, Robert T. (1999), **Communication Theory as a Field**, (Communication Theory press, 2005), p. 12.

STEP 4

When receiver senses pick up sender message, they relay it to his brain- that is, as much or as little of the message as they detect. But the sender message may not be all that receiver senses pick up. In addition to sender message, his sensory world may contain outside sounds, movements of objects, facial expression, and the like. In fact, these senses are continually picking up messages from the world around him. Sender message is just the primary one at the moment. The others are there, and they might interfere with sender's message.

STEP 5

When sender passes the message to receiver brain, it goes through a sort of filtering or decoding process. Through that process the receiver brain gives meaning to sender message. In other words, the message is filtered through the contents of receiver mind. Those contents are made up of all receiver knows. It includes all the cultural influences of his family, his organization memberships, his social group, and such. In fact, it includes all receiver has learned, experienced and thought throughout his life. Obviously, no two people have precisely identical filters, for no two people have minds with precisely the same contents. Because people's filters differ, the meanings they give to comparable message may differ. Thus, the meaning receiver gives sender message may not be precisely the same as the one that someone else would give it. And it may not be meaning sender intended.

STEP 6

After his mind has given meaning to message's sender, receiver may react to the message. If the meaning he received is sufficiently strong, he may react by communicating some form of response called feedback. This response may be through words, gestures, physical actions or some other means.

STEP 7

When receiver elects to communicate a response, through his mind he determines the general meaning encoding that the response will take. This process involves the most complex workings of the mind, and we know little about it. There is evidence, however, that ability, here and throughout this stage, is related to one's intelligence and the extent that one permits the mind to react. Receiver ability to evaluate filtered information and formulate meaning also is related to his stage, is related to one's intelligence and the extent that one permits the mind to react. Receiver ability to evaluate filtered information and formulate meaning also is

related to his ability with language. Ability with language equips one with a variety of symbols, words and other ways of expressing meaning. And the greater the number of symbols one possesses, the better one can be at selecting and using them. Receiver ends this stage of the communication process by forming a message. That is, he converts meaning in to symbols decodes mainly in to words, and then he sends these symbols to sender. He may send them in a number of ways: as spoken words, written words, gestures, movements, facial expression, diagrams on paper etc.³

STEP 8

When receiver sends his message to sender, one cycle of the communication process ends. Now a second cycle begins. Now the sender becomes the receiver and receiver becomes the sender. The message enters receiver sensory world. Her senses pick it up and send it through her nervous system to her brain. There her unique mental filter influences the meaning he gives to sender message. This filtered meaning also may bring about a response. If it does, receiver, through her mind, selects the symbols for his response. Then he sends them to sender, and another cycle of communication begins. The process may continue, cycle after cycle, as long as both sender and receiver want to communicate. Although our description of the communication process illustrates face to face, oral communication, it also fits written communication. But there are some differences. Perhaps the most significant difference is that written communication is more likely to involve creative effort. It is more likely to be thought out, and it may even begin in the mind rather than as a reaction to a message received. A second difference is the time between cycles. In face to face communication, cycles occur fast, often in rapid succession. In written communication, some delay occurs. How long the delay will be varies. While instant and text messaging may be read within a few seconds of sending, fax or email messages may be read within few minutes after they are transmitted, letters in a few days, reports perhaps in days, weeks, or months. Because they provide a record, written messages may communicate over extremely long time periods. A third difference is that written communication usually involves a limited number of cycles and oral communication usually involves many. In fact, some written communication

³Craig, Robert T. (2005), **Communication Theory as a Field**, (Communication Theory, press, 1999), pp. 15-20.

is one cycle communication. That is a message is sent and received, but none is returned.⁴

2.4.2 The skill of the communication

Communication is the process of passing information from one person to another. The purpose of communication understands of information. Whatever one wants to say to someone should be clearly understood by him else the very purpose of the communication would be defeated.

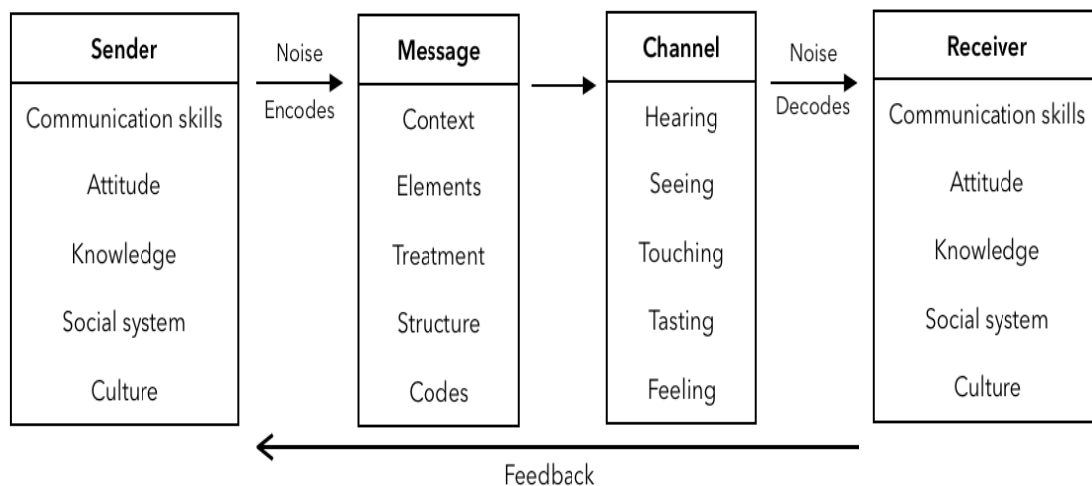
2.4.3 Communication Skills: Speaking and Listening

Effective spoken communication requires being able to express your ideas and views clearly, confidently and concisely in speech, tailoring your content and style to the audience and promoting free-flowing communication.

There are 2 styles of communications

1. One – way communication
2. Two – way communication

The elements of communication are sender, message, channel, receiver, noise, feedback.



Every relationship you have is impacted by your ability or inability to communicate well. Whether at work, in your love life, or with friends and family, good communication fosters better understanding, helps us resolve differences, promotes mutual trust and respect, and allows creative ideas to flourish.

⁴ Blog dedicated to Business, **Objectives of communication, Communication process and Functions of communication**, (Administration Students of Vivekananda College), Posted on January 17, 2011.

Although communication seems fairly simple and straightforward, so much of our communication is misunderstood or misinterpreted. Of course, this can cause conflict and wounded feelings in personal and professional relationships.

Think about the times you've said something to your spouse or a friend, and your meaning was entirely misconstrued. Or consider an occasion when someone said something that hurt your feelings, only to learn later they had no idea how their words wounded you. In my own life, I've seen how the power of words can sow the seeds of trust and love and how they can be divisive, hurtful, or misunderstood.

Learning effective communication is a skill set that should be part of every school curriculum, beginning in elementary school. Knowing these skills can make the difference in the quality of your personal relationships, your potential career success, and your own self-esteem and social confidence.⁵

2.4.4 Good Communication Skills.

Here are the top 10 communication skills that will help us have the confidence when using English language to communicate with other country. It can help you to improve our English speaking skill in to the best ways⁶

1. Listening

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who only cares about putting in her two cents, and does not take the time to listen to the other person. Instead, practice active listening. Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is..."). Through active listening, you can better understand what the other person is trying to say, and can respond appropriately. Active Listening Skills, Listening Skills

⁵Barrie Davenport, **10 Good Communication Skills You Absolutely Must Know**, Posted on January 17, 2011

⁶ALISON DOYLE, **Good Communication Skills**, Updated March 06, 2019: <https://www.skillsyouneed.com/ips/communication-skills.html>.

2. Nonverbal Communication⁷

Your body language, eye contact, hand gestures, and tone all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable, and will encourage others to speak openly with you. Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on the person and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable). Also pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth. Nonverbal Communication Skills.

3. Clarity and Concision

Try to convey your message in as few words as possible. Say what you want clearly and directly, whether you're speaking to someone in person, on the phone, or via email. If you ramble on, your listener will either tune you out or will be unsure of exactly what you want. Think about what you want to say before you say it; this will help you to avoid talking; excessively and/or confusing your audience, Verbal Communication Skills

4. Friendliness

Through a friendly tone, a personal question, or simply a smile, you will encourage your coworkers to engage in open and honest communication with you. This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees - a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated. Interpersonal, Skills List.

5. Confidence

It is important to be confident in all of your interactions with others. Confidence ensures your coworkers that you believe in and will follow through with what you are saying. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone (avoid making statements sound like questions). Of

⁷ Haynes, J. Getting, "Started with English-Language Learners", **How Educators Can Meet the Challenge**, (ASCD, Alexandria, VA 2007).

course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

6. Empathy

Even when you disagree with an employer, coworker, or employee, it is important for you to understand and respect their point of view. Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions.

7. Open-Mindedness

A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

8. Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation. Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think you do not respect her enough to think through your communication with her.⁸

9. Feedback

Being able to appropriately give and receive feedback is an important communication skill. Managers and supervisors should continuously look for ways to provide employees with constructive feedback, be it through email, phone calls, or weekly status updates. Giving feedback involves giving praise as well - something as simple as saying "good job" to an employee can greatly increase motivation. Similarly, you should be able to accept, and even encourage, feedback from others. Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback. Motivational Skills, Team Building Skills, Teamwork Skills.

⁸Alison Doyle, **Top 10 Communication Skills for Workplace**, Updated August 08, 2016.

10. Picking the Right Medium

An important communication skill is to simply know what form of communication to use. For example, some serious conversations (layoffs, changes in salary, etc.) are almost always best done in person. You should also think about the person with whom you wish to speak - if they are very busy people (such as your boss, perhaps), you might want to convey your message through email. People will appreciate your thoughtful means of communication, and will be more likely to respond positively to you.⁹

11. Body language

Your body language speaks volumes before you open your mouth. How you stand, your facial expression, and your eyes tell a story and create the first impression others have of you. It doesn't matter how powerful your words, if you don't appear confident and friendly, people will assume you aren't. Become aware of your body language, and begin to make changes. Look others in the eye when you speak. Smile frequently. Offer a firm handshake. Stand up straight and hold your head high with your shoulders back. Don't cross your arms or legs in a defensive posture.¹⁰

12. Active listening

Good communication isn't just about talking or using body language. It's about listening well to others. By becoming a better listener, you can improve your relationships and social interactions, as well as your ability to influence, persuade and negotiate.

Active listening involves consciously hearing beyond just the words spoken. It's mindfully paying attention to the complete message being sent. Focus intently on the speaker, and try not to get distracted. Notice the speaker's body language. Use your own body language to show you're listening by nodding and smiling. Offer feedback and thoughtful comment.

⁹Hadaway, N., Vardell, S., Young, **What Every Teacher Should Know About English-Language Learners**, (Pearson Education: Inc. Boston, 2009), pp. 25-39.

¹⁰ Hill, J., Flynn, **Classroom Instruction that Works with English-Language Learners** (ASCD, Alexandria, VA 2006), pp. 23-40.

3. Ask great questions

One of the best ways to learn more about someone and to engage in active listening is by asking the great questions. Open-ended, probing questions compel the person to reflect and share more of themselves. It makes them feel heard and invites dialog and intimate connection. Follow-up question after a response shows you are engaged in the conversation and interested in the person. Ask questions such as, “How did that make you feel” or “Why do you think that?”

The examples of good communications

1. Speaking ; Speaking clearly to someone
2. Sing Language; When speaking moving your hands to suggest a positive attitude
3. Listening; Listening to someone when spoken too
4. Eye Contact; looking at someone’s eyes to be well mannered
5. Facial Expressions; Smiling to show a positive attitude to the person you’re speaking too
6. Manners; Not being rude when spoken too

Most jobs need good communicators, people who can express themselves clearly and positively, both verbally and in writing. It’s one of the key ingredients of success, so it pays to understand what’s involved – and there’s more to ‘good communication’ than the obvious.¹¹

The problem is that ‘good communication skills’ is a phrase so overused, and so broad, that it’s hard to know what it’s really saying. Having good communication skills in the workplace is all about being able to convey information to people clearly and simply, in a way that means things are understood and get done. It’s about transmitting and receiving messages clearly, and being able to read your audience. It means you can do things like give and understand instructions, learn new things, make requests, ask questions and convey information with ease.

It also means that you can adapt yourself to new and different situations, read the behaviour of other people, compromise to reach agreement, say 'no' amicably and avoid and resolve conflict. In fact, a large part of good communication is about being empathic, so you can understand how others will interpret your words

¹¹ Mike Kermode, **Excellent Communication Skills!: What Does It Really Mean?**, (ASCD, Alexandria, Press, 2006), pp. 23-50.

and behavior. And don't forget that communication is a two-way street, so being a good listener is vital.

Good communication skills are some of the simplest, most essential and most useful tools for success you can possess. In fact, they are probably the number one ability sought by employers. So if you're lacking in this department, you might like to keep the following in mind.¹²

2.5 Research Works Concerned

2.5.1 Teaching and Learning English language in Thailand

For many students around the world. Thai students are no exception to this unspoken rule. Due to the fact that Thailand's primary schools have been teaching English for years, you might think that your Thai ESL students will be relatively proficient in English.

However, in my experience, this doesn't seem to be the case for a majority of students. Meanwhile, English fluency holds the key for Thai students to succeed in an increasingly globalized world.

Knowing English well will help them in both their professional and personal endeavors. In some countries like the Philippines, students are required to speak English in all of their classes. By the time they leave high school, they're highly employable abroad simply because of their proficiency in English. While this level of immersion education might not always be an option in Thailand, this underscores the importance of preparing students for the world as it is today and as it will be in the future. This is why it's vital for Thai schools to start putting a stronger emphasis on teaching students how to speak and write in English.

2.5.2 Teaching English to Thai Students: 5 Common Problems with Simple Solutions

1. They're accustomed to rote memorization

Problem:

Many Thai schools use a simple rote instructional method that students must follow closely in order to receive passing marks. Teachers don't often stray

¹² Mike Kermode, *Excellent Communication Skills!: What Does It Really Mean?*, (ASCD, Alexandria, Press, 2006), pp. 23-50.

from the books. Instead, teachers are typically instruments through which English lessons are passed down from a more formal source, like an approved curriculum or publication. In general, English grammar and conversation lessons are simply comprised of a worksheet or a list of rules with examples that students must memorize and/or copy. Thus, they may not have interactive opportunities to make English their own and learn it in an individualized way.

Solution:

When it comes to teaching students how to speak any foreign language, there's no substitute for practical experience. The best way for you to give your Thai students this much-needed experience is to create situations where proper communication in English is a must. With the amazing power of modern technology, a wonderful solution could be to find students in English-speaking countries that would be willing to interact with Thai students via Skype and/or Viber. While monitoring these online student interactions, you could require students to convey certain verbal messages and then verify the perceived content of the message with their foreign counterparts. By allowing their foreign counterparts to offer suggestions related to grammar, word usage and more linguistic details, the learning process can be enhanced. Your students will get more feedback from native English speakers, and students are generally very receptive to learning from peers.¹³

2. They get minimal English writing practice

Problem:

Although Thai students are required to write essays in class, they don't get plentiful opportunities to practice the whole writing process, that is, brainstorming, drafting and editing an essay. They simply go through the steps of preparing an essay and perhaps looking it over once before turning it in for a grade. Conversely, native English students in many other countries, including the United States, are taught the writing process from an early age, which encourages them to review and revise their work in order to make it stronger before submitting it for a grade. Without knowing how to form their ideas properly, some students use the Google Translation tool to help them finish their English essays, wrongfully adopting the results.

¹³ Mike Kermode, *Excellent Communication Skills!: What Does It Really Mean?*, (ASCD, Alexandria, Press, 2006), pp. 23-50.

Solution:

Drafting, proofreading and self-editing activities go a long way towards helping Thai students to develop mastery over the writing process. These activities can teach them the steps they need to take to become better writers. You'll also need to create opportunities to write practical things in English. Consider all the kinds of writing a native English speaker might do on a daily basis, such as: emails, text messages, letters, social media posts and reports. A great way to address this, and to keep students writing consistently, is to require that each student write a daily English-language entry in a personal journal. By taking the emphasis off formal writing and putting it on establishing practical writing skills, you'll get your students to seek out ways to better express their personal feelings, thoughts and opinions in a manner that any English-speaking person can understand. With an eye on their futures, teaching high school level students to write resumes and fill out job applications in English can also go a long way towards giving them much-needed writing experience, while also giving them an opportunity to understand why English skills might be important to their future.

3. They place limited focus on editing**Problem:**

While students are taught to proofread and correct their pieces before turning them in, there's little emphasis placed on things like self-editing checklists and other options that could help them to actually re-visit their ideas and catch sizable mistakes earlier in the writing process. There's little emphasis placed on spending time carefully editing and correcting errors or rethinking ideas, which will make their writing stronger overall. Instead, a cursory proofreading requirement allows them to find the most obvious surface errors right before the essay is due. Editing before turning in an assignment or after getting it back with a grade already affixed would be a good way to reinforce the value of reviewing writing and correcting mistakes. It would also allow the students to improve upon their writing skills and enhance their writing style in real time. Unfortunately, the lack of emphasis on review and deeper editing leaves students with few opportunities to think carefully about writing excellent English, especially in terms of things like semantics and syntax.

Solution:

It's much easier to find errors when reviewing fresh material. In order to give students more experience with the editing process; it's beneficial to allow students to edit each other's writing assignments. In many cases, the students with stronger writing and editing skills are given the opportunity to help students who aren't quite as far along in the English learning process. The material will be fresh to each student's eyes. Knowing that their work will be seen by their peers, there's a real possibility that students will put forth extra effort to indicate that their own English skills are indeed becoming stronger. During editing, they'll do their best to provide good input so their English knowledge is apparent. This turns out to be a great way to appeal to each student's competitive side.

4. They're used to getting grades, rather than full-on feedback**Problem:**

While students do receive some feedback on their writing assignments, mostly in terms of a grade, they may not fully understand their weaknesses. They may not always receive guidance as to how they can improve their English grammar on an individual level. Your Thai students may also be accustomed to receiving feedback from their teacher, and nobody else. However, without greater emphasis on high-quality English writing skills, these students may not get the chance to realize their linguistic potential, nor properly utilize it. The reality is that they need feedback from other sources outside of their English teachers.¹⁴

Solution:

There are several viable solutions to this particular issue. First, you'll want to introduce a mix of teacher-student conferences, individual feedback sessions, and small group meetings and peer feedback. This variety of feedback can be instrumental in teaching students how to write and speak English effectively. Interactive support and peer learning are essential tools in any classroom. Many students in this part of the world don't typically get exposure to these types of learning tools, which are far more prevalent elsewhere in the world, like the United States and Canada. However, they're excellent tools for learning English. Another way to create opportunities for feedback can be through the sponsoring of mandatory writing competitions with some type of awards on the line. By creating

¹⁴Mike Kermode, **Excellent Communication Skills!: What Does It Really Mean**, (ASCD, Alexandria, Press 2010), pp. 23-30.

competition among several different learning institutions and having independent English experts serving as judges, there's a high likelihood that most students will put their best foot forward and think seriously about what they're writing. The anticipation of getting feedback from independent judges could also be a motivating factor. If you can't arrange such a large event, then make it happen in your school, or even just in your classroom!

5. They don't feel confident in their English skills

Problem:

Most high school students understand the need to learn how to write with great English grammar for college and career purposes. However, they may feel they lack the means to do so on their own and must rely on their institutions and teachers. Without confidence in their ability to communicate in English, many Thai students will avoid doing so unless absolutely necessary.

Solution:

The good news is Thai students seem to be eager to learn ways to improve their English writing skills. A more intensive English writing curriculum and teachers who are more involved with each student's progress, along with interactive assignments and peer learning opportunities, can help students to learn how to have English proficiency in a more effective way. The more proficient they get, the more confidence they'll have in using their English skills. As you can see, teaching English to Thai students is much like teaching English anywhere.¹⁵

Your usual educational repertoires will more than serve its purpose in Thailand. Just keep the above notes in mind, and focus your lessons accordingly. Before you know it, you'll be well on your way to building a successful ESL teaching career in Thailand.

2.5.3 English Speaking Skill Acquisition

Julio Foppolia teacher of English as a Second Language, Teacher of Spanish as a Second Language stated that children acquire their mother tongue

¹⁵ Mike Kermodé, *Excellent Communication Skills: What Does It Really Mean*, (ASCD, Alexandria, Press, 2006), pp. 40-50.

through interaction with their parents and the environment that surrounds them. Their need to communicate paves the way for language acquisition to take place. As experts suggest, there is an innate capacity in every human being to acquire language. By the time a child is five years old, s/he can express ideas clearly and almost perfectly from the point of view of language and grammar. Although parents never sit with children to explain to them the workings of the language, their utterances show a superb command of intricate rules and patterns that would drive an adult crazy if s/he tried to memorize them and use them accurately. This suggests that it is through exposure to the language and meaningful communication that a first language is acquired, without the need of systematic studies of any kind. When it comes to second language learning in children, you will notice that this happens almost identically to their first language acquisition. And even teachers focus more on the communicative aspect of the language rather than on just rules and patterns for the children to repeat and memorize. In order to acquire language, the learner needs a source of natural communication.

The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring a second language get plenty of “on the job” practice. They readily acquire the language to communicate with classmates. In short, we see this tendency in which second language teachers are quite aware of the importance of communication in young learners and their inability to memorize rules consciously (although they will definitely acquire them through a hands-on approach just as they did with their mother tongue). Unfortunately, when it comes to adult students, a quick look at the current methodologies and language courses available clearly shows that communication is set aside, neglected or even disregarded. In almost all cases, courses revolve around grammar, patterns, repetitions, drillings and rote memorization without even a human interlocutor to interact with.¹⁶

The very same courses that promise you language independence and the ability to communicate upon completion of the courses do NOT offer you a single chance to engage in meaningful conversations. How many times have you bought or read about “the ultimate language course on CD” in which the learner simply has to sit in front of a computer to listen to and repeat words and phrases time and again. That is not communication. That is the way you train a parrot! The animal will

¹⁶Julio Foppoli, “According to linguists”, **there is an important distinction between language acquisition and language learning**, (USDA forest Service, 2011), pp. 15-25.

definitely learn and repeat a few phrases and amuse you and your friends, but it will never ever be able to communicate effectively. How could you be expected to communicate if you are never given the chance to speak with a real person? Language without real communication is as useless as Saint Valentine's Day without lovers or Children's day without kids.

In some other scenarios, in which there is a teacher, the work done in class is mostly grammatically oriented: tenses, rules, multiple choice exercises and so on and so forth. Is this similar to the way in which a child "acquires a language?" Definitely not. No wonder why so many people fail in acquiring a second language naturally. Simply because whatever they are doing is highly unnatural and devoid of meaning to them. This is the field of language learning.

Language learning as seen today is not communicative. It is the result of direct instruction in the rules of language. And it certainly is not an age-appropriate activity for your young learners – as it is not for adults either. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly. As teachers, it is our duty to make sure that our students "acquire" rather than "learn" the language.¹⁷

Kristina Robertson, Karen Ford; Researchers define language acquisition into two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of home language. Babies listen to the sounds around them, begin to imitate them, and eventually start producing words. Second-language acquisition assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.

Kristina Robertson, Karen Ford point out that "The Six Stages of Second-Language Acquisition"

¹⁷ Julio Foppoli, "According to linguists", **there is an important distinction between language acquisition and language learning**, (Third and revised edition by Thongsoonsawad dedicated, And copyright–1966), pp. 10-18.

Pre-production	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
Early production	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
Speech Emergent	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
Beginning Fluency	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
Intermediate Fluency	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
Advanced Fluency	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is

How long does it take for a language learner to go through these stages? Just as in any other learning situation, it depends on the individual. One of the major contributors to accelerated second language learning is the strength of first language skills. Language researchers such as Jim Cummins, Catherine Snow,

Lily Wong Fillmore and Stephen Krashen have studied this topic in a variety of ways for many years. The general consensus is that it takes between five to seven years for an individual to achieve advanced fluency. This generally applies to individuals who have strong first language and literacy skills. If an individual has not fully developed first language and literacy skills, it may take between seven to ten years to reach advanced fluency. It is very important to note that every ELL student comes with his or her own unique language and education background, and this will have an impact on their English learning process. It is also important to keep in mind that the understood goal for American ELL students is Advanced Fluency, which includes fluency in academic contexts as well as social contexts.

Teachers often get frustrated when ELL students appear to be fluent because they have strong social English skills, but then they do not participate well in academic projects and discussions. Teachers who are aware of ELL students' need to develop academic language fluency in English will be much better prepared to assist those students in becoming academically successful. (Learn more about academic language in Colorín Colorado's academic language resource section.)¹⁸

Judie Haynes (2005), stated that stages of Second Language Acquisition, All new learners of English progress through the same stages to acquire language. However, the length of time each student spends at a particular stage may vary greatly.

Stage I: Pre-production

This is the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting. These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to respond to pictures and other visuals. They can understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary.¹⁹

¹⁸ Kristina Robertson, Karen Ford, **Language Acquisition**, (UK, Great Britain: Pearson Education, Press, 2012), pp. 23-30.

¹⁹ Judie Haynes, **Stages of Second Language Acquisition**, (ASCD, Alexandria, VA 2007, pp. 35-45.

English language learners at this stage will need much repetition of English. They will benefit from a “buddy” who speaks their language. Remember that the school day is exhausting for these newcomers as they are overwhelmed with listening to English language all day long.

Stage II: Early production

This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words. During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly.

Here are some suggestions for working with students in this stage of English language learning:

- Ask yes/no and either/or questions.
- Accept one or two word responses.
- Give students the opportunity to participate in some of the whole class activities.
- Use pictures and realia to support questions.
- Modify content information to the language level of ELLs.
- Build vocabulary using pictures.
- Provide listening activities.
- Simplify the content materials to be used. Focus on key vocabulary and concepts.
- When teaching elementary age ELLs, use simple books with predictable text.
- Support learning with graphic organizers, charts and graphs. Begin to foster writing in English through labeling and short sentences. Use a frame to scaffold writing.

Stage III: Speech emergence

Students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?” ELLs will also initiate short conversations with classmates. They will understand easy stories read in class with the support of pictures. They will also be able to do some content work with teacher support. Here are some simple tasks they can complete:

- Sound out stories phonetically.

- Read short, modified texts in content area subjects.
- Complete graphic organizers with word banks.
- Understand and answer questions about charts and graphs.
- Match vocabulary words to definitions.
- Study flashcards with content area vocabulary.
- Participate in duet, pair and choral reading activities.
- Write and illustrate riddles.
- Understand teacher explanations and two-step directions.
- Compose brief stories based on personal experience.
- Write in dialogue journals.

Dialogue journals are a conversation between the teacher and the student. They are especially helpful with English language learners. Students can write about topics that interest them and proceed at their own level and pace. They have a place to express their thoughts and ideas.

Stage IV: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their native language to learn content in English.

Student writing at this stage will have many errors as ELLs try to master the complexity of English grammar and sentence structure. Many students may be translating written assignments from native language. They should be expected to synthesize what they have learned and to make inferences from that learning. This is the time for teachers to focus on learning strategies. Students in this stage will also be able to understand more complex concepts.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language. Student at this stage will be near-native in their ability to perform in content area learning. Most ELLs at this stage have been exited from ESL and other support programs. At the beginning of this stage, however, they

will need continued support from classroom teachers especially in content areas such as history/social studies and in writing.²⁰

2.6 Teaching Methods Used for the English Speaking

2.6.1 Procedures for Constructing and Evaluating English Speaking Lessons and Activities

Amporn Keawsuwan (1079) stated that the lessons were not created for students in classroom but also could be helped beyond the classroom and the contents were different from text books. The important thing was, it was suitable for students 'achievement and helped them love speaking.

Mangieri, Bader and Walker, (1982) stated that the lessons help students to support the students' learning very much. The favorite speaking lessons in that study were Science Research, important lessons for them. They stated that the lessons could help the students in practicing speaking.

Crawley and Lee (1995) stated that the constructed English speaking lessons was the lessons which helped the students to succeed in speaking following an object and skill of each person.

Therefore English speaking lessons create speaking skill, a habit or love of speaking and stronger English pronunciations and usage. The speaking lessons are there to improve students. There are 4 important procedures for constructing and evaluating English speaking lessons and activities. The steps in the process include;

1. Selection of Speaking
2. English Lessons Design and Preparation
3. The ways in teaching by using the English Speaking lessons
4. Evaluation of achievement and skill assessment

2.6.2 The Selection of Speaking

In constructing the English speaking lessons it is necessary to consider the question "What are students interested in speaking?"

Songphon Issarawutkul (1986) offered the idea that the necessary construction of English speaking lessons would have to be content with important lessons that we can use them in daily life.

²⁰Judie Haynes, *stages of Second Language Acquisition*, (ASCD, Alexandria, VA 2005), pp. 40-80.

The teacher should encourage students who are in the medium or high levels to speak each English conversation and Regular English lessons contain key sentences for many different scenarios that are used in everyday life. This daily English section will help your students because all the sentences are everyday sentences that are regularly used.

Joseph Zapinski (2016) stated that speaking lessons should contain the following contents; Each English lesson simulates a conversation between the user and a native speaker. Users are put in a variety of real world situations and take part in conversations using the most frequently used English words and English grammar. There is a tremendous emphasis put on pronunciation. Users have access to normal and slow playback speeds for each conversation, sentence, and word. Place your cursor over any word in the program and it will be pronounced slowly by our instructor, not by a computer generated voice.

Many people who have had trouble learning to speak in the past believe incorrectly that they "just are not good at learning English." In reality it is because most English class environments are not ideal for learning to speak.

The problem with most English course material is that it is not strictly focused on teaching spoken language. Students who learn from these materials often end up sounding strange and like they are reading from a textbook. In addition, most students practice with each other and not with native speakers which results in mispronunciations and bad habits that leave little room for progress.

English-at-home.com offered the idea that If you don't live in an English-speaking country, and you don't have friends or family to speak English with, where can you practice your English speaking skills?

It's easier to have a conversation if you have a reason to speak – something to talk about. These ideas all give you a reason to speak with another person.

Start a film or book club: Invite people to discuss a film that you all watch together, or a book that you are all reading. Prepare questions before, to help people talk about specific aspects.

Volunteer to help other people: Does your town or company often welcome foreign guests? Can you offer to translate for them? Or perhaps you can offer to help children or students with their English homework.

Take part in a film conversation: Watch a film on DVD, and decide in which part you can speak with the film character. Listen to what the character says (and the reply) then rewind, and either mute or pause the DVD after the film character speaks. Take the other character's role, and reply to the first character. You can also find film scripts on the IMDb site. Print it out, then practice taking a role in the film.

Use Skype: Chat with other people in a penal forum via Skype. You can get to know them first by writing to them, then invite them for a conversation.

Take English lessons: This is the most expensive option, but paying for private or group lessons is a good way to regularly practice your English. If you have a job, maybe your company can also arrange lessons for you.

2.6.3 Before you start speaking

– Try to plan what you want to say. Make sure you know the most important words or technical terms that you'll need.

– Practice standard expressions. For example, "Pleased to meet you", or "How are you?" Getting these expressions right makes you feel more confident to continue the conversation.

– As well as concentrating on what you want to say, also concentrate on listening to the other person. Give your full attention, and make sure you understand by using clarifying expressions such as "Sorry, do you mean..." or "I'm sorry, but I don't understand. Can you repeat that please?" Don't forget: being a good speaker also means being a good listener. People will want to have conversations with you if they know you're interested in what they say!²¹

In conclusion, the literature regarding use of supplementary teaching focuses on using teaching method to help students who have speaking problem. Consequently, when teachers help students, who have speaking problems, they should adapt these types of supplementary teaching methods to develop their speaking ability.

²¹ English-at-home.com, **How to Practise Your English Speaking**, June 1, 2012.

2.7 English Lesson Design and Preparation

There were many educators who suggested the methods for constructing an efficient English Speaking

Thomas Williams is a teacher at EC San Diego English School offered the idea that the first and most important thing you need to achieve this goal is incredible passion. You must have tremendous emotional power to learn super-fast. Why? Because you must study English 8-14 hours a day and every hour you must be alert, interested, and energetic. To improve that quickly, you must build emotion. You must be obsessed with English. You must be passionate and incredibly enthusiastic. Remember, Emotion is 80% of success, method is only 20%.

To create passion, you need very compelling reasons to learn English. Just doing well on a test is not a strong enough reason. Just getting a new job is not a strong enough reason. You need HUGE reasons for doing this. Imagine all the incredible benefits you will have as a fluent English speaker. Imagine how your life will change 5 years from now. 10 years from now. 20 years from now.

If you are motivated by money, imagine how English will make you amazingly rich. Visualize your dream house, your dream car, and your dream life. If love motivates you, imagine how English will help you meet incredible people from other countries. Imagine dating beautiful/handsome foreigners! Imagine incredible love and passion— possible because you are a fluent English speaker.

You can also exaggerate the terrible things that will happen if you fail to speak English fluently. Imagine all the jobs you will miss. Imagine all the people you will never meet. Imagine how bad your life will be because you can't speak English. Make your reasons bigger! Bigger reasons = Bigger Passion. Bigger Passion = Bigger Success. Emotions are the key. Make your emotion stronger! Become obsessed with English!

The second key to super-fast learning and incredible intensity is to focus on English INPUT. Do not waste time studying grammar or vocabulary. Doesn't waste time trying to speak. You should spend all of your time either listening or reading? This is the fastest and most efficient method for speaking English fluently. Carry your iPod everywhere. Always have a book with you. Specifically, you should listen mostly to the Mini-Story Lessons, the Point of View Lessons, and the Main Audio Articles. These are the most powerful lessons and will help you learn the

fastest. You should read easy English novels– starting with novels for children. Absolutely do not waste time reading textbooks²²

To be fluent in only 2-3 months, you must create massive intensity. In other words, you have to listen and read 8-14 hours a day, every day. You must listen constantly to English. You must read constantly.

In fact, I recommend alternating the two activities. Listen for an hour, and then read a novel for an hour. Then listen again for an hour. Then another hour of novel reading.

If you are really focused on speaking well, do more listening. But don't worry; reading will also help your speaking ability.

Wil is a writer, teacher, learning technologist and keen language learner. He's taught English in classrooms and online for nearly 10 years, trained teachers in using classroom and web technology, and written e-learning materials for several major websites. He speaks four languages and is currently looking for another one to start learning. He offered the idea about 10 secrets to success for English such as; what does it take to learn English successfully? There are some common qualities such as diligence and a positive attitude that will help you learn any subject, however when learning a language, there are some more specific tips that will help you reach your goals. Here are our ten secrets to success to help you reach your goals in English.²³

1. Break it down then build it up

To speak English well, you need to be able to do several things at the same time: know (and choose) suitable vocabulary, use the right grammar and sentence patterns, and produce the correct sounds, stress patterns, rhythm and intonation. Work on these individual elements separately then practice putting them together to make your speech more accurate and fluent.

2. Learn to interact

A conversation is an interaction with another person, and involves listening as well as talking. Check that the other person is following, by using conversation strategies like emphasizing key words, rephrasing, or using expressions

²² AJ Hoge, *How To Learn English Very Fast*, November 22, 2008, pp. 2-10.

²³ Wil Taylor, *Language Teaching Methods*, (UK, Great Britain, Press, 2014), p. 20.

like ‘You know what I mean?’ or ‘Don’t you agree?’ Give the other person a chance to speak and use their answers and to help you think about what to say next.

3. Use your body

Non-verbal communication is very important for effective speaking, even for native English speakers. Use gestures, body language and facial expressions for explanation or emphasis, and try to read what the other person’s body language is saying. Think about your posture, too – the way you stand or sit can make the difference between seeming bored or interested in what your conversation partner is saying.

4. Sing a song!

Music is a great way to improve your speaking skills, practice the rhythm of the language and learn some useful expressions. Look up the lyrics (song words) to your favorite songs on the Internet, and then practicing singing aloud. If you’re shy, sing at home alone. If you’re more outgoing, get together with some friends and do a bit of English karaoke.

5. Be brave

You need the right attitude to improve your English. Look for every opportunity to practice speaking, like talking to people at parties, approaching a foreigner who looks lost, or just putting up your hand when your teacher asks a question. Remember, every mistake is an opportunity to learn, so don’t be afraid of making some slips from time to time. Are Take a 10min free EF English Live test and identify the areas you need to improve the most.

6. Think in English

This is a great way to improve your spoken English, and you can do it anywhere, anytime. At home, you can talk to yourself while doing everyday tasks like preparing a meal. If you are on the train or bus, then describe the people around you (in your head, not aloud!), and when you go to sleep, go over the day’s events in English.

7. Record yourself speaking

Even though you might not like hearing your own voice, this is a very useful way to find out what’s wrong with your spoken English. Record yourself speaking and then listen to the tape, or ask a native speaker for some advice. Look for positive things, too. Make a note of all the things you do well when you speak

English. If you are ever feeling unmotivated, look at the things you do well to feel great about speaking English again.

8. Keep a speaking journal

Record your thoughts in English before you go to sleep at night. You can play the tape at the end of the year to look back on important events, as well as monitor your English progress. If you can't keep a speaking journal, write it instead. Make a note of all the conversations you had in English along with aspects you did well and things you could improve on. Use this to track your progress throughout the year and set yourself new goals.

9. Take extra classes

If you feel you need extra practice and want to interact with other English learners, why not join a language class? There are plenty of language schools around, or even online courses. Don't think you can learn to speak on the Internet? In EF English Love's teacher-led classes, all you need is a headset and microphone to talk to the world!

10. Find English-speaking friends

If you are really serious about becoming a good English speaker, you need to meet people you can speak to in English. This does NOT only mean native-speakers, though. English is spoken by many more people as a second language than as a native language, and being able to understand different accents is very important. Start an English coffee club with your friends where you meet and have a chat in English. You can help each other and have fun practicing together.

2.8 Teaching Methods Used for the English Speaking

Speaking is one of core activities of study. Students need to be able to know "How to speak English well"

Alex Taylor a writer, teacher, learning technologist and keen language learner. He offered the idea about Language Teaching Methods that the Methods of teaching English have developed rapidly, especially in the previous 40 years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices, and boost your enjoyment of learning a language.

Each teaching method is based on a particular vision of understanding the language or the learning process, often using specific techniques and materials used in a set sequence. The main methodologies are listed below in the chronological order of their development:

- **Grammar Translation** – the classical method
- **Direct Method** – discovering the importance of speaking
- **Audio-lingualism** – the first modern methodology
- **Humanistic Approaches** – a range of holistic methods applied to language learning
- **Communicative Language Teaching** – the modern standard method
- **Principled Eclecticism** – fitting the method to the learner, not the learner to the method

<u>Method</u>	<u>Focus</u>	<u>Characteristics</u>
Grammar Translation	Written literary texts	Translate from English into your native language
<u>Method</u>	<u>Focus</u>	<u>Characteristics</u>
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context

<u>Humanistic Approaches – 4 popular examples:</u>		
– The Silent Way	Student interaction rather than teacher	Teacher is silent to allow student awareness of how English works
– Suggestopedia	Meaningful texts and Vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
– Community Language Learning -	Student interaction -	Understanding of English through active student interaction
– Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving

Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences ²⁴
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²⁴Alex Taylor, **Language Teaching Methods**, (UK, Pearson Education: Preaa, 2014), pp. 20-45.

Chapter III

Research of Methodology

This study focuses on qualitative and quantitative research. The main objectives of the study in this thesis that the research is interested in the capability of the students on communication skills at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province. This research focuses on the processing of English speaking skills such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes in the general English to improve English speaking skills. The method in this study will be used as follows:

To study the problems of English speaking skills for helping students who are studying in Matthayomsukasa 2 at Wat Phaidam school about how to improve their speaking skills.

To find the way to solve the problem in English speaking skills of the students who are studying in Matthayomsukasa2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

There were 14 processes used for the study as follow;-

- 3.1 Research Design
- 3.2 Preparation of the Study
- 3.3 Population and Sampling
- 3.4 Limitations and Implication
- 3.5 Data Collection
- 3.6 Qualification
- 3.7 Definition and Explanation of Technical term
- 3.8 Research Instruments
- 3.9 The Selected and Developing the Instrument
- 3.10 The Statements of the Research Question
- 3.11 Research Procedure
- 3.12 Collection of Data
- 3.13 Analysis of Data
- 3.14 Data analysis Procedure

3.1 Research Design

This study focuses on qualitative and quantitative research. Thus, the method of data collection mainly has emphasized the result of qualitative and quantitative style by the tools used in this study are 10 Lessons whose topics are selected and prepared by researcher, including speaking lesson quizzes, The Pretest / Posttest with 10 items, the Questionnaire, and in-depth interview. This study was carried out during 20 class periods in the first semester in June, 2018 to November, 2018 (2 hours per period). The analysis of data; Researcher analyzes data in different points such as 1) The scores from doing exercise in pre-test and post-test, 2) the scores from doing exercise in the English Speaking Lessons, 3) analyzing the data from in depth interview about improving speaking skills from the speaking lessons of students. 4) percentage.

3.2 Preparation

3.2.1 Study the structure of the curriculum (English subject syllabus) of Matthayomsuksa 2 in academic year 2018.

3.2.2 Collecting data from text books, English documents, magazines etc;

3.2.3 Choose the expert information, who usually teach in the English class.

3.2.4 Study books, documents, journals and many studies related to the construction of English Speaking lessons.

3.2.5 Study the main structure and design of English speaking lessons in order to prepare 10 speaking lessons for Matthayomsuksa 2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province in the academic year 2018 based upon the structure for supplementary English speaking exercise of the Thai Ministry Education. This included development of teaching objectives

3.3 Population

The population of the study was 25 students in Matthayomsuksa 2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province in the academic year 2018.

The random groups for this study was 25 students. It was selected randomly from students in 3 classes. Students from 2 advanced classes were

excluded in order to focus on the students with average G.P.A. scores rather than the exceptional students. This study was carried out during 30 classes in the second semester (November- February) in the academic year 2018. There was 1 hour 30 minutes per period and 1 Speaking Lesson required 3 classes' periods.

3.4 Limitations and Implication

In conclusion, on the basis of the previous discussion, this study does not present enough evidence to show that the communicative language teaching method is more effective than it is in the traditional classroom. However, this study would like to suggest some directions for teachers' reference.

First, teachers should prepare themselves for the use of modern computer technology. Foreign language training will not always take place in a traditional classroom. With the help of a setting such as a multimedia lab, foreign language training will be more efficient. Teachers should have the clear idea of how a traditional classroom is different from a multimedia lab. To serve that purpose well, this study summarizes the previous discussion as below.¹

Teaching	Traditional Classroom	Multimedia Lab
Layout	Matrix	Matrix
Teaching tools	Chalk, blackboard, audio tapes	Local computer network, video on demand.
Teaching materials	Textbook	Interactive computer software
Communicative activities	Imaginative role-play	Realistic computer-simulated environment
Student-teacher	Direct communication and more "intimacy"	Indirect communication and less "intimacy"
Student-computer	Not available	Interactive

3.5 Data Collection

The data was obtained through teacher's observation a group interview of 25 randomly selected students. The purpose of the interview session tended to

¹ Brown, H. D., *Principles of Language Learning and Teaching*, (MA: Addison-Wesley Publishing Company, 1987), pp. 130- 140.

further understand the student's attitudes toward the CLT approach and the multimedia lab. The students, including 25 novices, were randomly selected. The interview session lasted about twenty minutes in a question and answer manner and the contents of the interview were noted down. Before the group interview, the 25 students were briefed about the nature of the interview.

3.6 Qualification

3.6.1 Students who have been studying in Matthayomsaksa2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province in the academic year 2016.

3.6.2 Education at least Matthayomsuksa2

3.6.3 Aged 13 years old up

3.6.4 Sex: Male, Female, Monk, Novices

3.7 Definition and explanation of technical terms

3.7.1 Student: Students who have been studying in Matthayomsaksa2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province in the academic year 2018.

3.7.2 English Teaching: the teaching of the general English courses.

3.7.3 English Speaking Lessons: the lessons which have been selected for improving the speaking skills of students in Matthayomsuksa2.

3.7.4 Speaking Skills: the ability to communicate with foreigners.

3.8 Research Instruments

3.8.1 The English speaking Lessons were selected from many sources such as The Bangkok Post, English newspapers, English Books, Text Books; each lesson is based on a real world conversation. The researcher selected 10 students from Matthayomsuksa2 for reviewing the materials and selecting the lessons for practice speaking. From these selections the researcher developed the lesson objectives, lesson plans, exercises and activities.

3.8.2 The English Speaking ability test is pre-test / post-test. The test has 5 chapters of English conversations.

3.8.3 The questionnaire was developed for checking the attitudes of the students towards the English speaking lessons.

3.9 The Selected and Developing the instrument

3.9.1 The Selection of English Speaking Lessons for Matthayomsuksa2 students was based on the following purposes;

- To study English curriculums, lessons of Matthayomsuksa2 in academic year 2018.
- To study objective of the English subject following English curriculum in academic year 2018.
- To study the best ways to create the English Speaking lessons to improve speaking skills of both Thai and foreign educators.

3.9.2 The criteria for selecting the supplementary English speaking lessons were as follow;

- To agree with curriculum and objective of English subject.
- To analyze the difficulty level of speaking lessons suitable for students.
- Some units should have attractive and interesting VDO conversation.
- The contents of the English speaking lessons were selected from the following sources: VDO conversation, How to speak English?, text books, English word,

3.9.3 The lessons were tested as follows;-

- Test Group (25 students)

3.9.4 Example: Teaching Conversation Skills

The researcher has found that many of the basic conversation games and activities that EFL teachers use can be adapted to fit the needs of content courses. Basically, it is a matter of slipping content into activities commonly used in conversation classes.²

The "Find Someone Who..." activity is very easy to slip content into. In an art college where researcher taught English for art the researcher used this activity, and in an environmental studies class I have also used this activity. In an English for Art class, which researcher taught for foreign students in America, researcher gave each student a small card with information such as the following:

Your name is Dali. You are a surrealist. I also attached a small picture of one of his works.

² The Internet TESL Journal, **English for teach**, Vol. II, No. 8, July 1996.

Your name is Ansel Adams. You are a famous black and white landscape photographer. I included a small picture of his.

All students received this handout:

Find Someone Who... Write the names of the artists below.

- is a surrealist _____
- is a sculptor _____
- is a landscape photographer _____
- is a modernist _____

This was followed up by a discussion activity in which students talked about their favorite types of art and artists. They also expressed their opinions about the pictures. My environmental studies class concentrates on using environmental content and issues as a spring board for improving communication skills. Researcher recently wanted my students to understand and communicate about endangered species, and researcher found the "Find Someone who..." activity very useful. In this class, after pre-teaching necessary vocabulary, researcher gave each student a card such as the following:

You are an African elephant. You are endangered because of habitat destruction and poaching for your ivory. I also attached a picture.

You are an Atlantic bluefin tuna. You are endangered because of overfishing. I also attached a picture.

Students received a handout like the one below:

Find Someone Who is... Write the name of the endangered species below.

- endangered because of poaching for fur _____
- endangered because of poaching for ivory _____
- endangered because of overfishing _____
- endangered because of habitat destruction _____

Various types of content can be used with the speaking game normally referred to as "20 Questions." In researcher environmental studies class my students have played this to practice using vocabulary related to animal classification. Students asked questions such as below:

- Are you a mammal?
- Do you have sharp teeth?
- Are you a carnivore?

- Are you a tiger?

In a mass media based EFL class, researcher students played "20 Questions" to help them remember vocabulary related to various types of media and media related occupations. Each student pretended to have a job in the media. Example questions were:

- Do you work in the print media?
- Do you work in the electronic media?
- Do you appear on television?
- Do you report news?
- Are you a sports reporter?
- Are you an entertainment reporter?

Jig saw activities offer opportunities for mixing content of any type with English conversation skills. Jig saw activities can be made for teaching all aspects of conversation. With the jig saw activity described below, researcher concentrated on listening and speaking skills.

For the environmental studies class, researcher cut pictures out of a nature magazine. One set of pictures was about scientists trying to restore bald eagles to states in America where they no longer live. The other was about marine biologists trying to preserve habitat for sea horses. Then, using the pictures, researcher made a poster for each story. The posters were put at opposite ends of the class. Along with each poster, I placed a cassette player with a tape recording, which explained the pictures. Using vocabulary which researcher felt most of the students knew, researcher recorded the stories of the pictures, and I added a few relevant words. Researcher pre-taught the new vocabulary to the whole class, and then divided the class into the eagle and sea horse group and assigned each student a partner who was with the other group. Then, researcher explained that half of the class would listen to one tape while taking notes, so that they could explain the pictures and story to their partner with the other half of class. Students could play the tape over and over again. They could stop it when they wanted. Researcher informed them that at the end of class we would play a game, using the information from the posters and cassette tapes.

Researcher let the students go to their pictures. They listened and wrote notes. Researcher observed the class and at the point when they appeared to be finished with note taking, researcher told each student in the eagle group to pair off with their sea horse group partner and explain the eagle poster. Next, the sea

horse group explained the sea horse poster. After this, I had the class return to their seats with the partners sitting together. Each pair was assigned a number. I read questions about the poster stories aloud. The first pair to correctly answer the questions received a point. Within each pair, sea horse group students could only answer questions about the eagle picture. Eagle group students could only answer questions about the sea horse story. They could explain the answer to their partner, but their partner would have to announce the correct answer to me.

The pair with the most correct answers received a small prize. These are three examples of mixing content with conversation activities. If you are not teaching content based course, but are interested in these ideas, I suggest you do a survey of your class to find out what interests your students. Then, combine the topics they like with your conversation class activities. Most of my students in Japan respond that they want to communicate and learn about music, travel, and foreign cultures. I have found that students respond favorably to English lessons in which I have integrated their content choices.

3.9.5 Testing (Pre-test / Post-test)

The tests were selected after the researcher had studied how to construct the tests from the theory and literature.

3.9.6 The Questionnaire

The questionnaire was constructed based on the information that the researcher wanted to know about students' background and attitude concerning English speaking. Questions on the questionnaire were intended to find information concerning students' attitude toward the use of the English speaking test lessons related to content, learning process, interesting learning activities.

3.10 The statements of the research question

Researcher is interested in the capability of the students on communication skills at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province. This research focuses on the processing of English speaking skills such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes in the general English. These are main causes of the students who study English subject. So they have a big problem about English speaking skills. Particularly speaking skill is not an easy course for them. From the

problems, how and what to do on this time for helping students of this school about how to improve their English speaking skills.

Students may have various difficulties and problems in learning English. They may make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.³

Listening comprehension and speaking in English are the skills generally more frequently used than reading and writing in daily living in an English speaking country. Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing. When reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

An ESL/EFL learner can also look up unknown vocabulary in English dictionaries and use other English reference books when reading and writing a text in English, which is impossible when listening and speaking in English. Therefore, listening comprehension and speaking in English are more difficult than reading and writing. English vocabulary for daily living requires more time and is more difficult to master by foreign learners than English grammar.

Vocabulary is one of the most comprehensive and difficult aspects of English for foreign learners to master thoroughly. They should first concentrate on learning the most frequently used and therefore most important English vocabulary for their practical real life needs.

Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties in learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce,

³Michael Shelby, **Difficulties and Problems in Learning English**, www.teach-this.com, 2017

technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

English synonym dictionaries combined with general English dictionaries are an excellent tool for intensively, comprehensively and logically mastering vocabulary for the needs of the learner in real life situations. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

The most common cause of the problems faced by a learner of the English language as a second language is existence of the inherent structure of their first language or mother tongue that they are exposed to since the first day. As such the problems that are faced by the students trying to learn the language are-

- Understanding the grammar structure of the new language.
- Pronunciations or the inability to understand or comprehend new words.
- Most often students use the translation method to understand the second language, in this case English.
- Again they think of the reply in their mother tongue first and then form a reply by translating.
- Vocabulary becomes a huge problem.

The above mentioned problems are just a few of other problems but in my opinion these are the major ones faced by students. The hardest for a teacher in this case is to actually create a new structure of the English grammar while trying not to dismantle the existing language structure of their mother tongue. The student should be able to use both the languages with ease. Again it is fairly easier in the case of children.

In this thesis researcher will write about English Speaking skills with target population is the capability of the students on communication skill at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province. This research focuses on the processing of English speaking skill such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes in the general English, and the thesis type is Qualitative research consisting of many steps. A study forms of the Entitle "A Study of English

Speaking Skills of Matthayomsukasa2 Students at Wat Phaidam School. to successful test supposing your students to improve their English Speaking Skills.

A study forms of the Entitle “A Study of English Speaking Skills of Matthayomsukasa2 Students at Wat Phaidam School. English for the teaching of listening and speaking English according to the teaching conception is based on the role exchange and technique in encouraging potentiality consisting of many stages as follows-⁴

3.10.1 Teaching Speaking: Activities to Promote Speaking in a Second Language

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language. What is “Teaching Speaking”? What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.⁵

⁴Tourismelopment, **Culture and Sustainable**, [Acess 18 May 2011]UNESCO. 2006), pp. 20 – 30.

⁵Nunan, **teaching speaking** ,(University of Nevada Nevada, USA 2003), p. 20.

3.10.2 How to teach English speaking?

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

3.10.3 Activities to promote speaking

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.⁶

⁶www.cambridge.org/elt/blog/2014/05/speaking-activities-teens

Teaching teenagers can be challenging. In a new series of posts, the authors of *Interactive* – Jo Budden, Helen Hadkins, and Samantha Lewis – will be offering advice. In today’s post, Helen suggests some tips to get your teenagers speaking.

Some teenagers are too shy to speak much in class; others never shut up! Getting students speaking in English and keeping them on-task isn’t always easy, but you can nearly always find a way by experimenting with different techniques and activities.

3.10.4 Here are some tried and tested ideas for starting teenagers off, and then keeping them speaking in English.

Preparation helps make perfect.

Before a speaking activity, have students plan what they are going to say in pairs. That will give them time to ask about useful vocabulary or look up words, and even rehearse and practice pronunciation. Then change the pairs for the main speaking activity. If you have students arranged in pairs, half the class can just turn round and speak to the person behind them (the other half speaks to the person in front).

Fun drills.

Do you want students to use recently-taught functional language in a speaking activity? Try different kinds of fun drills of the language first: very slowly and sleepily, very loudly and angrily, frightened and whispering etc, and finally using natural intonation. When the students do the speaking activity they are more likely to remember the phrases, and more likely to use intelligible pronunciation.

Keep it in English!

Problems with keeping your students speaking in English? Make sure you have examples of the language they need at hand, on some kind of a handout, on the board or on the wall. For example, phrases for agreeing and disagreeing which are useful in many situations: “Actually, I think...” / “Yes, you’re right.”

Carrots or sticks?

The use of rewards systems can increase the use of English. For example: the best English-speaker of the week gets to choose next week’s song. Groups who do best get to choose a fun activity (from a choice that you give). For younger teens, try team points or stickers. Class Dojo is an app for online classroom management

which you could also use for praising speaking achievement, effort, etc. Again, for younger teens.

Reflect and repeat.

This technique usually boosts performance. After a speaking activity in pairs, e.g. telling a short anecdote, get the students to reflect on how they did. Ask them to think about the structure of their story, the tenses they used, the vocabulary they used, their fluency, pronunciation, etc. Next, get them to change partner and repeat the activity; then get them to reflect again. Students will almost always think they have done better the second time. (Make sure you monitor carefully, so you can tell them that they are right!)

Variety is the spice of life.

Introduce variety into your speaking lesson by partner-swapping. If the classroom allows, arrange the chairs in two circles (an inner and an outer circle / horseshoe) with the students sitting in pairs facing each other, one in each circle. Give the students a question to discuss and a time limit. When the time's up, get the students on the inner circle to move round a chair and discuss a new question with a new partner. The questions can be dictated or on the board. Repeat indefinitely!

Fun intonation practice.

Liven up a role-play by getting students to act it out first using mime and just one word, e.g. "raspberry". You can demonstrate with an extrovert student first. Explain that the idea is to get feelings across, not to try and mimic actual sentences. Get the students really thinking about the intonation of the dialogue by exaggerating their one word. Finally, they repeat as a normal role-play.

Spanner in the works.

Before a speaking activity, give one student in each pair a secret characteristic, e.g. 'you're in a rush', 'you can't hear very well' or 'you like interrupting'. This will make the exchange more unpredictable and more like authentic communication.⁷

3.10.5 Suggestions for teachers in teaching English Speaking.

Here are some suggestions for English language teachers while teaching oral language:

-Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

- Indicate positive signs when commenting on a student's response.

-Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

-Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."⁸

Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

-Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

⁸ www.cambridge.org/elt/blog/2014/05/speaking-activities-teens/

A study forms of the Entitle “A Study of English Speaking Skills of Matthayomsukasa2 Students at Wat Phaidam School. English for the teaching of listening and speaking English according to the teaching conception is based on the role exchange and technique in encouraging potentiality consisting of many stages as follow;-

Stage 1 Method to teach English for beginners

1. The study of fundamental data on general English. The capability of the students on communication skill at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

2. To provide the forms of the instruction.

3. To provide the teaching documents and the videos conversations

Lessons.

4. To correct and improve the forms of instruction and the compositing documents.⁹

Stage 2: Development of tools in research

1. Tools in collecting qualitative data by using learning model.

2. Tools used to test the ability in speaking English.

Stage 3 To test in using more developing model

1. Determination of target population

2. To carry on to test

3. Data Analysis

The procedure in carrying on such a research mentioned above, it follows data as well as your preparation.

3.10.6 A chart of research stage for the form developing the instruction.

Stage: 1

Developing the forms of the instruction of English speaking skills of Wat Phaidam School, teachers to prepare lessons very well.

- The study of fundamental data

- Provision of instruction forms

- Provision of documents compositing the forms.

⁹Nunan, **Teaching Speaking**, (USA, University of Nevada, Press, 2003), p. 20.

- Check the form quality and compositing documents.
- Test using to study the possibility.
- Correcting and improving the forms and compositing documents.

Stage: 2

An improving tools in using to collect datas. 1. Tools used in 1 Stage in collecting data developing tools .Tools used in collecting data.

Researcher used qualitative method that is using the measurement of the ability in listening and speaking English of learners.

Researcher used a learning record forms of learners such as computer, note book, tape record, line etc; to record their sound and behavior while there are learning and teaching.

Stage in developing tools

1. To study documents, text and research concerned.
2. To set up the main point of tools.
3. Operation to build up data
4. Check-up quality of the tool by experts
5. Test using the tools
6. Bring the tools to collect data

Stage 3

To take the instruction forms of having developed up to use for test. .

1. Set up target population.
2. Choose sampling group.
3. Test before using the forms and measuring the ability in listening and speaking English for understanding.
4. Carry on instruction of English with the forms which have already developed up.

Data concerning the issue of learners in listening and speaking English or foreign language, researcher found that the most issues coming from the following causes:-

1. Learners in the second language or foreign language get the back of fundamental knowledge on language such as knowledge of vocabulary, language So it causes the learners that are not be able to understand listening to language in communication level of the speaker. Besides the tourists on behalf

newcomers were not accustomed to with social and cultural contents in listening and speaking English where they have different social and cultural context.

2. Second Language learners as the foreigners did not have accumulation accustom to with indicator of English which is not able to advice about the symbol of pronunciation language structure of grammar as well as the meaning of English. A few English scholars devoted free time to teach them, it was not the same as that of learning and teaching English in Bangkok right now.

3. Second language learners or foreign language learners were not able to remember the meaning of vocabulary of the second language much more enough to communicate with foreigners; it is because of being English vocabulary poor itself.

4. Second language learners as the foreign language just like to have mother tongue interference while speaking or reading English which is based on similarity and desirability between mother tongue and English, so it causes the learners to interpret the meaning of data rather slowly. It seems more difficult than speaking and reading mother tongue surprisingly.

3.10.7 Fundamental data for provision of instruction of English which gets collecting from the follow data:-

1. Interview the students who study speaking English in general levels especially those who had ever studied short course from English teacher. The students who learnt English to improve the processing of English speaking skill such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes in the general English. By interview from 25 students who were interviewed about learning and teaching activity program by using Speaking Lessons, measurement and evaluation of learning, the problem condition in the provision of learning and teaching and suggestion on the instruction provision.

Effectiveness of researcher's interview from a student who study on the speaking English in short course by using the speaking lessons was found that;

-

1. Students were poor at English foundation and poor at the meaning of vocabulary, idiom, structure of complex sentences, it will not satisfy the teacher.

2. Most students had for the lack of skills in listening and speaking and interpretation of English.

3. Most students were never known or experienced about listening and speaking before. This is rather difficult to train English, the second language.

4. The content in listening and speaking English does not relate with the interest of students.

5. Students do not have concentration in listening and speaking at all.

6. Students are not interested in and loved in listening and speaking English as well as possible.

3.10.8 Suggestions on learning and teaching English

1. Learning and teaching English should motivate students to see significance of listening and speaking English as well as set up good volition with media of communication such as listening, speaking, reading and writing daily news on radio, television, and other medias.¹⁰

2. Should let students get activity in training in listening from tape record, radio English program on TV program of teaching.

3. Should train reading from various kinds of printing magazines that they have seen.

4. Should speak topic for everybody can access very easily such as comely story or talking of the town but it should agree with real life in society.

5. Should choose interesting topic agree with the interest of students also, the difficulty or easiness of speaking program is based on learners' age and maturity.

Data from the survey from information of the interest in the topic of English speaking. The cause of understanding in listening and speaking English or the cause of, may or may not understand the topic which they are listening and speaking, that depends on the story that they are listening and their behavior itself. The other does not concern.

Interest in the topic in speaking English by arranging level from much interest to small one such as tour, pleasures, langue, education and occupation, science and technology, leisure, and creation, service, family, school, personal

¹⁰ Pederson, Artur, **Managing Tourism at World Heritage Sites**, (UK, Practical, Press,2002), pp. 10 – 20.

relationship, self and environment surrounding one own, food and drinks, trade, weather, health and welfare.

Factor or cause made to understand the content that they respectively given below

1. Lack of skill in listening and speaking as well as interpretation.
2. Do not understand culture of native speaker.
3. Do not have experience and native language concerning the top he was listening and speaking.
4. No meditation in listening and speaking.
5. Topic which he was listening and speaking is interesting also.
6. Limitation while he was listening and speaking.

Factors or causes made listeners and speakers to understand content that they were listening and speaking as shown below;¹¹

1. To understand the meaning of vocabulary, idiom, sentence structure as well as interesting story.
2. To have experience and old knowledge about the topic, that means he is listening and speaking as well.
3. To have knowledge of language and grammar very well.
4. Content while he was listening and speaking is interesting.
5. To have skill in listening and speaking as well as to take the main point and interpreting easily.
6. To have meditation in listening and speaking.
7. To understand culture of native speaker.
8. Content has no vocabulary too difficult to understand.
9. To have much time for preparation before working.

Listening and speaking that students lie to have the follow characters by arrangements from small level to more level given below;-

1. Training reading as a small group.
2. Training as a
3. Training to read all in the class.
4. Training to read one by one.

¹¹Stankey, **The limits of Acceptable Change (LAC) System for wilderness Planning**,(General Technical Report INT-176. Utah.G.D. et. Al, Press, 1985), pp. 45-60.

Survey to behave reading English in order to understand having 4 practical levels shown by arrangement as the number such as;--

1. Regular listening and speaking.
2. Often practice.
3. More long time to practice.
4. And practice all over.

Before listening and speaking. Behavior in listening English that students practice often, that is; ---

1. Expecting or predicting the story they will listening and speaking.
2. Survey structure the content they will listen to and speak.
3. Expecting doubt the meaning of vocabulary from context.

Behavior of listening and speaking English that students practice more long time.

1. To denote thing students should know about content they are listening and speaking.
2. To determine requirement of knowledge in the story they are listening and speaking.
3. Choosing stratagem to use in listening and speaking.
4. To set up objectives in listening and speaking during listening and speaking.

Behavior of listening and speaking English, Students practice often: -

1. If students do not understand teacher's teaching must let them to repeat again and again.
2. Using old knowledge and old experience to help in listening and speaking.¹²

Behavior of listening and speaking English that students Practice very often:

1. To estimate, expect, the story they are listening and speaking.

¹²Stankey, *The limits of Acceptable Change (LAC) System for wilderness Planning*,(General Technical Report INT-176. Utah.G.D. et. Al, Press, 1985), pp. 45-50.

2. To search for the important substance and arrange sequence.
3. To set up question about content in listening and speaking English sequence the story they are listening and speaking.
4. Consequence of the story that they are listening and speaking and linking relation of the story that they are thinking about.

After listening and speaking:

Behavior in listening and speaking that students practice for a long time:

1. To search for the answers from the story they listened and spoken.
2. Begging for the help from the other students in listening and speaking.
3. Estimation of understanding in listening and speaking on one own while there are listening and speaking.
4. Seeking for added knowledge beyond content they have read.
5. Discussion and expression ideas about the story they have already read.
6. To tell about the story concerning listened and spoken for every friend to listen and speak English.
7. To study concept and theory concerned to lead the development of forms of learning and teaching of listening and speaking in the style of exchange the role and encouraging potentiality.

3.10.9 Preparation of learning and teaching documents:

To prepare learning and teaching documents are to make various documents take in using to explain forms of learning and teaching which have been made up, because both a teacher and students will be able to use such a book as handbook or referent book for learning and teaching on next occasion.¹³

1. Handbook in using the forms of learning and teaching is the documents made up to tell the details and guild. The way in bringing the forms of learning and teaching for the teacher to use. At the same time hand book can advise how to teach listening and speaking as well as possible. And this handbook will advise the way to study including how to practice and prepare many activities and various experiences and these details can be the part to tell more and more knowledge which as beyond up mentioned in previous lesson.

¹³ Manual for World Heritage Site Managers. Paris, **UNESCO World Heritage Annals of Tourism Research**, (Annals of Tourism Research, 1996), pp. 432- 448.

So handbook in using forms of learning and teaching as documents prepared up to use learning and teaching which can be taken to use very conveniently in learning and teaching as Miss Phananoi Rodchu 2553 had demonstrated below:¹⁴ ----

1.1 To take the teaching way in the teaching method of role exchange between teacher and students in order to encourage potentiality of them as well as creating the ability in listening and speaking English for understanding.

1.2. Suggestion in taking the forms of learning and teaching about listening and speaking according to the teaching way of role exchange and technology in the potential development in order to promote the ability in listening and speaking English for knowledge as well as understanding English very well.

1.2.1. To point out in taking the forms in exchange of the role and technology in promotion of potentiality in order to encourage the ability in listening and speaking English for understand and upper.

1.2.2. Things we should emphasize. A taking the forms of learning and teaching to apply seems very necessarily that is regarded as the role exchange and technology in potential encouragement in order to create the ability in listening and speaking English as well as for understanding and application.

1.2.3. The way of the prevision of learning and teaching activity in each gradation of the forms of learning and teaching according to the teaching way of role exchange forms and potential encouragement in order to create the ability in listening and speaking English and understanding very well.

1.2.4. Teacher's role.

1.2.5. Students' role.

According to the number 1.2.4, A teacher's role means before the teacher is going to teach listening and speaking English, he has to know who are will learn listening and speaking English whether children, students at school, college or university, when teachers have known situation very well than teacher has to prepare English lesson as ready as possible, that is to say English lesson should prepare English lesson for students as suitable as possible.

In accordance with students role, a teacher should know very well that the purpose of students the decided to study this subject. The teacher should

¹⁴Peleggi, Marizio, **National Heritage and Global Tourism in Thailand**, (Annals of Tourism Research, Press,1996), pp. 432- 448.

know the background of their inspiration as well such as after completion of the course they will be English teacher or a businessman. So English study course should be provided into 3 stages:

Stage: 1

A researcher preparation, it means to set up name of learning activity in learning and teaching:

1. A teacher chooses lesson of speaking English.
2. A teacher set up the plan in learning and teaching in the class for the second period.
3. Period of teaching (hour), it means preparation and planning before opening semester.

3.10.11Pre-test, it is the second period of the day:

1. Provision of learning and teaching in the class including preparation in English Speaking Lessons as well as motivate students to be enthusiastic to learn.
2. In education activity provision the teacher has to do evaluation before learning, this means Pre-test should be done but post-test must be done after.
3. Students must show their ability of English speaking skill such as right speaking, formal speaking, informal speaking, understanding processes, and responding processes in the general English after the class.

Students are usually trained to speak English scanning by the way that leaders have been demonstrating and analyzing the component of speaking English in order that whether something students knew or might know at all.

3.11 Research Procedure

The Procedure for Research that follows;

3.11.1 The selected English speaking lessons have effectiveness according to the general English conversations.

3.11.2 The speaking achievements of students after using the English speaking lessons will be higher than before using the lessons.

3.11.3 The ability of students toward the English speaking lessons will improve their speaking skills.

The procedures of this research were figure I, figure II, figure III, and figure IV. Each figure consists of planning, acting, observing, reflecting and evaluating.

3.12 Collection of Data

3.12.1 The sample group took pre-test before they studied the English Speaking Lessons and scores were recorded.

3.12.2 The sample group was given 25 period classroom of intervention using the speaking lessons and the student's activities were recorded.

3.12.3 After that they took the post-test and answered the questionnaire. The data on the answer sheets was recorded and enter into the score into percentages by the following student's score interval.

3.13 Analysis of Data

The data obtained from this study was of 3 sorts;-

3.13.1 The scores from doing exercises in pre-test and post-test.

3.13.2 The scores from doing exercises in the English speaking lessons.

3.13.3 The result of the questionnaire about the English speaking lessons.

3.14 Data analysis procedure

The research collected individual score at the end of figure by giving test to the students. And then, researcher counted the students score into percentages by the following student's score interval.

3.14.1 Finding and discussion; A. Cycle I Figure I Student's Speaking Score in Cycle 1.

3.14.2 Finding and discussion; B. Cycle II FigureI Student's Speaking Score in cycle 2.

3.14.3 Finding and discussion; C. Cycle III FigureI Student's Speaking Score in cycle 3.

3.14.4 Finding and discussion; D. Cycle IV FigureI Student's Speaking Score in cycle 4.

Chapter IV

Results of Research Analysis

This chapter presents the result of the study on “A study English Speaking Skills of Matthayomsuksa2 at Wat Phaidam School. The result is divided into 4 sections;

- 4.1 The Effectiveness of the English Speaking Lessons,
- 4.2 Speaking achievement scores,
- 4.3 English Speaking Lessons for English Speaking Pretest/Posttest for student of Matthayomsuksa 2 Students,
- 4.4 Students’ attitude responses in the questionnaire.

4.1 The Effectiveness of the English Speaking Lessons

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse

competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language. For more on input, see *Guidelines for Instruction*.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself. In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire; and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge;

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction) : Knowing when clarity of message is essential(transaction/information exchange) and when precise understanding is not required(interaction/relationship building)
- Social and culture rules and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to talk into account who is speaking to whom.

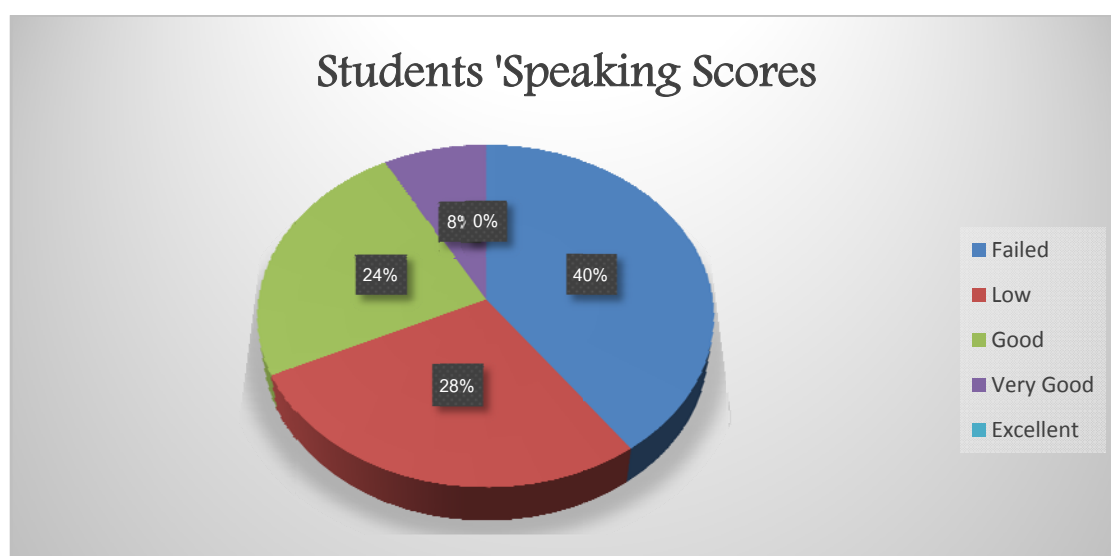
4.2 Speaking Achievement Scores

First research collected individual score at the end of figure by giving test to the students. And then, researcher counted the students score into percentages by the following students' score interval

Finding and discussion

1. Finding

A. Cycle I



As we see in the table above, the students' score is into percentages. The percentage can be seen from the following table.

The table 1: The Distribution of 25 Students' Speaking in Cycle I

Cycle I			
Number of Students	Interval	Qualification	Percentages
-	85-100	Excellent	0%
2	71-84	Very good	8%
6	60-70	Good	24%
7	40-59	Low	28%
10	0-39	Failed	40%

A. Cycle I

Figure I Students' Speaking Score in Cycle I

Based upon table above, it can be seen that there is improvement in students' speaking more than in pre-assessment. The data show that 0 % of students is excellent, 8 % are very good, 24% are good, 28% are low categories and 40% are failed

Based on the evaluation and reflection, research concludes that there is improvement in students 'speaking. However, researches feel that it is important to increase students 'speaking because indicator of success has not been reached yet because some of students it because of the problems such as their low motivation to speak, don't have enough vocabularies to express their idea, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, Besides that, the teaching method that applied before was not interest. Therefore, research need to do action again.

B. Cycle 2

Figure1 Students' Speaking Score in cycle2

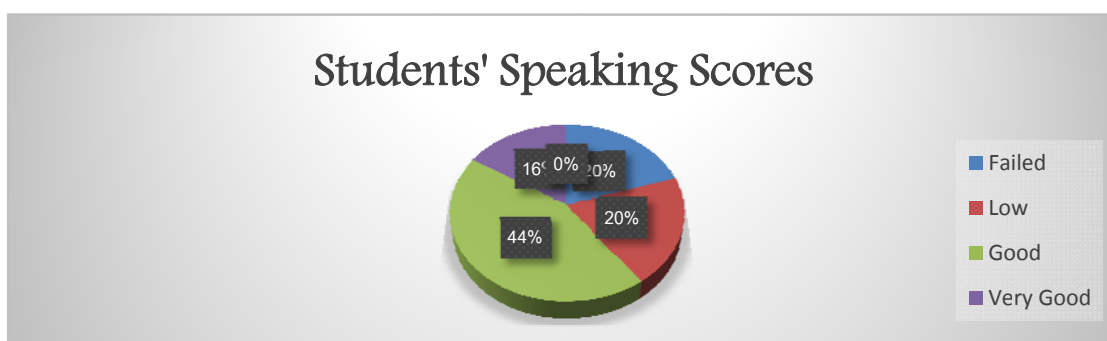


Table 2: The Distribution of 25 Students' Speaking Scores in Cycle II

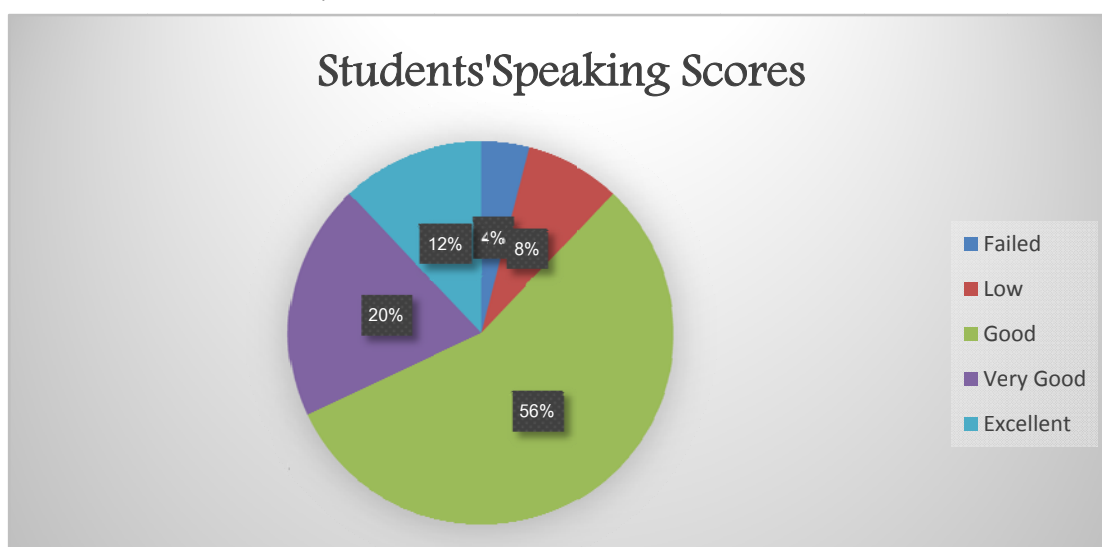
Cycle II			
Number of Students	Interval	Qualification	Percentages
-	85-100	Excellent	0%
4	71-84	Very good	16%
11	60-70	Good	44%
5	40-59	Low	20%
5	0-39	Failed	20%

It can be seen from the table above that students' speaking increase in teaching speaking activity. It shows that 0% of students in total number are excellent categories, 16% are very good, 44% are good, 20% are low and 20% are failed categories.

From the data above, researcher feels that the indicator of success has not been reached yet because there are some problems in teaching speaking activity such as mentioned in cycle1, even some students have been trying to minimize the problem. That is why, researcher think that it is important to over comes the problem in order indicator of success can be reached, it is need to do next cycle.

C. Cycle3

Figure3. Speaking Score in the Cycle3



From the figure above, the researcher collects the students' speaking score into percentages. It can be seen from the following table:

Table3: The Distribution of Students' Speaking Scores in Cycle III

Cycle III			
Number of Students	Interval	Qualification	Percentages
3	85-100	Excellent	12%
5	71-84	Very good	20%
14	60-70	Good	56%
2	40-59	Low	8%
1	0-39	Failed	4%

From table above, it can be concluded that any progress on students' speaking. It shows that 12% students who are excellent, 20% are very good 56% are good, 8% are low, 4% is failed.

From the data above, researcher sees that most of students could decrease their problem in speaking, but researcher feels that the indicator of success has not been shown yet because there are some problems in teaching speaking activity as mentioned in the last cycle. That is why; researcher thinks that it is important to overcome the problem in order that indicator of success can be reached. Therefore, it is.

D: Cycle4

Figure4: Students' Speaking Score in Cycle4

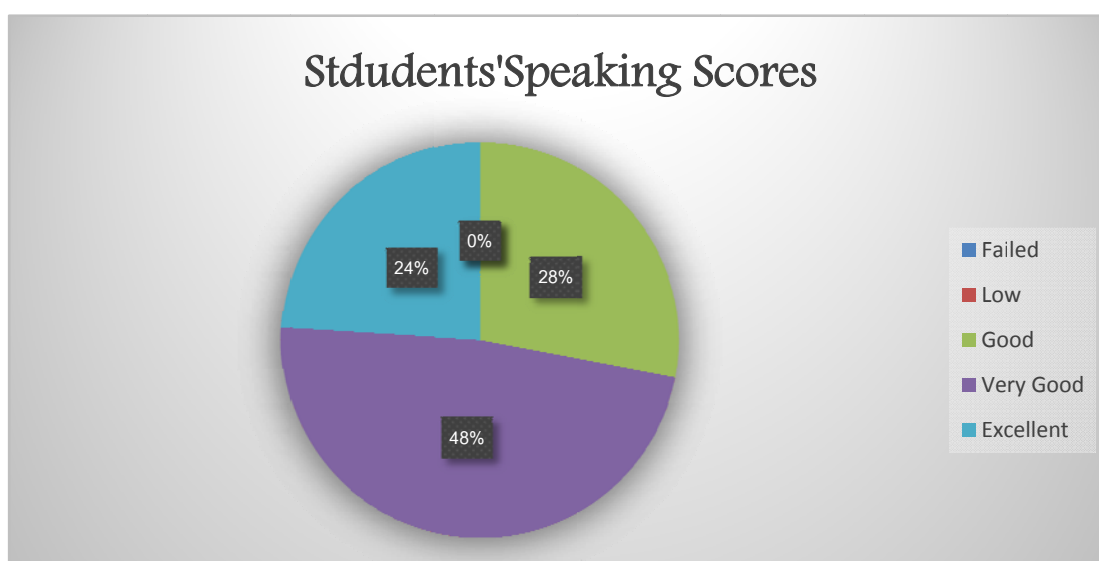


Table4: The Distribution of Students' Speaking Scores in Cycle IV

Cycle I			
Number of Students	Interval	Qualification	Percentages
6	85-100	Excellent	24%
12	71-84	Very good	48%
7	60-70	Good	28%
-	40-59	Low	0%
-	0-39	Failed	0%

From the table above, it can be concluded that any progress on students 'speaking. It shows that 24% students who are excellent categories, 48% are very good, 28% are good, 0% is low, and 0% is failed.

From the result above, the researcher concludes that the indicator of teaching in learning has been reached. Therefore, the researcher decided to stop the action.

4.3 Further Discussion

Based on the result which is found by researcher in each cycle of this research, we could see that most of students were interested in learning English Speaking through Communicative Language Teaching Method. They had good selves-confidence to express their ideas in speaking activity inside classroom, most of them could minimize their fears and feel shy to speak, the frequency and percentage of students 'speaking ability were increased well in each cycles. In addition, Communicative Language Teaching Method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

Another aspect that is found by researcher in this study that the teaching method could motivate students and minimize students' problem in speaking English such as low motivation to speak, don't have enough vocabularies to express their idea, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, unable to speak well that caused of difficulties in expressing their ideas, etc during teaching and learning process in classroom until there is a student who was not active in speaking.

4.4 Questionnaire Analysis Results

From Student's Questionnaires;Need in English Teaching and Learning

In order to enhance the effectiveness of English learning, both students and English teacher specified their needs in teaching and learning of English. Their needs concerning the preparatory English course and the students' language skills practice are presented in Table1.

Needs	Students
Language Aspects for a Preparatory English Course <ul style="list-style-type: none"> - Communication skill - Vocabulary - Grammar 	11 10 4
Language Skill Practice <ul style="list-style-type: none"> - Speaking - Listening - Reading - Writing - Translation 	7 7 5 4 2
Items for Listening Skill Practice <ul style="list-style-type: none"> - Short dialogues used in daily life - Short news concerning sport and health - Advertisements and short general articles - Dialogues concerning health business 	10 6 5 4
Items for Speaking Skill Practice <ul style="list-style-type: none"> - Short dialogues used in daily life - Pronunciation of general vocabularies and technical terms - Dialogues concerning health business - Introducing games and recreation activities - Information about tourism and tourist attractions 	10 10 - - 5
Items for Reading Skill Practice <ul style="list-style-type: none"> - Textbooks specific to their discipline - Newspapers, Magazines, and printed documents in general English 	15 10

Items for Writing Skill Practice	
- Short simple sentences	5
- Short messages or notes	2
- Filling in forms	1
- Passages related to sports	2
- Description of people	10
- Description of place	5
Items for Translation Skill Practice	
- Articles and News about general subject-matter	5
- Articles and News about educations	10
- Articles and News about sports and health	10

For the content in the preparatory English course, the students wanted to learn communication skills for daily life most, followed by the vocabulary, and the grammar.

As for the need of language skills practice, the students perceived the practice of listening and speaking as the most needed, followed by reading, writing, and translation.

There was a stronger need for short dialogues used in daily life and pronunciation of general vocabulary and technical terms rather than the practice of subject-specific matter.

4.5 English Speaking Lessons for English Speaking Pretest/Posttest for Matthayomsuksa2 Students.

There are 10 Lessons that the researcher used to teach in the English class;

1. Asking a permission การขออนุญาต
2. Talking on the phone การพูดโทรศัพท์
3. Saying goodbye and making a wish การกล่าวลาและการอวยพร
4. Giving an advice การให้คำแนะนำ
5. Greeting and farewell การทักทายและการอำลา
6. Introducing การแนะนำตัว
7. Saying thank you การขอบคุณ
8. Apologizing การขอโทษ
9. Congratulations การแสดงความยินดี

10. Offering and invitations การเสนอแนะและการเชิญ

4.5.1 Asking a permission

There are many ways of requesting permission in English. However, knowing when to use the right request formula or structure is a bit tricky. This can be determined by asking yourself these questions:

- Does the other person have higher status than you? (e.g. more authority or older)?
- Is the other person a stranger, an acquaintance, a colleague, a friend or a relative? (You don't need polite formulas with people you know well – it sounds sarcastic.)
- Is your request going to cause the other person trouble or extra work?
- Is the other person in a good mood or a bad mood?

Asking for permission to do something takes many different forms. Perhaps you need to get permission to do something at work, or perhaps you need to ask a friend for permission to use one of her possessions, or maybe you need to ask the teacher if you can leave the room for a moment or two. Remember to use polite forms when asking for permission to do something or use an object as you are asking a favor of that person.¹

Structures Used when Asking for Permission

Can I + verb - VERY INFORMAL

- Can I go out tonight?
- Can he have dinner with us?

NOTE: The use of "Can I do something?" is very informal, and considered incorrect by many. However, it is used in everyday informal speech and for that reason has been included.

May I + verb

- May I have another piece of pie?
- May we go out with our friends tonight?

NOTE: Traditionally, the use of "May I do something?" has been used for asking permission. In modern society, this form has become a little more formal and is often replaced with other forms such as "Can I..." and "Could I ..." Many argue that

¹By Kenneth Beare, **English as 2nd Language Expert**, [Access 18 May 2011] UNESCO. 2006), pp. 40 - 75.

"Can I ..." is incorrect because it refers to ability. However, this form is quite common in everyday situations.

Could I please + verb

- Could I please go with Tom to the movie?
- Could we please go on trip this weekend?
- **Do you think I could + verb**
- Do you think I could use your cell phone?
- Do you think I could borrow your car?

Would it be possible for me + infinitive?

- Would it be possible for me to use your computer for a few minutes?
- Would it be possible for to study in this room?

Would you mind if I + verb in past

- Would you mind if I stayed a few more minutes?
- Would you mind if I took a five minute break?

Would you mind my + verb + ing + your + object

- Would you mind my using your cell phone?
- Would you mind my playing your piano?

Giving Permission

If you would like to say "yes" to someone who asks permission, you can give permission using these phrases:

- Sure
- No problem.
- Go right ahead.
- Please feel free + infinitive

When giving permission people will sometimes also offer to help in other ways. See the example conversations below for an example

Refusing a Favor

- If you do not want to deny permission, you can use these responses:
- I'm afraid I'd prefer if you didn't / don't.
- Sorry, but I'd rather you not do that.
- Unfortunately, I need to say no.
- I'm afraid that's not possible.

Saying 'no', is never fun, but sometimes it's necessary. It's common to offer a different solution to try to help out even if you can't give permission.

4.5.2 Example Situations - Asking for Permission which is Given

Jack: Hi Sam, do you think I could use your cell phone for a moment?

Sam: Sure, no problem. Here you are.

Jack: Thanks buddy. It will only be a minute or two.

Sam: Take your time. No rush.

Jack: Thanks!

Student: Would it be possible for me to have a few more minutes to review before the quiz?

Teacher: Please feel free to study for a few more minutes.

Student: Thank you very much.

Teacher: No problem. Do you have any questions in particular?

Student: Uh, no. I just need to review things quickly.

Teacher: OK. We'll begin in five minutes.

Student: Thank you.

4.5.3 Example Situations - Asking for Permission which is Denied

Employee: Would you mind if I came in late to work tomorrow?

Boss: I'm afraid I'd prefer if you didn't.

Employee: Hmm. What if I work overtime tonight?

Boss: Well, I really need you for the meeting tomorrow.

Is there any way you can do whatever it is you need to do later.

Employee: If you put it that way, I'm sure I can figure something out.

Boss: Thanks, I appreciate it.

Son: Dad, can I go out tonight?

Father: It's a school night! I'm afraid that's not possible.

Son: Dad, all my friends are going to the game!

Father: I'm sorry son. Your grades haven't been the best recently.

I'm going to have to say no.

Son: Ah, Dad, come on! Let me go!

Father: Sorry son, no is no.

4.5.4. Examples of English Conversations:

On the Train

Armand: Excuse me. Would you mind my opening that window?

Bryan: Not at all, please go ahead.

Armand: Thank you. It's very hot here.

Bryan: True. Can I take some water from your pitcher?

Armand: Certainly. Can I have that magazine for a while?

Bryan: I'm sorry, I haven't finished reading it. I'll give it to you as soon as I've finished.

Armand: Thank you.

4.5.5 Between Friends

Roman: Hi Bobby! Would you mind I kept this here?

Bobby: Not at all.

Roman: I'll come back around eleven. Is it ok?

Bobby: Fine. I may not be here then. But Cindy will be.

Roman: Fine. Shall I keep it in that corner?

Bobby: Oh, yes. It's safer there.

4.5.7 At the Meeting

- Ryan: Excuse me. If you don't mind, I'd like to make a suggestion.
- Mark: Please go ahead.
- Ryan: It would be a good idea if we considered the latest developments in the field while examining the project proposal.
- Mark: The latest developments? Could you give me more details?

4.5.8 Speaking'Lessons Test

- A: I was wondering if I could borrow the company van for a fundraiser this weekend.
- B: Sure, I think that would be possible. Where is the fundraiser?
- A: It is in the park downtown.
- B: Would you need it for both Saturday and Sunday?
- A: We will need it for Saturday only.
- B: I think that would be OK. Who will be driving it?
- A: Mary and I will be driving the van.
- B: Could you drop it off on Sunday night?
- A: Yes, we can do that. Can we borrow the chairs from the lunchroom also?
- B: Yes, that would be fine. Just make sure that everything is returned by Sunday night.
- A: Our unit is participating in a fundraiser this weekend and would like to borrow the van, if possible.
- B: I would need to check on that. Where is the fundraiser?
- A: It will be at the beach by the pier.
- B: What day will you need it for?
- A: We will only be needing it for Sunday.

B: Maybe that could work. I need to know who will be driving it.

A: The only two drivers will be Mary and I.

B: If I give you the keys to the garage, could you bring it back on Sunday evening?

A: Sure. We also would like to use the chairs from the lunchroom. Would that be OK?

B: OK, but make sure that everything is back by Sunday night at the latest.

A: Could we borrow the company van for a fundraiser this weekend?

B: That would be a possibility. Where is this fundraiser taking place?

A: It is in the hotel ballroom down the street.

B: Do you need it for the whole weekend?

A: We will need it for both days.

B: We will need to know who will be driving the van.

A: The van will be driven by Mary and me.

B: It needs to be back on Sunday night. Can you arrange for that?

A: Yes, no problem. Would you mind if we borrowed a few of the chairs from the lunchroom?

B: Just keep track of everything and get it all back where you took it from by Sunday evening.

4.5.9 English Conversation Exercise for Test

1. Situation: In the English class

You want to leave the room. You say, “.....”

A. Will I go out?

B. May I go out?

C. Shall I leave the room?

D. Do I leave the room?

2. Situation: In the bus.

You are looking for a seat. You say, “.....”

- A. Can you sit down? B. Will you sit here?
 C. Shall I sit here? D. May I sit here?
3. You want to borrow some money from your friend.
 You say, “.....”
 A. Do you lend me 100 Baht, please?
 B. I want to borrow 100 Baht from you.
 C. Can you lend me 100 Baht?
 D. Can I borrow 100 Baht?
4. Situation: In the library
 A: Do you mind if I sit down here?
 B:
 A: Thank you.
 A. Yes, I mind. B. Not at all.
 C. Yes, I do. D. No, do you?
5. A student: Would you mind if I answer the phone, Miss?
 A teacher: Everyone is reading.
 A. Certainly not. B. Never mind.
 C. Yes, of course. D. Are you okay?

4.6 Talking on the phone

Communicative skills are very important. Communicating properly on the phone is especially important, as the person you are speaking to cannot see your facial movement or your body language. They rely completely on what you are saying, and how you are speaking, to understand you fully.²

As well as speaking clearly when talking on the phone, it is vital to use the right level of formality. If you are too formal, people might find it difficult to feel comfortable when talking to you. If you are too informal, they might think you are being rude!

Generally speaking, when you are calling in a business context (making calls related to employment, finances, law, health or applications of any sort), you should show politeness by using words like:

- Could

² Nadia Ilyas, **Phone Conversation: Most Commonly Used English Phrases on the Phone**, 01.29.2014.

- Would
- Can
- may

When making a request. When you ask for something, or receive help or information, you should use:

- please
- thank you
- thank you very much.

It is also okay to use some of the informal features of the English language such as short forms, phrasal verbs and words like **okay** and **bye** – in other words, everyday English! So phrases like:

- I'm off to a conference, okay, bye
- Hang on a moment, I'll put you through
- Are perfectly acceptable, as long as the overall tone of your voice is polite and friendly.

If it is more of an informal phone conversation (speaking to a friend, family member, close work colleague or even a friend of a friend), then a high level of formality is usually not required, but you should still speak with a polite manner, as it is seen as respectful. It's fine to use less formal phrases in these conversations, such as

- Thanks
- Cheers
- Bye
- Okay
- No problem

Another useful thing to remember is, it's better to ask for help or clarification when you're having a telephone conversation, than to pretend you understand something that you didn't. It is absolutely fine to use phrases like:

- Could you repeat that please?
- Could you speak a little more slowly please?
- Would you mind spelling that for me please?

Using phrases like these will help you to have a more successful phone call, and may save you from any problems later on. You could always say:

- I'm afraid the line is quite bad

- If you can't hear very well.

It also a good idea to practice words, phrases and vocabulary that you might need to use, before the call! So to help you out a little, here is a list of commonly used phrases:

4.7 Introduction / Making Contact

If answering a business call, start by introducing yourself or if the caller fails to identify themselves, then you could ask them to state who they are by using the following phrases:

Formal

- Hello
- Good Morning
- Good Afternoon
- This is ___ speaking
- Could I speak to ___ please?
- I would like to speak to ___
- I'm trying to contact ___

Informal

- Hello
- Hi, it's ___ here
- I am trying to get in touch with ___
- Is ___ there please?

4.8 Giving more information

This would probably be used in a business context mainly, but could sometimes be helpful in an informal conversation too. It is good to specify where you are calling from, if you feel it may be helpful to the person you are calling.

Formal

- I am calling from ___
- I'm calling on behalf of ___

Informal

- I'm in the post office at the moment, and I just needed ___

4.9 Asking for more information / Making a request

If you need to ask for a specific person, and then phrase your request as a polite question, if you only have an extension number and no name, you can say so. If you're calling for a specific reason, just explain briefly what it is.

Formal

- May I ask who's calling please?
- Can I ask whom I'm speaking to please?
- Where are you calling from?
- Is that definitely the right name/number?
- Could I speak to someone who ___?
- I would like to make a reservation please
- Could you put me through to extension number ___ please?

Informal

- Who's calling please?
- 'Who's speaking?
- Who is it?
- Whom am I speaking to?

4.10 Asking the caller to wait / Transferring a call

If you are transferring a caller to someone else, you should let them know that you are doing so, just so they know what is happening, as the silent tone could be mistaken for a disconnected line! If you are the one being transferred, you will often hear the person use the following phrases:

Formal

- Could you hold on a moment please
- Just a moment please
- Hold the line please
- I'll just put you through
- I'll just transfer you now

Informal

- Hold on a minute
- Just a minute
- Okay, wait a moment please

Giving Negative Information

If you are the one answering a call, you might not be able to help the caller. You can use some of the following phrases in these circumstances:

Formal

- I'm afraid the line is busy at the moment
- That line is engaged at the moment, could you call back later please?
- I'm afraid ___'s busy at the moment, can I take a message?
- I'm sorry, he's out of the office today
- You may have dialed the wrong number
- I'm afraid there's no one here by that name

Informal

- Sorry, ___'s not here
- ___ is out at the moment
- Telephone Problems

If you don't understand everything the other person is saying, be honest. Tell the other person immediately, otherwise you might miss some important information! Most people will appreciate your honesty, and will be happy to oblige.

Formal

- I'm afraid I can't hear you very well
- Would you mind speaking up a bit please?
- I'm afraid my English isn't very good, could you speak slowly please?
- Could you repeat that please?

Informal

- Sorry, I didn't catch that
- Say that again please?
- I can't hear you very well
- Sorry, this line is quite bad

Leaving / Taking a Message

If the person you're calling is not available, be prepared to leave a message. This could be a voicemail, (which is a digital voice recording system), or an answering machine (this records messages onto a tape). If you're leaving a message with another person, they'll either ask if you want to leave a message, or

you could request to leave a message with them. Be sure to leave your number, if you want the other person to call you back.

Formal

- Can I take your name and number please?
- Can I leave a message please?
- Could you please ask ___ to call me back?
- Could you spell that for me please?
- Can I just check the spelling of that please?

Informal

- I'll ask him to ring you when ___ gets back
- Could you tell ___ that I called please?
- I'll let ___ know that you rang

Saying Goodbye

The easiest part of the conversation! Simply be polite, and speak with a friendly manner.

Formal

- Thank you for calling
- Have a good day
- Goodbye

Informal

- Bye!
- Talk soon
- Speak to you again soon

Saying goodbye and making a wish

Greeting and introductions conversation that are between 2 people

Below are some brief conversations between two people. The conversations are about, 2 friends meeting by chance, 2 people asking what they do for a living and the last one is about 2 friends meeting at the movies.

If you have a friend or a class friend each take turns with each conversation and swop roles. Conversation about a brief conversation between 2 old friends meeting by chance at a cafe

Sarah: Hello Jason, how are you, it's been a long time since we last met?

Jason: Oh, hi Sarah I'm have got a new job now and is going great. How about you?

Sarah: Not too bad.

Jason: How often do you eat at this cafe?

Sarah: This is my first time my friends kept telling me the food was great, so tonight I decided to try it. What have you been up to?

Jason: I have been so busy with my new job that I have not had the time to do much else, but otherwise, I and the family are all fine.

Sarah: Well, I hope you and your family have a lovely meal.

Jason: Yes you too.

Conversation about two people asking each other what they do for a living.

David: Hello, my name is David It's nice to meet you.

Jenny: Hi, I'm Jenny. It's my please to meet you.

David: Am sorry. What was your name again?

Jenny: Jenny.

David: So Jenny, What do you do for a living?

Jenny: I work at the local school teaching English. What do you for a living?

David: I'm also an English teacher, but am currently out of work.

Jenny: Sorry to hear that. It has been really nice talking to you.

David: Yes. It was a great pleasure meeting you.

Conversation about two friends meeting by chance at the movies.

Bob: Hi Jason, it's great to see you again.

Jason: Wow, it's great seeing you, how long has it been? It must be more than 6 months. I'm doing well. How about you?

Bob: Not too bad.

Jason: What movie are you and the family going to see?

Bob: I came here to see the Simpsons movie. How about you?

Jason: I'm going to watch Terminator 4.

Greetings, introductions and goodbyes conversation

Introducing and greeting someone are the first thing we say to someone or meet someone new. In this English lesson you will learn how to greet, introduce, and say good bye to a person. The first part of the lesson shows how to greet, introduce and say goodbyes in a formal manner the part of the lesson shows how to do it in an informal way.

Formal and informal

Formal is more polite and also if you don't know the person.

In formal is used when talking to friends only!

Simple formal greetings, introductions and goodbyes conversation

Greetings		Introductions		Good-byes	
Sample sentence	Sample response	Sample sentence	Sample response	Sample sentence	Sample response
Hello, Mr. Jones	Hello.	Teacher Paul, I'd like to introduce you to my friend Linda	It's a pleasure to meet you. / Pleased to meet you.	It was nice meeting you.	It was nice meeting you too.
Hello, teacher.	Hello.			It was nice to see you.	Same to you.
Good morning.	Good morning.				
Good afternoon.	Good afternoon.				
Good evening.	Good evening.			Have a good day.	Thank you. You too.
How are you?	Fine, thank you.			Good night / Goodbye.	Good night / Goodbye.

Simple informal greetings, introductions and goodbyes conversation

Greetings		Introductions		Good-byes	
Sample sentence	Sample response	Sample sentence	Sample response	Sample sentence	Sample response
Hey. Hi.	Hey. Hi.	Jane, this is	Hi John. Nice	Nice meeting	You too.

		John. He's in	to meet you.	you.	
How are ya?	I'm good. All right.	my class.		Take it easy.	
How are things?	Pretty good.	Hi. My name's	I'm Jack. Nice to meet you.	Take care.	
How's it goin'?	OK. Not bad.	Jason.		I'm off.	OK, bye.
How yadoin?	I'm doin good.			I gotta go.	
What's up?				So long.	
What's new?	Nothin much.			See ya.	See ya. See ya later. Bye.
What's happenin'?	Not a whole lot. Nothin.			See ya later.	
What are you up to?	Nothin special. Not			Bye.	
What's goin on?	much.				

4.11 Giving an advice

Advice is usually a recommendation about what might be thought, said, or otherwise done to address a problem, make a decision, or manage a situation. Everyone needs to ask advice at some stage in their lives, whether it is from family, friends, colleagues, or another trusted individual. Likewise, we all offer advice, assistance and support to someone in need of guidance at some point in time.³

- What do you think about the advice that was given to you young women?
- Which advice do you think was the best?
- Do you think any of the advice was bad advice?

4.11.1 Idioms that give advice

- Don't cry over spilled milk – Don't worry about something that can't be undone.

³ Jo, *English Conversation*, –Household Chores Thursday, January 21, 2016 @ 10:01 p.m.

- Don't bite off more than you can chew – Don't say you will do more than you are able to do.
- Hang in there – Don't give up.
- Bite the bullet – Be strong enough to do something painful but necessary.
- Bite your tongue – Try not to say something that you really want to say.
- Don't count your chickens before they hatch – Don't make plans based on something happening until that thing happens

4.11.2 Conversation Questions

- What is the best piece of advice you have received from a family member?
- What three pieces of advice will you give your children?
- Do you often ask family and friends for advice?
- Whose advice do you follow more, your parents' or your friends' advice?
- Do you ask your colleagues for advice?
- Who do you go to for the best advice?
- Are you good at giving advice to others?
- Do you find it difficult to give honest advice to family or friends?
- If you could give the leader of your country some advice, what would it be?
- What advice would you give someone about how to find happiness?
- What advice would you give about how to be successful?
- What advice would you give about the best way to learn English?

4.11.3 Phrases for asking advice

- What do you think I should do (about...)?
- What do you suggest?
- What would you do (about...)?
- What should I do?
- What could I do (to solve...)?
- What do you advice?
- What would you do if you were me?

4.11.4 Giving advice

In formal conversation, advice is usually given through the use of modals (should, could, would, if I were you).

- I think you should...
- If I were you, I would...
- You could...

Formal advice often uses the words 'suggest' or 'recommend'

- I suggest seeing a doctor (or I suggest that you see a doctor)
- I recommend reducing costs (or I recommend that you reduce costs)

Informal advice often uses phrases such as 'I think', 'I feel', and 'In my opinion'

- In my opinion, you should quit smoking
- I feel that you are working too hard

Giving strong advice involves the use of imperative verbs

- You must see a doctor
- Stop drinking so much
- Try walking more

4.11.5 What advice would you give in the following situations?

- I want to quit smoking. What should I do?
- I have just lost my job. I haven't told my husband/wife yet. How should I tell him/her?
- I want to lose weight. What should I do?
- I won the lottery. How should I spend the money?
- My son told me he is bullied at school. What advice can I give him?

4.11.6 Lesson Plan for Giving Advice

Guest, many times being in foreign countries and unfamiliar cultures, may need some advice or suggestions in certain situations. It is only natural that they would seek assistance for the hotel staff. Giving sound advice and suggestions to guest when needed can make the difference between an OK vacation and a great

one. There are several expressions that can be used when asking for or giving advice and suggestions. Look at the examples below.⁴

Expressions Used for Offering or Giving Advice

- When asking for advice
- What do you think I should do?
- What would you do in my shoes?
- Do you have any ideas about what to do?
- What would you suggest?
- Can you think of anything that might help?

4.11.7 When giving advice

- Why don't you (... take a taxi instead, it's faster.)
- Have you thought about (... getting some medicine at the pharmacy)?
- I think you should (... see a doctor).
- Have you considered (... the local markets? Sometimes they have great deals).
- One option may be to (... call you embassy).

4.11.8 When responding to advice

- That's a good idea.
- That might work. I hadn't thought of that.
- Maybe you're right.
- Thanks for the advice.
- Thanks, I'll try that.

4.11.9 Dialogue for Giving Advice

Guest: That food was really spicy and upset my stomach.

Staff: Maybe you should get some medicine at a pharmacy.

Guest: That's a good idea. Thanks.

Guest: That woman looks angry. Did I do something wrong?

Staff: Actually sir, that gesture you used is considered very rude in our culture.

⁴ <http://hotel-tefl.com/advice>

Guest: I'm sorry; I didn't mean to offend anyone. What should I do in that situation?

Staff: Using this gesture instead is appropriate.

Guest: Thanks for the advice.

Guest: I can't seem to find any of the souvenirs I want at the mall. I can't go home empty handed. Do you know where I could go?

Staff: Have you considered shopping at the traditional open market. It has hundreds of items to choose from and the prices are usually cheaper than in the mall.

Guest: Thanks, I'll try that.

4.11.10 Conversation Practice⁵

With a partner, practice making suggestions in the following situations:

- Help your partner decide which item to buy.
- Warn your partner against doing something.
- Suggest that your partner change his/her plans.
- Help your partner make up his/her mind.
- Suggest doing an activity together.

Sample conversations

A: Should I buy the Porsche or the Ferrari?

B: I think you should buy the Ferrari.

A: Why is that?

B: Because I'd like to borrow it.

A: Why don't you give Daphne a call?

B: Good idea. I haven't seen her for a while.

A: Maybe you should ask her out.

⁵Jo, **English Conversation**,—Household Chores, Thursday, January 21, 2016 @ 10:01 p.m.

Chapter V

Conclusion, Discussion and Suggestion

This chapter can be divided into 3 main points, these are;

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

English language teaching has developed professionally worldwide as the consequence of the high of English user. It's followed by the advanced interest of teaching English as foreign language (EFL) in many developed countries, such as Thailand. Some research reported that the four of English skills including, listening, speaking, reading, and writing in Thailand is lagged behind from other ASEAN countries. The other result of studies also reported that the English performance of Thais in teaching and learning speaking is very limited because of some reasons stated by Khamkhien (2010) below:

First, for Thai students, English speaking or oral communication in English is deemed to be difficult since English is not their native language. Second, most of Thai learners need their English to sound as native-like as possible which is a prestige norm of spoken English even though English is widely used in the region of South East Asia, creating a great diversity of English e.g., Malaysian English, Singaporean English, etc. This scenario seems to limit their choice of their exposure to English. Next, since English in Thailand is a foreign language, the exposure of English to authentic language input of learners of English in Thailand is limited. Lastly, another dimension which should be taken into account lies into English pronunciation of Thai teachers of English. These serious problems are exclusively important, leading to a large volume of studies focusing on speaking ability of Thai learners.

Associating with oral language, it cannot be neglected from other skills in the use of appropriate communication as well as the significant section of speaking such as vocabulary, pronunciation, and grammar (Chuanchaisit&Prapphal, 2009). According to Zaigham (2011) stated by Romwapee (2012), "Spoken form of a language is basic and should be taught first." The Ministry of education need to find the most effective way for Thai students to learning English because they get so

many problems to deal with English language performing. They might be lack of practicing pronunciation, exploring the vocabulary mastery, and employing the grammatical structure (Romwapee, 2012).

Kakar (n.d) also explained the problems which affect Thai students in speaking English fluency. Firstly, many Thai students see learning English as an extra curriculum activity and less important than any other subjects such as math, science, etc. English for them is learnt only for the utilitarian purposes so that “the success in a foreign/second language is supposed to be lower than if it is learnt for the integrative purpose”

(Gardner and Lambart, 1959, 1972 as stated by Kakar, n.d). Secondly, Thai students don't show eagerness to learn English at primary school level until the time they start seeing English as a career at high school level. This attitude doesn't help them to be fond of English as foreign language. Thirdly, Thai students mostly avoid the interaction in foreign language even though toward electronic and paper media. It doesn't make them interested or even curious about foreign cultures. Besides that, Thai students don't work independently. Other researcher (n.d) stated that “It doesn't mean that they have lack of ideas or courage, but they avoid making mistakes or in other words they avoid losing-face.” Not only that, the large-class size, medium of instruction in Thai, and lack of English environment for interaction in daily life that all are the fundamental problems which should be fixed. Kakar (n.d) added that “English is taught mainly by Thai native teachers and Thai language is frequently used as the medium of instruction” (Cited in Mahimuang, 1996). Further, attitudes of students plays very important role in the process of language acquisition. Thai students tend to adopt negative characteristics which involve negative attitudes towards English, specifically, being afraid of making mistakes, being shy to speak out in English, being passive participant, and lacking responsibility for their own learning.

Particularly, speaking English becomes the most difficult part in the process of learning English for Thais. In other resources are also explained of why Thais cannot speak English well. At the beginning, there are many Thais who think in Thai when they speak English, hence, they think in Thai first before translating into English. Furthermore, they have difficulty in pronunciation because of the English alphabet. Next, Thai students are pegged in grammar more than in communication or conversation. And the most method used by English teacher in Thailand is teacher-centered which is signed by translating, copying from the book, and teaching grammar through lecturing. It makes the students are lack of practicing oral language.

They do not have any chances to speak in target language, so they are easily forget what they learned.

5.1 Conclusion

This thesis is entitled “A Study of English Speaking Skills of Students Studying in Matthayomsukasa 2 at Wat Phaidam School” which is of the objective;

-To study the problems of English speaking skills for helping students who are studying in Matthayomsukasa2 at Wat Phaidam school about how to improve their speaking skills.

-To find the way to solve the problem in English speaking skills of the students who are studying in Matthayomsukasa2 at Wat Phaidam School, Thong End Subdistrict, Inburi District, Singburi Province.

Research Question1

Results

- The speaking problem that the student rated as the most difficult was speaking English with the correct intonation.
- The most difficult speaking problem was speaking English as fluently as a native speaker
- The most difficult speaking problems were avoiding speaking English in front of friends for fear of making mistakes, and forgetting to say the final sounds of words.
- The most difficult problems were difficulty speaking English because of a limited understanding of grammar.
- The speaking problem experienced by these students was fear of people laughing at them because of the mistake they may make while speaking, which indicates a low level of confidence among these students regarding their English ability.

The results are clearly indicated that students are failed to speak English, even getting 2 years education. They are facing English speaking problem including lack of confidence, pronunciations etc. This study investigates factors that become student's obstacle to speak English. In addition, this study is also focused on finding out some causes and solutions of the obstacles. Overall it can be concluded that,

most student believed that the lack of practice was the main factor causing an obstacle for them to speak English. To turn to the possible solutions to overcome their problem in speaking English, this article suggests that more exercises or activities that can develop their vocabulary and speaking skills are worth considering. This shows that teacher should be more aware of their student's obstacles and reluctance to speak English. To help students gain more knowledge of other linguistics aspects such as grammar and correct pronunciation. It is also important that teachers teach those aspects explicitly in order that students have good comprehension toward the aspects. This way is expectedly contributed to the development of the student's speaking in English. As a result, students can become success in speaking English.

There are so many problems that remain in Thai students' oral communication. As I explained above, those are because the historical of Thailand which has never been colonized by any European country, age or maturational constrain, aural medium, socio cultural factor, and affective factor. The affective factors still have a great deal of with the psychological factor of Thai students' attitudes including, anxiety, feeling of uneasiness, frustration, self-doubt, apprehension, fear of mistakes, shyness, lack of confidence, and lack of motivation. Not only that, teacher could be the great factor which affect the success of English classroom teaching. The non-native teachers is still applying the teacher-center approach and go for teaching grammar more than speaking performance. The large-class size, medium of instruction in Thai, and lack of English environment for interaction in daily life are also the problems in Thais' oral communication.

All of them should we take as a sample to get the better teaching and learning English. Both teachers and students should more aware of how they cope with an oral communication in order to get the high level of speaking English proficiency.

5.2 Discussion

- The problem that these students rated as the most difficult on speaking English with the correct intonation is a common experience for EFL learners. As good intonation makes speech sound smooth as well as easy to understand, EFL learners should be taught by native speakers in order to model their intonation on authentic English speech.

- The most difficult speaking problem was speaking English as fluently as a native speaker. All English learners wish to speak English as fluently as a native speaker, and depending on their background, attitude and motivation, they may achieve this goal. If a learner has a good attitude, a high level of motivation and enjoys learning English, their performance is likely to improve.

- The most difficult speaking problems were avoiding speaking English in front of friends for fear of making mistakes, and forgetting to say the final sounds of each word, It is a significant problem for Thai students. This could be the fault of teachers who did not pay enough attention to the final sounds of individual words or did not let them practice speaking English. The students are aware that they should say final sound of each word but a lack of pronunciation practice may be the cause of this problem.

- The most difficult problems were difficulty speaking English because of a limited understanding of grammar. It is another significant problem for Thai students. A limited understanding of grammar makes it difficult for a student to speak English.

- The speaking problem experienced by these students was fear of people laughing at them because of the mistake they may make while speaking, which indicates a low level of confidence among these students regarding their English ability.

In other references, Juhana (2012) explained that fear of mistakes, anxious, shyness, lack of confidence, and lack of motivation are included into psychological factors. Those become the main factor which affect the students' condition because it comes from the individual. Each of them is explained below:

Fear of mistakes.

Culturally, it is easy for Thai students become afraid of making mistakes during the teaching and learning process. Different from the culture in other countries which the students are confident enough in asking question, giving opinion/suggestion or even refuting in classroom teaching. This human weakness of making mistakes has result in failure for Thais in speaking English. Learning language means learning how to communicate through oral not only from text and translate into target language. Most of students are afraid to be laughed and do not want to be criticized or even look silly in front of their peers. They keep silence and listen rather than expressing what in their mind is.

Shyness.

The students are afraid to speak due to the feeling of incapable in English. They are unwilling to intimidate by their friends or the teacher. It creates the sentiment of shyness. Students think a lot when they are faced to explore their ideas in speaking performance. The feeling of worst, incompetent, and less-skilled, that all have been built if students could not uncover their shyness by confidence. Those could block the process of students' ability in oral communication.

Anxiety.

Anxiety is the feeling of nervousness correlated to the specific situation. When the students are dominated by this tension during practicing English, it must obstruct students from speaking fluently. Thai students feel uncomfortable or even being confused and panicky every so often when they are faced in training oral language production. As the consequence, they get difficulty to catch the smoothness in speaking.

Lack of confidence.

There are many reasons that lead the students lacking of confidence. It can be caused by insufficient encouragement by the teacher. Teachers might be seemed as giving support to their students but they do that way based on the teachers' perception only. Most the teachers in Thailand is still applying their teaching with physical reward. Moreover, before starting the lesson teachers usually rely on the rattan to force the students include in the classroom. It could be an image of how Thai students learn. Unconsciously, its habit increases the fear of trying new things for students. For that reason, Thais are often not confident to try to speak English.

Lack of motivation.

Motivation can derive from both the students and the teacher. In English language classroom, teachers mainly handle the success of communication apprehension. The method and strategy play the important roles on how extent the students exploring and applying the target language as well. As we know that native have more places in oral communication teaching in Thailand because the local English teachers have inadequately creativity to make a deal with.

5.3 Suggestion

5.3.1 To the students

In this study there were students at different levels such as high, intermediate and low levels therefore, the low proficiency students performed activities in the English speaking lessons very slowly and without knowledge of some basic words.

Actually, the lessons used were appropriate to Matthayomsuksa2 level and many students could understand if they paid serious attention. However, in the case of low proficiency students the teacher needs to improve motivation and attitude first, by helping them as much as possible and spending more time to explain how to speak of vocabulary. Teacher should enhance student habit of speaking and check on how they practice by themselves in daily life.

The students in Matthayomsukasa 2 at Wat Phaidam School are suggested to practice speaking English a lot, since it can help them improve their speaking skills. When they are in the class, they should be more active and participate in the activities. They should not have to be shy or afraid of making mistakes. They should try to keep drilling their vocabulary and pronunciation as well, because these activities give them very good influences to improve their speaking skills.

5.3.2 To the English teachers

The teaching and learning process should be learner-centered. The teachers should give more chances for students to speak up. The English teacher should create studying situation in which students can communicate with their friends.

The activities that the teacher conducts should be fun, interesting and challenging. The English teacher is also suggested to focus on pronunciation drills, focus on vocabulary practices, use classroom English, give handouts, give rewards, show pictures and videos, and improve classroom management like the researcher did when doing this research. As the result, students will not get bored and the speaking activities are wonderful.

5.3.3 General Suggestion for Teachers

- Before creating the speaking lessons the teacher should study the detail of contents which students are interested in.

- The speaking lessons should be constructed for students and they could study by themselves.

- The speaking lesson was developed for students in many levels but it could be used for other groups of students who need to improve their learning achievement.

- Teacher should teach students from time to time until students can develop their speaking achievement.

5.4 Suggestion for Future Study

5.4.1 It is suggested that the English speaking lessons should be constructed for other levels.

5.4.2 The selected speaking lessons should be constructed to improve student listening, reading and writing skills.

5.4.3 The comparative study of the teaching and studying achievement should be done with a control group in the future studies.

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APPENDIX

กำหนดหน่วยการเรียนรู้
การพัฒนาทักษะภาษาอังกฤษเพื่อการสื่อสาร

Unit	ชื่อหน่วยการเรียนรู้ (Topics)	จำนวนชั่วโมง
	Pre-Test	1
1	Welcome to English for communication <ul style="list-style-type: none"> • Classroom words • Greeting and introductions • Names and addresses • The alphabets • Numbers • Telephone numbers 	3
2	Life and Work <ul style="list-style-type: none"> • Introductions • Occupations • Personal information 	3
3	Customers <ul style="list-style-type: none"> • Colors and Sizes • Clothes • Likes and Dislikes • Refund and exchange • Apologizing 	3
	Post-Test	1
	รวม	11

ใบความรู้หน่วยที่ 1
Welcome to English for Communication

Vocabulary

1. Classroom action



Listen read



talk



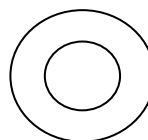
repeat



look



point circle



write



ตัวอย่างการใช้คำศัพท์

- | | | |
|-----------------------------|---|----------------------------|
| 1. Listen to the cassette. | = | ฟัง เทปคลาสเซต |
| 2. Read the newspaper. | = | อ่านหนังสือพิมพ์ |
| 3. Talk to your friend. | = | พูดคุยกับเพื่อนของคุณ |
| 4. Repeat after me | = | พูดซ้ำตามฉัน |
| 5. Look at the picture. | = | ดูที่รูปภาพ |
| 6. Point to the television. | = | ชี้ไปที่เครื่องรับโทรทัศน์ |
| 7. Circle the letter. | = | วงกลมตัวอักษร |
| 8. Write your name. | = | เขียนชื่อของคุณ |

หมายเหตุ: ประโยค 1-8 ขึ้นต้นด้วยกริยาช่องที่ 1 จะใช้เป็นคำสั่งให้ทำ ให้นักเรียนจำคำที่ตาม ของแต่ละคำด้วย เช่น Listen ต้องตามด้วย to, Look ต้องตามด้วย at เป็นต้น

Classroom words

1 2 3

a number

A B C

a letter a word

A book

Read a book.

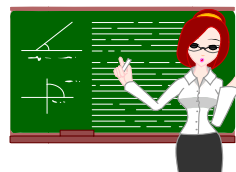
a sentence



a picture



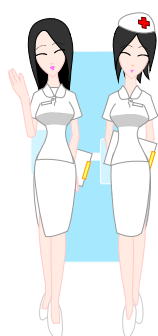
a book



a teacher



a class



A partner



A classmate

Number (ตัวเลข)

ในภาษาอังกฤษมีตัวเลขอยู่ 2 กลุ่ม ได้แก่ Cardinal number (ตัวเลขนับ) และ Ordinal number (ตัวเลขเรียงลำดับ)

Cardinal number(ตัวเลขนับ) ได้แก่ one, two, three..... ยกตัวอย่างการใช้เช่น
I have three brothers. = ฉันมีพี่ชายน้องชายจำนวน 3 คน

Number 0 – 10

0 zero	4 four	8 eight
1 one	5 five	9 nine
2 two	6 six	10 ten
3 three	7 seven	

Number 11-100

11 eleven	21 twenty-one	31 thirty-one
12 twelve	22 twenty-two	40 forty
13 thirteen	23 twenty-three	50 fifty
14 fourteen	24 twenty-four	60 sixty
15 fifteen	25 twenty-five	70 seventy
16 sixteen	26 twenty-six	80 eighty
17 seventeen	27 twenty-seven	90 ninety
18 eighteen	28 twenty-eight	100 one hundred
29 twenty-nine	29 twenty-nine	
20 twenty	30 thirty	

Number 0 – 10

0 zero	4 fourth	8 eighth
1 first	5 fifth	9 ninth
2 second	6 sixth	10 tenth
3 third	7 seventh	

Conversations (บทสนทนา)

A : Complete these conversation. (ทำบทสนทนาต่อไปนี้ให้สมบูรณ์)

1.

Hello.I'm
Lina.



.....
.....

.....
I'm Mark



Nice to meet you
too.

2.

Hi, Mark.
.....



Mark, this is
Bruno.Bruno, this is
Mark

Nice to meet
you too.

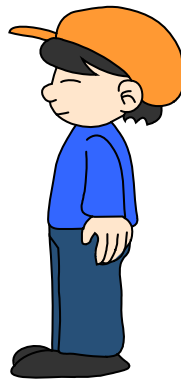
3.

Hi, I'm
Sandy.



Yes,.....

.....Jenny.



Sandy,
S-A-N-D-Y?

No, it's
J-E-N-N-Y.

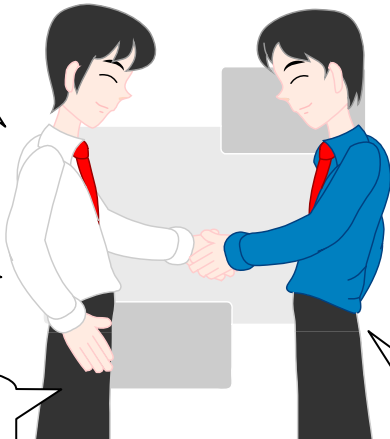


Jenny. Is that J-
E-N-Y?

Conversations (บทสนทนา)

B : Complete these conversation. (ทำบทสนทนาต่อไปนี้ให้สมบูรณ์)

1.



.....your name, please?

Is that your first name?

And what's your last name?

Thank you. Mr.Ali.

Hasan.

Yes, it is.

.....is Ali.

2.



What's your

085-2345677

914

And what's your

แบบทดสอบ Pre testครั้งที่ ๑
Life and work

1. What's "a mechanic" in Thai ?

- | | |
|--------------|--------------|
| a) ช่างประปา | b) ช่างยนต์ |
| c) ช่างไฟฟ้า | d) ผู้จัดการ |

2. Who work in school?

- | | |
|----------------|--------------|
| a) an engineer | b) a cook |
| c) a cashier | d) a teacher |

3. A: What do you do?

B:

- | | |
|-------------------|----------------------|
| a) I'm a cashier. | b) I'm Maria. |
| c) Yes, I am. | d) Good to meet you. |

4. A:

B: Yes, I am.

- | | |
|----------------------|-----------------------|
| a) Is you a manager? | b) Are you a manager? |
| c) Do you a manager? | d) What's your name? |

5. Ken and Ifrom China.

- | | | | |
|-------|-------|--------|----------|
| a) is | b) am | c) are | d) don't |
|-------|-------|--------|----------|

6. A: May I help you, please.

B:

- | | |
|--------------------|-----------------------------|
| a) Yes, thank you. | b) I'm a cashier right now. |
| c) OK., good. | d) You're welcome. |

7. A: What's your occupation?

B:

- | | |
|-----------------------------|---------------------|
| a) I'm a plumber right now. | b) I'm from Mexico. |
| c) I'm Kathy Carton. | d) Well, good luck. |

8. A: Is she a cook?

B:

- | | |
|-----------------|---------------------|
| a) Yes, I am. | b) No, I am not. |
| c) Yes, she is. | d) No, she doesn't. |

9. A:

B: Thanks so much.

- | | |
|----------------------|---------------------|
| a) Nice to meet you. | b) OK. Bye. |
| c) Good luck. | d) What do you do ? |

ใบความรู้หน่วยที่ 2

Life and work : Vocabulary(คำศัพท์)

Occupations (อาชีพ)

- | | |
|---------------------------------------|--------------------------------|
| 1. a plumber = ช่างประปา | 7. a teacher = ครู |
| 2. a homemaker = แม่บ้าน | 8. a student = นักเรียน |
| 3. a cook = คนครัว(ทำอาหาร) | 9. a bus driver = พนักงานขับรถ |
| 4. a cashier = พนักงานเก็บเงิน | 10. a mechanic = ช่างยนต์ |
| 5. a manager = ผู้จัดการ | 11. an engineer = วิศวกร |
| 6. a housekeeper = พนักงานทำความสะอาด | 12. an electrician = ช่างไฟฟ้า |

Vocabulary(คำศัพท์)

- | | |
|--|----------------------|
| 1. welcome = ยินดีต้อนรับ | 6. really = จริงๆ |
| 2. assistant = ผู้ช่วย | 7. Good luck = โชคดี |
| 3. manager = ผู้จัดการ | |
| 4. Spanish = ภาษาสเปน | |
| 5. Puebla = เมืองพลูบาในประเทศเม็กซิโก | |

Questions

Note: Read the sentences and check (/) True or False.

(อ่านประโยคต่อไปนี้ และทำเครื่องหมาย (/) ถูก หรือ ผิด

Sentences	True	False
1. Tania is a woman.
2. Tania is from Bradford Hotel.
3. Tania is an assistant manager.
4. Tania can speak Spain and English.
5. Tania is happy in Bradford Hotel.		

Grammar

Present tense *be* in singular form : *is am are*

<p>I am You are He is She is Marta is I + am = I'm</p>	}	<p>a cook</p>	}	<p>I am You are He is She is Marta is</p>	}	<p>not a teacher</p>
--	---	---------------	---	---	---	----------------------

You + are = You're
He + is = He's
She + is = She's
Marta + is = Marta's

Questions and short answers with be

Are you a cook?	Yes, I am.
Are you from Mexico?	No, I'm not.
Is she a teacher?	Yes, she is / No, she's not.
Is he	Yes, he is. / No, he's not.

Contractions

I am + not = I'm not.
You are + not = You're not
He is + not = He's not
She is + not = she's not
Marta is + not = Marta's not

แบบทดสอบ Pre test ครั้งที่ ๒

Directions: Read each situation and dialogue carefully.

Choose the correct answer to each question.

อ่านสถานการณ์และบทสนทนา และเลือกคำตอบที่ดีที่สุดในแต่ละข้อ

1. **Situation: At the restaurant.**
 Waiter: _____?
 Customer: Yes, please.
 1. May I come in. 2. May I help you
 3. Can you help me 4. Would you help me

2. **Situation: At home.**
 A: Let's go to the movie.
 B: _____. I'll go with you
 1. It's boring for me. 2. It's a good idea
 3. I'm busy now. 4. I'm ill today.

3. **Situation: You're on the bus, looking for a seat.**
 A: _____?
 B: Yes, you may.
 1. Could you help me 2. Can I smoke here
 3. Could you move 4. May I sit here

4. **A: How many people are there in your family?**
 B: _____.
 1. There are two boys.
 2. There are two girls.
 3. There are three people.
 4. There are two younger sisters.

5. **A: _____?**
 B: I was born on 25th December 1969.
 1. When is your birthday
 2. Where is your birthday
 3. Whose birthday is it
 4. What day is your birthday

6. **John: Excuse me, _____?**

Mary: Sure. No problem.

1. could you help me move this table
2. do you mind moving this table
3. did you move this table
4. do you move this table

7. **Situation: On Christmas day.**

A: What do you have for your parents?

B: _____.

1. I made a card
2. I bought a pumpkin
3. I got a red rose
4. I went to the temple

8. **Nick: Thank you for your help.**

Mary: _____.

1. With pleasure.
2. Of course.
3. Good job!
4. Well done!

9. **Tom: I'm sorry. I must go now. _____.**

Tum: Bye.

1. Okay
2. See you
3. Good night
4. It's all right

10. **A: What do people do on Christmas day?**

B: _____.

1. They play trick or treat at night.
2. They hang socks on the wall.
3. They give roses to the others.
4. They write sweet poems.

11. Situation: At the hospital.

A: _____?

B: I have a cold.

1. Who's with you
2. What do you do
3. What's the matter
4. How did you get here

12. A: How old are you ?

B: _____.

1. I am twenty – first
2. I am fourteen
3. I am fifteenth
4. I am eleventh

13. Situation: In a park

Som: Do you mind if I have a picnic here?

Num: _____.

Som: Thank you.

1. Certainly not
2. Of course.
3. Yes, I do.
4. No, you don't.

14. Situation: At the party

Tim: Hello. Would you like some coke?

Nan: _____. Water, please.

1. Yes, please.
2. No, I'm not.
3. No, thanks.
4. Yes, thank you.

15. Situation: In the kitchen.

Mother: _____?

Suda: Here you are.

1. Could you pass me a knife
2. Are you holding a knife
3. Would you like a knife
4. Will you use a knife

Situation: A secretary is talking to a caller. (16-17)

Caller: This is Jim Smith. Can I talk to Mr. Johnson, please?

Secretary: _____ 16 _____

Caller: Can I leave a message, please?

Secretary: _____ 17 _____.

16.
 1. He wants to see you.
 2. Sorry, I don't know him.
 3. I'm afraid he's just gone out.
 4. Sorry. He doesn't want to speak to you.

17.

1. Yes, I am.	2. Yes, I can.
3. Yes, you are	4. Yes, of course.

Situation: On the sidewalk.

Sunisa: Excuse me, __18__ the hotel?

A man: __19__

Sunisa: Thank you very much.

18.
 1. did this bus stop at
 2. would you kindly take me to
 3. could you tell me how to get to
 4. do you know when this bus stops at

19.
 1. I don't know where it is.
 2. Go straight, and turn left
 3. It doesn't stop at the hotel.
 4. You can buy a ticket on the bus.

Situation: Nisa is offering Betty some cake.

Nisa: My mother made a cake for me. _____?

Betty: _____. It looks very good.

- 20.
1. Do you eat cake
 2. Can you eat cake
 3. Would you like some
 4. Have you ever tried this

- 21.
1. I don't like that
 2. Certainly I will
 3. Yes, please
 4. Sure, it is

22. Jane: Peter, this is Kate.

Kate: Nice to meet you.

Peter: _____.

1. You look nice
2. Fine, thank you
3. I'm happy with you
4. Nice to meet you, too

23. Bob: It's time to go now. See you later.

Billy: _____.

1. Goodbye
2. Thank you
3. Not at all
4. You're welcome

24. Lilly: Would you pass me the pepper, please?

Marry: _____

1. I like it.
2. Put it there.
3. Here you are.
4. Bring me some.

25. Situation: Marry and her sister are playing with a doll.

Marry: This is my doll. It's very beautiful and lovely.

Her sister: I want it! I want it!

Mommy: Give it to her. Don't worry. _____.

1. It belongs to her.
2. I won't tell your father.
3. She is your lovely sister.
4. I will buy a new one for you.

26. Situation: Talking on the phone

The girl: Hello, Bella's speaking.

Ben: Errr, may I talk to Peter, please?

The girl: Peter? I don't know him.

Ben: _____.

1. Don't worry, I do
2. Ok, I will talk to him
3. Thank you very much
4. I'm sorry, I have a wrong number

27. Situation: At a tennis court.

Wilai: Hey Wichai, let's have a break for a moment.

I can't hit the ball anymore!

Wichai: Well, why?

Wilai: _____.

1. I'm busy.
2. I'm angry.
3. I'm so tired.
4. I'm worried.

28. Situation: Yajai and Ampan are surfing the internet

Yajai: What websites are you visiting?

Ampan: Google

Yajai: _____?

Ampan: I'm looking for dogs training.

1. When are you looking for it
2. What are you looking for
3. How are you looking for it
4. Who are you looking for

29. Situation: In a classroom

Pranee: Aree, may I borrow your colored pencils, please?

Aree: I have only water colors. Do you want them?

Pranee: Ok, today we will have fun with art.

What are they going to do?

- | | |
|-------------|------------|
| 1. Reading | 2. Writing |
| 3. Painting | 4. Drawing |

30. Situation: In a library

Dom: Hey Linda! This way, our friends are here.

Librarian: Dom, look at the sign please. Be quiet

What does the sign mean?

- | | |
|------------------------|----------------------------|
| 1. Don't litter | 2. Keep off the books. |
| 3. Keep the room clean | 4. Don't make a loud noise |

Vocabulary Post Test

ที่	คำ	ความหมาย	ที่	คำ	ความหมาย
1	Directions	ทิศทาง	29	Made	ทำ
2	Situation	สถานการณ์	30	Card	การ์ด
3	Dialogue	บทสนทนา	31	Bought	ซื้อ
4	Carefully	อย่างระมัดระวัง	32	Pumpkin	ฟักทอง
5	Choose	เลือก	33	Rose	ดอกกุหลาบ
6	Correct	ถูกต้อง	34	Went	ไป
7	Answer	คำตอบ	35	Temple	วัด
8	Question	คำถาม	36	Talk	พูด
9	Restaurant	ร้านอาหาร	37	Leave	ออกจาก
10	Waiter	พนักงานเสิร์ฟชาย	38	Message	ข้อความ
11	Customer	ลูกค้า	39	Afraid	กลัว
12	Help	ช่วยเหลือ	40	Gone	ไป
13	Movie	หนัง	41	Speak	พูด
14	With	ด้วย , กับ	42	Sidewalk	ทางเดิน
15	Boring	น่าเบื่อ	43	Hotel	โรงแรม
16	Idea	ความคิด	44	Kindly	กรุณา
17	Busy	ยุ่ง	45	Straight	ตรง
18	Ill	ป่วย	46	Ticket	ตั๋ว
19	Seat	ที่นั่ง	47	Offering	เสนอขาย
20	People	ประชาชน	48	Tried	พยายาม
21	Family	ครอบครัว	49	Certainly	อย่างแน่นอน
22	Younger	หนุ่มกว่า	50	Beautiful	สวยงาม
23	Born	เกิด	51	Lovely	น่ารัก
24	Birthday	วันเกิด	52	Worry	กังวล
25	Problem	ปัญหา	53	Belongs	เป็นของ
26	Move	เคลื่อนย้าย	54	Tell	บอก
27	Christmas	คริสต์มาส	55	Buy	ซื้อ
28	parents	ผู้ปกครอง	56	Phone	โทรศัพท์

Vocabulary Post Test

ที่	คำ	ความหมาย	ที่	คำ	ความหมาย
57	Number	จำนวน	85	Horrible	น่ากลัว
58	Break	แบ่ง	86	Safe	ปลอดภัย
59	Moment	ขณะ	87	Careful	ระมัดระวัง
60	Hit	ตี	88	Children	เด็กๆ
61	Anymore	อีกต่อไป	89	Cross	ข้าม
62	Angry	โกรธ	90	Road	ถนน
63	Surfing	ท่อง , หา	91	Speed	ความเร็ว
64	Internet	อินเทอร์เน็ต	92	Path	เส้นทาง
65	Websites	เครือข่าย	93	Drive	ขับ
66	Visiting	การเยี่ยมชม	94	Following	การติดตาม
67	Training	การฝึกฝน	95	Building	การสร้าง
68	Telephone	โทรศัพท์	96	Sheep	แกะ
69	Ringling	เสียงเรียกเข้า	97	Magazines	หนังสือนิตยสาร
70	Backyard	สนามหลังบ้าน	98	Swimming pool	สระว่ายน้ำ
71	Later	ต่อมา	99	Telephone box	ตู้โทรศัพท์
72	Dictionary	พจนานุกรม	100	Pet	สัตว์เลี้ยง
73	Borrow	ยืม	101	Letter	จดหมาย
74	Spell	สะกด	102	Money	เงิน
75	Carrying	การแบก	103	Garbage	ขยะ
76	Textbooks	ตำราเรียน	104	Match	จับคู่
77	Airport	สนามบิน	105	Need	ต้องการ
78	Vacation	วันหยุด	106	Practices	การปฏิบัติ
79	Stay	อาศัย	107	Pond	บ่อน้ำ
80	Airplane	เครื่องบิน	108	Happened	เกิดขึ้น
81	Sigh	ปายสัญลักษณ์	109	Before	ก่อนหน้า
82	Means	ความหมาย	110	Sat	นั่ง
83	Comfortable	สะดวกสบาย	111	Around	รอบๆ
84	Dangerous	อันตราย	112	Swum	ว่ายน้ำ

Vocabulary Post Test

ที่	คำ	ความหมาย	ที่	คำ	ความหมาย
113	Newspaper	หนังสือพิมพ์	141	Passages	ข้อความ
114	Cartoon	การ์ตูน	142	Breakfast	อาหารเช้า
115	Folk tale	นิทาน	143	Kitchen	ห้องครัว
116	Mind	ใจ , จิตใจ	144	An hour	1 ชั่วโมง
117	Head	หัว	145	Listen	ฟัง
118	See	เห็น	146	Music	ดนตรี
119	Must	จะต้อง	147	Together	ด้วยกัน
120	Wear	สวม	148	Friend	เพื่อน
121	Pay	จ่าย	149	school	โรงเรียน
122	Attention	ความสนใจ			
123	Examination	การตรวจสอบ , ข้อสอบ			
124	Picnic	ปิกนิก			
125	Lock	ล็อก			
126	Open	เปิด			
127	Close	ปิด			
128	Enter	เข้าสู่ , เข้าไป			
129	Always	สม่ำเสมอ			
130	Usually	บ่อยๆ			
131	Sometimes	บางครั้งบางเวลา			
132	Never	ไม่เคย			
133	Drink	ดื่ม			
134	Intelligent	ฉลาดหลักแหลม			
135	Student	นักเรียน			
136	Pie	พาย			
137	Chart	แผนภูมิ			
138	Sentence	ประโยค			
139	Highest	สูงสุด			
140	Percentage	เปอร์เซ็นต์			

The Biography of the Researcher

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