

Factors Enhancing English Speaking Ability: Perspectives from Thai High School Students and Their Teachers

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Abstract

Regarding the English language skills, speaking seems to be the most crucial skill in terms of communication or interaction in daily lives (Ur, 1996). This present study aimed to investigate factors enhancing English speaking ability, also the most influential factor affecting speaking ability. The participants were 5 high school students who had received awards from a national speech competition to guarantee their English speaking ability and 10 English teachers who had taught those students or trained them to participate in the competition. Semi- structured interview and in-depth interview were used as research instruments. The findings revealed that factors which enhanced the students to be fluent in speaking English were their language learning styles, age, attitudes, family support, personality, exposure to the language, and their English teachers, while personality and their exposure to the language were the most influential factors. The results of this study will benefit both teachers and students in regard to getting insight on the factors that may have an influence on the students' English speaking ability.

Keywords: Factors, English speaking ability, perspectives, high school students

Introduction

It is inevitable that English has become a global language in the world today since language could link the whole world together. English language is essential and required in every field. Darasawang (2007) stated that the objective of learning a foreign language is for communication, education and business.

In Thailand, it is necessary for Thai people to communicate in English since Thailand now has become one of the members of Association of Southeast Asian Nations or ASEAN. Thus, Thai people should be competent in English language (Srisang, 2014). Accordingly, the Ministry of Education (2002) put great emphasis on English language by specifying that English must be the first foreign language which all Thai students learn at school.

Regarding four skills, speaking is claimed to be the most important skill (Ur, 1996). However, Thai people still struggle with speaking English since they have fewer opportunities to expose themselves to the language in daily life. Although there are a range of methods that have been employed to teach learners to improve English speaking ability, it leads to insufficient results (Wanich, 2014).

Teng and Sinwongsuwat (2015) pointed out that there might be some reasons or factors affecting the learners' speaking ability. For some language learners, they struggled and find it difficult

to speak English, while some groups of learners could speak English proficiently and fluently. Consequently, the specific purpose of the present study was to investigate factors which enhance learners' speaking ability and to find out the factor which is the most influential factor to be fluent in English speaking.

Research Questions

1. What are the key and supporting factors that enhance the students' English speaking ability?
2. What is the most influential factor that enhances their English speaking ability?

Literature Review

There are a range of definitions of speaking given by scholars. According to Brown (1994), speaking was the process of producing meaning which starts from creating a message to decoding and finally encoding a message. Furthermore, Chaney & Burk (1998) described speaking as verbal and non-verbal signs which had been created to share the meaning. Nunan (2003) mentioned that speaking happens when people produce an utterance in order to deliver a message.

Regarding factors enhancing learners' English speaking ability, there are several factors that could affect English speaking ability which will be described as follows:

Learning styles

Learning style is a preference to learn a language (Oxford, 2003). It could refer to the learning perception that a learner is the most comfortable with. While visual learners prefer to learn things through their visual stimulations, auditory learners find it easy to use auditory stimulation to learn things. Also, learners who are called kinesthetic or tactile learners enjoy touching or moving while learning.

Age

Shumin (1997) mentioned that young learners were more likely to become proficient in speaking a second language than adults because they were less concerned about making mistakes. However, in terms of grammatical competence, adults may achieve faster and better than young learners (Lightbown & Spada, 2013).

Attitudes

Attitude refers to the feelings that the learners have toward the cultures and the people of that language (Rubin & Thompson, 1994). It could affect the learners' speaking ability since the learners who have positive attitudes tend to put more effort in learning; therefore, it would eventually bring about the success in learning.

Family support

Mahripah (2013) pointed out the importance of a family support in learning a second language. The study of Latha & Ramesh (2012) revealed that students whose parents had poor educational background were more likely to fail in oral performance than students whose parents had good educational background.

Personality

There are a range of personality which might affect the learners' speaking ability. Lightbown & Spada (2013) stated that good language learners should have high self-esteem, less anxious and risk taking.

Exposure to the language

Several scholars and researchers agreed that the exposure to the language both formal and informal could enhance speaking ability since it could improve sound, stress and intonation (Nillo, 2014).

Teacher

Teacher is also an influential factor affecting the learners' speaking ability since being in a class is only a chance for some language learners to experience using the language. Latha & Ramesh (2012) mentioned about the role of the English teacher that teachers should not only teach, but also create the rapport and good relationship with the learners in order to make the learners feel more relaxed and encourage them in learning.

Related Studies

Khamkhien (2011) conducted a study to find out the factors which affected Thai learners' development of oral proficiency. The result indicated that the participants had positive attitudes toward English language, teachers and English instructions. Therefore, these variables enabled could improve their English speaking proficiency.

Boonkit (2010) conducted a qualitative research which aimed to investigate the factors enhancing the development of speaking skill of Thai undergraduate students. As a result, the researcher found that building up confidence in speaking was a main factor to enhance speaking performance. In addition, more exposure to the language in authentic situations could improve their speaking abilities.

Several studies have revealed that anxiety is a factor affecting speaking ability. A study investigated psychological factors that hinder students from speaking English (Juhana, 2012) found that anxiety was one problem for the participants that reduce their ability in speaking English in the class. This is also congruent with Xiuqin (2006) who stated that anxiety caused learners to unlikely to speak the target language.

Although there are several studies investigating factors affecting English speaking ability, there are not many studies which find the factors enhancing learners' English speaking ability from the outstanding students in detail. Therefore, this present study will employ qualitative methodology to reveal the insight information regarding factors that enhance the students' English speaking ability.

Research Methodology***Participants of the study***

The student participants of this study were 5 students from different high schools who had high ability in speaking English. All of them had been selected by their schools to participate in various national speech competitions and they got the awards from those events to guarantee their English proficiency in speaking. In order to get data from the study, those students were asked to do both semi- structure interview and in-depth interview.

In addition, there were 10 English teachers or English trainers (the teacher who trains the students to compete in the English speech competition) of those students who were the participants in this study. The teachers were also interviewed in order to receive more data about the students from their perspectives. All of them are non-native English teachers.

The personal information of the participants is presented in the table below.

Table 1. The demographic data of student participants (S)

Student Participants	Gender	Age	Grade	Experiences in studying abroad	Awards from Speech Competition
S1	Male	15	9	-	- The first runner-up (Impromptu Speech, 2012) - The winner (Speech Competition, 2015) - The winner (Speech Competition, 2016)
S2	Male	17	11	-	- The third runner-up (Speech Competition, 2016)
S3	Female	17	11	Australia (1month) Canada (1month) Singapore (2 weeks)	- The winner (Debate, 2016) - The winner (Debate, 2017)
S4	Female	18	12	U.S.A (1 year) Vietnam (1 year)	- The winner (Debate, 2015) - The second runner-up (Speech Competition, 2016)
S5	Female	18	12	U.S.A (1 year)	- The second runner-up (Speech Competition, 2015) - The third runner-up (Speech Competition, 2016)

Table 2. The demographic data of teacher participants (T)

Teacher Participants	Gender	Age	Degree	Major	Experience in Teaching (years)
T1	Female	29	B.Ed.	English	4
T2	Female	34	B.Sc.	Environment	6
T3	Female	28	B.Ed.	English	4
T4	Male	27	B.Ed.	English	3
T5	Female	27	B.Ed.	English	3
T6	Male	29	B.Ed.	English	5
T7	Female	34	B.Ed.	English	9
T8	Female	41	B.Ed.	English	8
T9	Female	30	B.Ed.	English	5
T10	Male	29	B.Ed.	English	4

Research Instruments

The research design in this study was qualitative method. Semi-structured interview and in-depth interview were employed to collect data from the participants. The questions for interviewing the student participants consisted of 2 parts (See Appendix A). The questions for interviewing the teacher participants consisted of 12 items (See Appendix B).

Procedures

After the literature review, first, the questions for an interview were designed by the researchers and were checked by three experts in the field to validate. The result from Item Objective Congruence Index (IOC) method was 0.79 for the students' questions and 0.77 for the teachers' questions. Then, the questions were revised from the comments by those experts. After that, the researchers made the appointment with both students and their teachers to interview them. Although this study was conducted in English, Thai was used when interviewing as the researchers and the participants are Thai. This allows the participants to express their feelings and opinions more directly, which increases the quality of the data received. All of the data from the interview were audio-recorded and transcribed. Finally, the qualitative data were analyzed by content analysis approach.

Results

In research question 1, the participants were asked about what factors enhanced their English speaking ability. According to the data from the interview, all factors affecting the participants' English speaking ability were found as follows:

Learning styles

Regarding learning styles factor, it was seen that the majority of the participants were obviously visual learners. They understand better and learn easier if they see things through their eyes. These are some of what they mentioned:

“If I see the pictures of what I learn, it will help me a lot to understand things better.” (S2), (S3) and (S5)

“While learning the new things, I need to see the texts from the slides too in order to help my understanding.” (S4)

However, there was one participant who was a tactile learner. Here is what he mentioned:

“I found that if I move my body while I am learning, it could help me understand things more quickly.” (S1)

Age

Regarding the age factor, it was seen that all the participants started to learn English language in their childhood (before entering kindergarten). Most of them had listened to English songs or watched English movies when they were young. Interestingly, one of the participants had communicated with his mother in English in daily life since he was in kindergarten. These are some of what they mentioned:

“When I was in kindergarten, I was homeschooled by my mom, and she communicated with me in English all the time.” (S1)

“My parents always let me listen to English songs and watch English cartoons since I was a baby.” (S2) and (S4)

Attitudes

In terms of attitudes factor, it was found that all participants had positive attitude towards English language since they were young. Furthermore, most participants agreed that English was their favorite subject except for one of the participants who disclosed that her favorite subject was mathematics. Here are some of the examples:

“I feel good when I listen to English music. I do it every day. I love to do that because English is my favorite subject.” (S1) and (S3)

“I really love English language, I speak English every day. If no one talks to me in English, I will always talk to myself.” (S2)

Moreover, the teachers also supported that the students had strongly positive attitudes towards English language. Here are some of the examples:

“The student was really active to find the opportunity to speak English as well as to compete in the Speech Competition.” (T4), (T7) and (T8)

“My student usually showed her attention to learn more and asked questions when she did not know.” (T9) and (T10)

Family support

Referring to family support factor, all participants revealed that they had full support and encouragement from their parents since they were young. There were two participants whose parents had communicated with them in English language. In addition, their parents encouraged them to listen to English songs and watch cartoons in English when they were young. Besides, even though the other participants had never spoken English to their parents, their families had provided financial support and sent them to study a short course in the English speaking countries. These are some of what they mentioned:

“I was homeschooled through kindergarten by my mother and we communicated in English all the time. I could say that I will not be able to speak English like this without my mother.” (S1)

“I remember that when I was young, my parents usually encouraged me to listen to English songs.” (S2) and (S5)

“My parents always support me to learn English. They sent me to study abroad several times.” (S3)

Furthermore, the teachers claimed that family was a crucial factor enhancing the students' English speaking ability. These are what they mentioned:

“My student was the best English speaker in the class, because he had used English language since he was young with his mother.” (T2)

“My student’s parents were well-educated. Apart from that, her family could support her in learning English language, especially in financial support.” (T5)

Personality

According to the findings, all participants had high self-esteem in speaking English. They believed that they could communicate in English fluently like their first language. They were confident when they had to speak English. Furthermore, they were risk-takers. Even though they were not sure about the grammar of the sentence they were going to say, they would still say it. In addition, it was reported that they were not anxious in speaking English, particularly in the daily conversation. Here are the examples:

“I am confident that I can speak English well.” (S1) and (S4)

“When I am not sure about the grammar of the sentence, I also say it anyway!” (S3) and (S4)

“There is no feeling of anxiety at all when I speak English.” (S5)

In addition, the teachers agreed that the students had high self-esteem and less anxiety while speaking English, also, they were risk takers. Here are the examples of what they said:

“I can see that he was very confident when he spoke English.” (T1) and (T2)

“She could speak English like a native speaker. She had never shown any nervousness or anxiety feeling at all!” (T6)

“She had really high self-esteem and she might be the most confident student in school although some Thai teachers thought she was aggressive.” (T9)

Exposure to the language

All participants thought that the more they expose themselves to the language, the more they improve. They knew more vocabularies, improved their accent and pronunciation and became more familiar with the language. In addition, the majority of participants had often listened to English materials and had experienced in studying abroad. These are examples from the students.

“After I started to listen to English songs and watched English movies, I found out that I knew more vocabularies which helped me improve my English speaking. Also I knew how to use a proper word to fit in a situation.” (S1) and (S5)

“I think I could speak English better since I listened to my idol who spoke English language. Then, I copied his pronunciation and accent.” (S4)

Besides, the teachers also disclosed that the students had much exposure to the language by listening to English songs and seeking an opportunity to speak the language. Here are some examples from the teachers.

“My student always does many activities to learn English language such as watching movies, listening to music and ...etc.” (T2)

“I often saw him teaching and using English language on social media like Facebook even though sometimes there was nobody who listened to him.” (T4)

Teacher

In terms of teacher factor, there were only two participants who accepted that their teachers were a factor enhancing their English speaking ability. Three participants reported that teachers rarely helped them improve their English speaking ability, especially Thai teachers. These are some examples from the students.

“When I was in a primary school, my Filipino teacher knew that I really liked English language; therefore, he always spoke English language to me. It could improve my English language a lot.” (S2)

“Most English teachers at school usually focused on teaching grammar which I also found useful since it helped me to speak English correctly.” (S1)

“I feel like my speaking skill hasn’t been improved at all from the English class at school.” (S3), (S4) and (S5)

According to the results of the interview from both students and teachers, it was found that the answers receiving from both participants were similar and all answers from the teachers obviously supported the students’ answers. The teachers said that their students had positive attitudes towards English language and they were well supported by their family. Also, they believed that their students were confident and less anxious when they were speaking English. This was similar to what the students said in the interviews. Finally, all of the teachers reported that their students had high exposure to the language either listening to English songs or finding a chance to speak English.

In research question 2, the student participants were asked to reveal the influential factor that they thought could enhance their English speaking ability the most. In-depth interview was employed to answer this question. From the Table below, the student participants thought that personality and their exposure to the language were the most influential factors which enhance them to be good at speaking English. Surprisingly, none of the participants thought that learning styles, age and teacher were the most important factors enhancing their speaking ability.

Table 3. The most influential factor that enhanced the participants’ speaking ability

Factors	S1	S2	S3	S4	S5	Total
Learning styles						-
Age						-
Attitude		✓	✓	✓		3
Family support	✓					1
Personality		✓	✓	✓	✓	4
Exposure to the language	✓		✓	✓	✓	4
Teacher						-

Discussion

Research Question 1: What are the key and supporting factors that enhance students' English speaking ability?

This present study revealed that the following are factors affecting the students' speaking ability: learning styles, age, attitudes, family support, personality, exposure to the language, and teacher.

In terms of learning styles, it was seen that the participants were obviously visual learners. This is in line with Uthaiphetra (2014) who found in the study that Thai EFL learners normally are visual learners. It is the fact that seeing the images could make the learners easily link the new knowledge to learning.

Referring to age, all participants in this study had experiences in using English language naturally since they were young. Shumin (1997) and Lightbown & Spada (2013) also pointed out that a learner who started to learn a second language since childhood tended to succeed more than an adult. This may be explained that learning a second language since childhood makes learners have more time to practice without pressure which could bring about the best results. Furthermore, it could relate to another factor, positive attitude. Having a chance to learn a language since childhood could make a learner have a positive attitude towards a language. The study of Sa-adpan (2008) also disclosed that the positive attitude could enhance the students' English acquisition ability. Furthermore, Rubin & Thompson (1994) stated that attitude was a key to make learning successful since it may encourage them to practice more. A learner who had positive attitude towards English language will tend to be more active and participate in practicing and take his/herself to be in the English environment which eventually could make him/herself become proficient in speaking English.

Regarding the family support, it is revealed that all participants had been supported by their families. For instance, the family provided the English environment by encouraging their children to listen to English songs or watch English cartoons. They also supported them to study abroad. This is in line with the study of Mahripah (2013) who revealed that family support was important to the learner to learn a foreign language, especially in speaking skill. It is said that the family obviously had a great impact on learner's speaking ability due to the fact that learning initially starts at home. Additionally, this factor could build up the other positive factors such as positive attitude and more exposure to the language. Most importantly, these factors could enhance a learner's speaking ability. Regarding teacher factor, only two participants pointed out that teacher was also a factor enhancing their English speaking ability. Three participants said that they did not think that teacher could help them develop their speaking ability, especially Thai teachers. This is consistent with the study of Mazouzi (2013) who found in the study that teachers neither provided enough interesting learning condition nor motivated the students. However, there were several studies which supported that teacher was a beneficial factor to develop learners' speaking ability. For example, it was found from the study of Khamkhien (2011) that teacher was a crucial factor in enhancing the proficiency of the learners' English speaking ability.

Research question 2: What is the most influential factor that enhances the students' English speaking ability?

The findings reported that personality and exposure to the language were the factors enhancing the participants' English speaking ability the most. In this study, personality referred to self-esteem, anxiety and risk-taking. Surprisingly, it was found that all participants had similar personalities which were high self-esteem, less anxious and risk taking. This result is consistent with Shumin (1997) and Lightbown & Spada (2013) who stated the traits of a good language learner are high self-esteem, less anxiety and risk-taking.

In addition, it was supported by a study of Mazouri (2013) which revealed that a high self-esteem student achieved better results in speaking English than a low self-esteem student. It is noticeable that high self-esteem learners are more likely to succeed because they think positively about themselves; therefore, it could have driven them to do what they wish since they believe in their potentials.

Moreover, Horwitz, Horwitz and Cope (1986) stated that anxiety could be an obstacle to speak a second language since it might discourage a learner. Similarly, the findings of the study of Xiuqin (2006) and Juhana (2012) also found that anxiety was a negative factor which affected speaking a second language. Hence, a language learner should not be much worried in speaking language since it might be a barrier to enhance speaking ability.

Besides, all participants admitted that they were the risk takers. Even though they were afraid of making grammatical mistakes when they speak, they would definitely keep talking. This result is congruent with Latha & Ramesh (2012) who described that risk taking was a necessary trait in order to make progress in language learning. Also, there was a positive correlation between a high risk taker and a proficient English speaker.

Regarding to exposure to the language, the findings revealed that all participants had a lot of exposure to English. They often put themselves into the English environment such as listening to English songs, finding opportunity to speak English and studying in the English speaking countries. This findings is consistent with Boonkit (2010) who found in the study that listening to English materials could improve the learners' speaking skill in terms of sound, rhythm, intonation and stress in that language. Similarly, Mendlsohn & Rubin (1995 as cited in Shumin, 1997) claimed that listening and speaking were related. As a result, it could be noticeable that learners who wish to be competent in speaking English should have more exposure to the language, both receptive and productive skills. Certainly, the more the learners were exposed to a language, the better they could speak the language.

Conclusion

It could be concluded from this study that learning styles, age, attitudes, family support and their English teachers could affect their English speaking ability. In addition, personality and exposure to the language are the factors enhancing English speaking ability of the participants the most. The personality includes high self-esteem, less anxiety and risk taking which are the positive characteristics. Moreover, the more opportunities the participants have to listen to English materials as well as speak English, the better they can improve their English speaking ability.

Recommendation for Further Research

Since there are only 5 students who are participants in this study, further research is recommended to be conducted with more participants. Also, the purpose of this research is to find out factors enhancing learner's English speaking ability. However, further research might investigate factors that reduce their proficiency in speaking English. It will benefit learners to be aware of this and will help teachers to avoid these factors. Moreover, further research could study about the useful tips on English speech competition. It will be particularly helpful for the students who will participate in the English speech competition.

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Appendix A

Questions for semi-structured interview (students)

- 1) Have you listened to anything in English? What do you listen to?
คุณฟังสื่อภาษาอังกฤษบ้างหรือไม่ ถ้าฟัง ฟังอะไรบ้าง
- 2) Why do you listen to those materials?
เพราะเหตุใดคุณถึงฟังสื่อเหล่านั้น
- 3) What do you like to listen to most?
คุณชอบฟังสื่อภาษาอังกฤษอะไรมากที่สุด
- 4) How could listening to those materials improve your English speaking ability?
คุณคิดว่า การฟังสิ่งต่างๆ เป็นภาษาอังกฤษมีส่วนช่วยพัฒนาการพูดภาษาอังกฤษของคุณหรือไม่ อย่างไร
- 5) Do you like learning English subject? Why or why not?
คุณชอบเรียนวิชาภาษาอังกฤษหรือไม่ เพราะเหตุใด
- 6) Do you prefer to learn English with a Thai teacher or a foreign teacher? Why?
คุณชอบเรียนภาษาอังกฤษกับครูไทยหรือครูต่างชาติมากกว่า เพราะเหตุใด
- 7) What is your attitude towards learning English with a Thai teacher?
คุณมีทัศนคติอย่างไรเมื่อได้เรียนภาษาอังกฤษกับครูไทย
- 8) What is your attitude towards learning English with a foreign teacher?
คุณมีทัศนคติอย่างไรเมื่อได้เรียนภาษาอังกฤษกับครูต่างชาติ (ที่สอนภาษาอังกฤษ)
- 9) What is your attitude towards the English cultures?
คุณรู้สึกอย่างไรกับวัฒนธรรมตะวันตก (ประเทศที่ใช้ภาษาอังกฤษ) เช่น อังกฤษ อเมริกา เป็นต้น
- 10) To compare with the other subjects, is English your favorite subject? Why?
เมื่อเปรียบเทียบกับวิชาอื่นๆ คุณชอบวิชาภาษาอังกฤษมากที่สุดหรือไม่ เพราะเหตุใด
- 11) Do you think you are a proficient English speaker? Why do you think like that?
คุณคิดว่า คุณสามารถพูดภาษาอังกฤษได้ดีหรือไม่ เพราะเหตุใดถึงคิดเช่นนั้น
- 12) What do you still need to improve in order to be more proficient in speaking English?
คุณคิดว่า อะไรคือสิ่งที่ต้องพัฒนาเพื่อที่จะพูดภาษาอังกฤษให้ดีขึ้น
- 13) What are your strengths in speaking English?
คุณคิดว่า อะไรคือข้อดีหรือจุดเด่นในการพูดภาษาอังกฤษของคุณ
- 14) What is your weakness in speaking English?
คุณคิดว่า อะไรคือจุดอ่อนหรือข้อด้อยในการพูดภาษาอังกฤษของคุณ
- 15) Do you think you can speak English better than your friends? How?
เมื่อเปรียบเทียบกับเพื่อน คุณคิดว่า คุณมีทักษะในการพูดภาษาอังกฤษดีกว่าหรือไม่ อย่างไร
- 16) When you speak English, are you confident?
คุณคิดว่า คุณมีความมั่นใจในขณะที่คุณพูดภาษาอังกฤษหรือไม่
- 17) Are you worried when you have to communicate with people in English?
คุณรู้สึกกังวลหรือไม่ เมื่อต้องใช้ภาษาอังกฤษในการสื่อสารกับผู้อื่น
- 18) Are you worried when you are on the English Speech Competition?
คุณรู้สึกกังวลหรือไม่ ในขณะที่ทำการแข่งขันพูดภาษาอังกฤษ
- 19) Does anxiety affect your English speaking ability? And how do you deal with it?
ความกังวลมีผลกระทบต่อ การพูดภาษาอังกฤษของคุณหรือไม่ และคุณมีวิธีจัดการกับความกังวลเหล่านั้นอย่างไร
- 20) How do you feel when you find out that you make mistakes in speaking English?
คุณรู้สึกอย่างไรเมื่อคุณพบว่า คุณพูดภาษาอังกฤษผิด

21) After graduation, would you like to work in a career that requires English skills? Why or why not?

ถ้าเรียนจบ คุณอยากทำงานที่ได้ใช้ภาษาอังกฤษหรือไม่ เพราะเหตุใด

22) Do you want to become proficient in speaking English? Why?

คุณอยากพูดภาษาอังกฤษเก่งหรือไม่ เพราะเหตุใด

23) Which of these two reasons makes you want to speak excellent English: to have a foreign friend or to have a great job?

คุณอยากพูดภาษาอังกฤษเก่ง เพราะคุณอยากมีเพื่อนต่างชาติหรือเพราะอยากได้งานที่ดีๆ

24) Do you want to work or study in an English speaking country? Why?

คุณอยากไปเรียนต่อหรือทำงานในประเทศที่ใช้ภาษาอังกฤษในการสื่อสารหรือไม่ เพราะเหตุใด

25) Does any member in your family speak English with you? How often?

บิดา มารดา หรือบุคคลในครอบครัวของคุณพูดภาษาอังกฤษกับคุณหรือไม่ ถ้าพูด พูดบ่อยแค่ไหน

26) Does your family support your English speaking? How?

ครอบครัวของคุณมีส่วนช่วยสนับสนุนหรือส่งเสริมการพูดภาษาอังกฤษของคุณหรือไม่ ถ้ามี ด้วยวิธีการใด

27) Have you ever communicated with your friends by using English? Which situation?

คุณพูดหรือใช้ภาษาอังกฤษกับเพื่อนบ้างหรือไม่ ในสถานการณ์ใด

28) Do you prefer to work alone or in a group?

คุณชอบทำงานคนเดียวหรือชอบทำงานร่วมกับผู้อื่น

29) Do you like going out or staying at home?

คุณชอบทำกิจกรรมนอกบ้านหรือชอบอยู่บ้าน

30) Do you consider yourself a listener or a speaker?

คุณเป็นคนชอบพูดหรือชอบฟังมากกว่ากัน

31) If you have to speak English, but you are not sure about grammar, would you still say it? Why or why not?

ถ้าคุณจะต้องพูดภาษาอังกฤษ แต่คุณไม่แน่ใจว่าประโยคที่จะพูดถูกต้องหรือไม่ คุณจะลองพูดหรือไม่ เพราะเหตุใด

32) Have you ever used English in any activity? What are they?

คุณเคยทำกิจกรรมอะไรบ้างที่ต้องใช้ภาษาอังกฤษในการสื่อสาร

33) Do you think that your English teacher is a factor enhancing your English speaking ability? How?

คุณคิดว่าครูเป็นปัจจัยที่ทำให้คุณมีความสามารถในการพูดภาษาอังกฤษหรือไม่ อย่างไร

34) What are the activities that your English teachers use in teaching English, particularly speaking, and could enhance your English speaking ability the most? How?

คุณคิดว่ากิจกรรมใดที่ครูใช้สอนมีส่วนช่วยพัฒนาการพูดของคุณมากที่สุด (Discussion, Role play, Information gap, Brainstorming, Storytelling) และมีส่วนช่วยอย่างไร

35) Have your English teachers used English language in your English classroom?

การเรียนการสอนในห้องเรียนของคุณ ครูได้ใช้ภาษาอังกฤษเป็นสื่อในการสอนบ้างหรือไม่

Questions for in-depth interview (students)

1) What are the factors that could enhance your English speaking ability?

คุณคิดว่าปัจจัยใดบ้างที่มีส่วนช่วยพัฒนาภาษาอังกฤษของคุณ

2) In your opinion, which factor enhances your English speaking ability the most? How? (learning styles and strategies, age, attitudes, family support, personality, exposure to the language, teacher or other factors)

สำหรับตัวคุณ ปัจจัยข้อไหนที่มีผลหรือช่วยพัฒนาการพูดภาษาอังกฤษของคุณมากที่สุด อย่างไร (เช่น ลักษณะและกลยุทธ์ในการเรียนรู้, อายุ, การมีทัศนคติที่ดีต่อวิชาภาษาอังกฤษ, การสนับสนุนจากครอบครัว, ลักษณะนิสัยของตัวเอง, การได้พบเจอหรือได้ใช้ภาษาบ่อยๆ ครูผู้สอน ภาษาอังกฤษ หรือปัจจัยอื่นๆ)

3) What are your suggestions to improve English speaking ability?

คุณมีข้อเสนอแนะอื่นๆอีกหรือไม่ ในการที่จะพัฒนาทักษะการพูดภาษาอังกฤษ

Appendix B

Questions for semi-structured interview (teachers)

1) To what extent was your student outstanding in speaking English?

อาจารย์คิดว่านักเรียนมีความโดดเด่นในทักษะด้านการพูดภาษาอังกฤษมากน้อยเพียงใด

2) When you teach your student, how is his/her behavior?

ในขณะที่สอน อาจารย์สังเกตเห็นว่าพฤติกรรมของนักเรียนเป็นอย่างไร

3) Do you think your student has positive attitude towards English language? How?

อาจารย์คิดว่านักเรียนมีทัศนคติที่ดีต่อภาษาอังกฤษหรือไม่ อย่างไร

4) Do you think your student is self- confident when he/she speaks English? How?

อาจารย์คิดว่านักเรียนเป็นเด็กที่มีความมั่นใจเวลาพูดภาษาอังกฤษหรือไม่ อย่างไร

5) Do you think your student is anxious when he/she speaks English? How?

อาจารย์คิดว่า นักเรียนมีความกังวลหรือมีความประหม่าเวลาพูดภาษาอังกฤษหรือไม่ อย่างไร

6) Do you think your student is a risk taker when he/she speaks English? How?

อาจารย์คิดว่านักเรียนเป็นคนที่ชอบเสี่ยงในการที่จะพูดภาษาอังกฤษหรือไม่ อย่างไร

7) What is your student's personality?

อาจารย์คิดว่า นักเรียนมีนิสัยหรือบุคลิกเป็นอย่างไร

8) Does your student have different personality from his/her friends? How?

อาจารย์คิดว่า นักเรียนมีบุคลิกเหมือนหรือแตกต่างจากเพื่อนนักเรียนคนอื่นหรือไม่ อย่างไร

9) Do you think family support could help improve your student's ability in English?

อาจารย์คิดว่าครอบครัวของนักเรียนมีส่วนช่วยทำให้นักเรียนพูดภาษาอังกฤษเก่งหรือไม่

10) According to your opinion, what are the factors that make your student good at English speaking?

อาจารย์คิดว่า มีปัจจัยอะไรบ้างที่ทำให้ให้นักเรียนมีทักษะการพูดภาษาอังกฤษที่ดี

11) Why did you choose this student to participate in the Speech Competition?

การที่อาจารย์เลือกนักเรียนมาแข่งขันประกวดพูดภาษาอังกฤษ เป็นเพราะเหตุใด

12) What are your suggestions for the students to be fluent in speaking English?

อาจารย์มีข้อเสนอแนะอย่างไร ที่จะแนะนำให้ให้นักเรียนมีทักษะการพูดภาษาอังกฤษที่ดี

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