



**THE KEY SUCCESS FACTORS TOWARDS ENGLISH SPEAKING SKILLS
OF SECONDARY SCHOOL STUDENTS IN
BANGKOK, THAILAND**

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CERTIFICATION

This is to certify that this independent study titled "The Key Success Factors towards English Speaking Skills of Secondary School Students in Bangkok, Thailand," was prepared by Mr. Joseph Udoka Ezech, who carried out the research work under our supervision. The matter contained in this research work has not been submitted earlier for award of any degree in this university. We therefore certify that, to the best of our knowledge the work reported herein does not form part of any other research project report.

This independent study has been approved as a partial fulfillment of the requirements for the award of Master of Business Administration Degree in Marketing Management to Mr. Joseph Udoka Ezech.

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ABSTRACT

In this present globalized world with advanced technology, English has become the most important language recognized worldwide as it has increasingly continued to assist individuals from different regions to communicate effectively with one another and there has been a tremendous demand for English speaking skills in all spheres of human endeavor. Thailand and other members of ASEAN nations recently have unanimously approved the use of English as their working language. This means that English language would be officially used when conducting businesses among the member countries and certainly any country with large number of citizens who could speak English would have more businesses and employment opportunities than others. Unfortunately, the performance of Thais in English language especially the students have continued to be very poor despite government efforts. This study focuses on the key success factors of English speaking skills of Thai secondary school students in Bangkok. In order to identify the problems, its causes and the possible solution to the problems, the researchers' question mainly focused on: (1) the main problems the students encounter when they intend to communicate with someone in English, (2) the main causes of poor English speaking skill problems among the students (3) identify any key success factors suitable for the improvement of English speaking skills of the students. The researcher's assumption was based on the fact that if there was a potentially English oriented environment within and outside classrooms, teachers' quality, effective curriculum cum teaching materials and management initiatives, the students' English speaking skills certainly would begin to improve. The researcher used qualitative questionnaire and interview technique to collect data from 30 participants, comprising 16 secondary school students, 10 English teachers and 4 school Administrators. The participants sincerely revealed that the students face various problems in English speaking skills ranging from fear of mistakes, preference for their first language resulting from their difficulty to remember what there were taught. These problems were caused by poor management, curriculum, teaching materials and lack of English oriented environment. The result

of the study however surprisingly shows that with effective management, teachers' quality, through training and development programs, curriculum, teaching materials as well as English oriented environment, the students' English speaking skills would certainly begin to improve.

KEYWORDS: success factors, English language, speaking skills, public secondary school



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CHAPTER 1

INTRODUCTION

1.1 Background

In this present globalized world with advanced technology, English language has displaced other languages as the most important language that link countries around the world together and there has been a tremendous demand for English speaking skill in all spheres of human endeavor (Nagarathinam, D. et al. 2016). A study by Khamprated, N. (2012) observed that presently many countries around the world have agreed to use English as their second or foreign language in order to help their citizens acquire English speaking skill and be able to communicate effectively with other people especially foreigners. Morozovia, Y. (2014) maintained that any region that lacks the knowledge of good English communication skills nowadays will find it difficult to cope with others. This was in line (Phuong T.V 2014) who noted that any country wishing to be modernized and to participate in today's globalized world must consider English language a very important skill of which its citizens should acquire it.

English is extremely important because the better a country's English, the lower the birth rate, better money its people make, innovates, connected to the internet as well as long life and maintenance of healthy relations with other countries (Tran N.M. & Hoan T.M. 2015). Sriprabha B. & Sankar. G. (2016) opined that as English language has increasingly continued to be the lingua franca of the world any individuals with good speaking skills can succeed in their careers, academics, relationships with others and even do businesses better in different countries and markets. Apart from that, it is also important in research and development (Iamsaard P. & Kerdpol S. 2015). As important as English is, Tran N.M. & Hoan T.M (2015) reviewed that a total number of 1.75 billion people worldwide presently speak English language, meaning that 1 in 4 individuals

can speak English in the world. The same report shows that many companies worldwide now have opted to use English as the common corporate language and have placed English speaking skill as a top priority for employees' recruitment and selection. In this connection (Xue J. & Zuo W. 2013) reported that English language is increasingly becoming very important in every aspect of people's life and maintained that by 2050, approximately half of the world population would be English speakers just as they observed that 85% of international organizations are presently using English as their common language, 75% of the world's mail are written in English and 80% of publications and internet information are published in English language.

In Asia, a study by Iamsaard P. & Kerdpol S. (2015), show that Ministries of Education throughout the South-East Asia nations have recently considered English a vital skill following the recent unanimous decision of 10 ASEAN nations to use English language as their working language as enshrined in article 34 of the ASEAN Charter. Additionally, the 5th annual edition of EF English proficiency Index (EF EPI 2015), indicates that out of 910, 000, English learners surveyed in 70 countries around the world, a good number of South-East Asian countries namely Singapore and Malaysia to name a few have also improved significantly with Singapore ranking 12 with 60.08% average in the world and 1/16 in Asia, while Malaysia became 2/16 in Asia, ranking 14 out of the countries surveyed with 60.30 % average in the world.

In Thailand, according the World Bank (2012) spent 31.5% of the country's total budget on education, making the country the highest spender on education in the world that year. Jenmana T. (2015) revealed that Budget Expenditure for Ministry of Education in 2015 was the highest at 213.08 billion baht, representing 19.73% of total government Expenditure compared to other countries which are known for their very effective education system such as Finland, Hong Kong and France. Saniboo H. & Sinwongsuwat K. (2016) noted that a large part of the Thai Government expenditure mainly focused on building a better curriculum for the enhancement of Primary and secondary school level students' English language speaking skills of which young learners

especially lower secondary school level are expected to know at least 2,100 to 2,250 words and be able to communicate in English about their everyday lives. English speaking skill among primary and secondary school students must be developed along with other skills (Daruwan S. et al., 2015). In fact the students need English education in order to contribute effectively to the nation's economy and survive in the present world of huge competition and information (Sermsonswad U. and Tantipongsanuruk C. 2014)

1.2 Statement of the Problem

In Thailand, a recent study by English First on English proficiency of 910, 000 English learners from 70 countries around the world, shows that Thailand's English proficiency remains very low as the country became third worst in Asia with 62 position out of 70 nations in the survey, though the report indicated that Thailand decline in English proficiency could be seen in age breakdowns as youths 18-20 years old and adults 21-25 exhibit poorer English skills than those in the 26-30 age bracket, the result is uncalled for considering the huge budget spending on education every year (EF- EPI, 2015).

In addition, the NETS and Wudthayagorn J. (2015) reported that average score of grade 12 students in English language O-NET testing stood at 23.44%, the lowest among other subjects and maintained the trend of English scores has remained poor for several years across basic education. Regrettably, (Sermsonswad U. & Tantipongsanuruk C. 2014) noted that all the poor results occurred even after Thai government had endorsed many policies aimed at strengthening English language education such as "Development of English Skills and Improving Teaching and Learning Efficiency of the Teachers" (2003), Teaching and Learning English Reform for Strengthening the Capacity on National Competitiveness" (2006-2010), and the "English Speaking Year" project (2012) et cetera.

Many researchers who have investigated the causes of English speaking skill failure among Thai students in order to improve their speaking skill discovered that factors such as unqualified English teachers, students' attitudes, lack of motivation, lack of exposure to English within and outside the classroom are the problems militating against the students' English proficiency which must be properly looked into (Pawanchat S. et al. 2014).

1.3 Objective of the study

1. To identify the main problems the students encounter when they want to communicate someone in English language.
2. To investigate the main causes of poor English speaking skill among Thai students with special emphasis on secondary students in some selected public schools in Bangkok.
3. To examine the key success factors towards improving the students' English speaking skills.

1.3.1 Research Questions:

The study addresses the following research questions thus:

1. What are the main problems the students encounter when they intend to the speak English with someone within and outside the classroom?
2. What are the main causes of poor English speaking skill problems among public secondary school students in Bangkok?
3. Are there any key success factors suitable for the improvement of English speaking skills among the students?

1.4 Scope of the study

The researcher, due to the nature of the research applied a qualitative research method, using in-depth interview and survey research with qualitative questionnaire in order to obtain relevant

primary data that focuses basically on the main problems and causes of poor of English Speaking Skills as well as the success factors among secondary school students in selected Public Schools in Bangkok for the following reasons:

English language has displaced other languages as the most common language spoken anywhere around the world and there has been a tremendous demand for English speaking skills in all spheres of human endeavor (Nagarathinam D. et al., 2016). In fact in the present globalization characterized by huge advancement in information and communication technology, any region that lacks the knowledge of good English communication skills will find it difficult to cope with others (Morozovia Y. 2014). And Thailand in particular, the presently unanimous decision of 10 South-East nations (ASEAN) to use English as their working language, Thais will find it difficult cope with foreigners because of lack of English speaking skill. This means that possessing English speaking skill will help Thais individually or group to succeed in their careers, academics, relationships with others and even doing businesses better in different countries and markets (Sripabha M. & Sankar G. 2016). It is obvious that any country with good English proficiency often has better advantage in managing its economy, birth rate, innovation, good citizens who make good money, connected to the internet as well as maintenance of healthy relations with other countries et cetera (Harvard Business Review & Tran M. 2015). Importantly, Ministries of Education throughout Southeast Asia have considered English a vital skill to be learned by their citizens from as early an age as possible, if their respective countries are to modernize and to participate in today's globalized world (Phuong T.V. 2015) and as such developing Thai students' English speaking skills will certainly enable them to use English as an important means of communication between them and other ASEAN nations and fully utilize the benefits of English in conducting research for knowledge, employment opportunities both in ASEAN as well as in the global market and thereby help the country participate fully in today's globalization (Daruwan S. et al; 2015).

Therefore, from the aforementioned reasons, the researcher purposely target primary secondary level students in some selected public schools in Bangkok due to the fact that Bangkok has dense population of schools with large number of students and other stakeholders capable of providing adequate information needed for the achievement of the research objectives.

1.5 Significance of the study

English language is increasingly becoming a global language, meaning that in the near future any country its people lack English speaking skill will find it difficult to cope with others and the recently unanimous decision of the 10 South-east Asian nations to use English as their official language shows the desirability of English language in South-east Asia and Thailand in particular. This will help the country to compete favorably with other regions in Asia. As a result Thai government and families have invested a lot of money in their children so as to enable them acquire good English communicative skills. Unfortunately, the performance of the children in English language has never been successful irrespective of the amount of money spent on them. Therefore, the findings and recommendations of this study will significantly contribute to the following:

1. Serve as a useful insight regarding the main English speaking skill problems of Thai secondary school students, especially when they intend to speak with someone within and outside classroom.
2. Provision of first-hand information regarding the main causes of poor English speaking skill problems of the students.
3. Provision of relevant key success factors towards English speaking problems of the students.

1.6 Conceptual Framework

In this study the researcher proposes the follow framework thus:

With effective management, curriculum, and materials, qualified teachers' and English oriented environment, the students speaking skill certainly would be improved

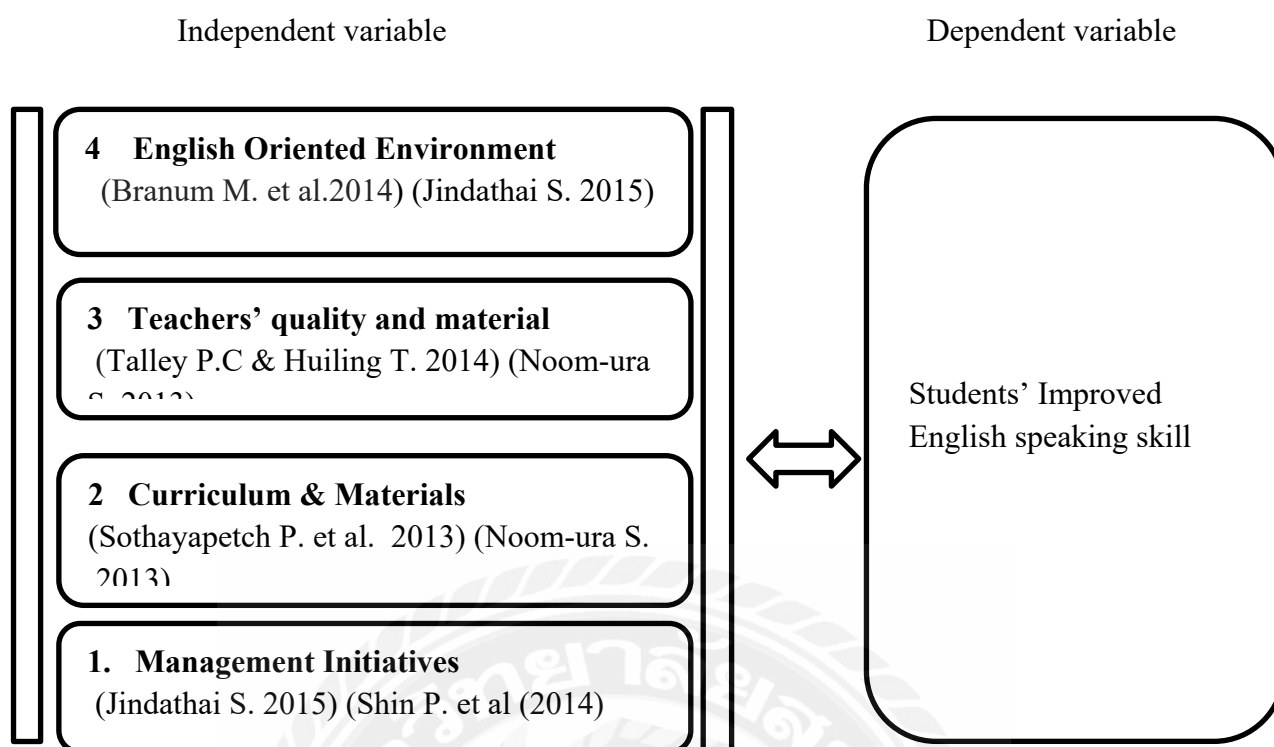


Fig. 1. Conceptual framework for English speaking skill improvement.

1.7 Hypothesis of the Study

It is expected that with effective management, curriculum and materials, teachers' quality as well as English oriented environment, English speaking skills of Thai students especially students in public secondary schools would certainly begin to improve.

1.8 Definition of terms

1.8.1 English Oriented Environment

Branum M. et al., (2014) define the environments as school, parent, home, community as well as society within which learners interact with frequently. On The other hand, according to Kameli S. et al., (2012) English oriented Environment in an Environment comprising of teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, homework assignment, parents and community which are very crucial especially for second language speaking skill success.

1.8.2 Teachers' Quality

(LearnngstationMusic.com) defines a teacher as one who possesses deeper knowledge about any topic of discussion, guides, enlightens and motivates learners for the purpose of helping them acquire relevant knowledge and understanding of the topic. Talley P.C. & Hui-ling T. (2014) noted that teachers' quality refers to ability to determine the need and interests of his or her students and design teaching topics and activities that will match the students' needs and expectations. Qualified teachers utilize different activities towards improving speaking skills such as interesting topic discussion, listening exercise, role play and storytelling, problem solving activities as well as drama activities et cetera (Sanna M. 2013).

1.8.3 Curriculum cum materials

Sothayapetch P. et al. (2013) observed that curriculum is a master plan that regulates teaching and learning which provides educators with guidelines regarding materials, students learning guidelines and objectives as well as the standard that can be applied to measure students' performance. In other words, it provides a guideline to what learners and teachers are able to do at certain levels with regards to learning and teaching objectives as well as materials to use and how to use them. A well design curriculum is at the heart of any education system because it guides teachers in preparing programs and lessons that might be needed for students to attain the prescribed standard (OECD & UNESCO 2016).

1.8.4 Management

According to (<https://en.wikibooks.org>) management relates to an art of knowing what should be done and making sure that it is done in the best possible way. Jindathai S. (2015) observed that one the main factors relating to English speaking skill problems of Thai students is management. She maintained that as long as the need to improve students' English speaking skill is concerned,

school management needs to be responsive to the teachers and their needs in terms of work permit, evaluation of teachers' English language proficiency, teaching techniques, provision of training and development programs and making sure that necessary teaching materials as well as course syllabus available to the teachers especially in the classroom in order to enhance teacher's performance.

1.8.5 Student Speaking Skill

Manussanum S. & Suksan S. (2012) define speaking as the active and oral production skill. Ubaydilliah I. (2013) sees speaking as the art of communication that must be mastered in learning foreign language which must involve speaking words that can be understood by the listeners. In the word of Mennaai S. & Messaibi S. (2013) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Alam O. (2013) reiterated that out of four language skills comprising listening, speaking, reading and writing, speaking is apparently the most important of the four skills. Bashir B. et al. (2011) maintained that unlike other skills, speaking is more difficult and complicated because it involves different elements and speaker usually finds himself or herself in either of the following three speaking situations namely: interactive, pre-interactive or non-interactive. However speaking skill can be learned and it does not depend on whether speaker has talent or not (Manussanun S. & Suksan S. 2012). Students can do well in speaking skill if they combine it with listening skill because both will make communication easier and bring about desired interactions between listener (Muge Z. T. 2010). However it is necessary to integrate classroom environment with various activities that can encourage students' speaking and listening skills respectively when training students because speaking involves various elements of which without them, effective interaction between speakers and listeners will be difficult. (Vijaya A.A J. et al., 2016).

CHAPTER 2

THE REVIEW OF LITERATURE

2. This chapter focuses on reviewing the past literature on English speaking skills in order to identify the causes of English speaking skill problems of Thai students as well as the key success factors with emphasis on public secondary students and analysis of the factors identified for a better conceptual framework formulation and possible solution to English speaking skills of the above mentioned students.

2.1 Theories of English speaking skill

According to Manussanun S. & Suksan S. (2012), speaking is the active production skill and use of oral production. Ubaydilliah I. (2013) define speaking as the art of communication that must be mastered in learning foreign language and it involves generating words that can be understood by the listeners. In the word of Mennaai S. & Messaibi S. (2013) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Alam O. (2013) reiterated that out of four language skills comprising listening, speaking, reading and writing, speaking is apparently the most important of the four skills. Bashir B. et al. (2011) maintained that unlike other skills, speaking is more difficult and complicated because it involves different elements and speaker usually finds himself or herself in either of the following three speaking situations namely: interactive, pre-interactive or non-interactive. However speaking skill can be learned and it does not depend on whether speaker has talent or not (Manussanun S. & Suksan S. 2013). Learners can do well in speaking skill if it is combined with listening skill because both will make communication easier and bring about desired interactions between speaker and listener (Müge Z. T. 2010). However it is necessary to integrate classroom environment with various activities that can encourage students' speaking

and listening skills respectively when training students because speaking involves various elements of which without them, effective interaction between speakers and listeners will be difficult. (Vijaya A.A J. et al., 2016).

2.1.2 The elements of speaking Skill

According to Alam O (2013) speaking is a linguistic activity which, like language itself consists of several elements. Pawanchat S. et al., (2014) noted that micro elements such as pronunciation, vocabulary, grammar and discourse are very important in speaking skill and combination of these elements with macro skills such as reading, writing, listening and speaking when teaching students help them master speaking skill. However Rabi (2013) identified pronunciation as an element that has a strong relationship with speaking skill and it relates to the sound, stress and intonation which listeners can imitate from speakers. In order words, listeners or language learners can imitate their speakers or teachers as they speak and then speak the same way to others when the situation arises. Unfortunately Pawanchat S. et al (2014) noted that English speaking skill remain a problem to Thai students as their performances in speaking skill still remain far from satisfactory.

2.1.3 The Categories of Speaking skills

Speaking according to Rabu & MEI (2013) can categorized into informative and communicative. An informative speech simply means that speaker has to appropriately provide more information to the listeners about something than they already have. In other words informative speech must have reliable sources about each claim. For instance, teaching students history of bread and how to bake it (www.reference.com). Rabu (2013) noted that speaking persuasively aims at changing the though, feeling or actions of students. He maintained that in order to contribute to students' speaking and listening skills, speakers or teachers must perform the following the four tasks:

- a. Present to the students with interested topic
- b. Induce learners towards the topic
- c. Speaking clearly and comprehensively
- d. Communicate briefly and stressing the key points
- e. Involving students in the conversation activities

2.1.4 Some Effective Strategies for Speaking Skills Development

Developing speaking skills entails communicating with someone or group of audience and focusing on their responses for appropriate feedbacks. In other words relating this to students suggests that students need intensive practice English speaking in order to master speaking skills and the practice must be done in pairs or in groups Arshad N. (2013). Rabu (2012) observed the following strategies for effective speaking skills:

- (i) Structured drills activities
- (ii) Using performance activities
- (iii) Participation activities
- (iv) Observation activities
- (v) Minimal responses
- (vi) Recognizing Script
- (vii) Using language to talk about language

(i) Drill Structured Activities

This is usually the activities provided by teachers perhaps within inside the classrooms or school premises. For instance, the teacher provides a particular structure and the students practice by repeating the structure. Usually students are grouped into two or three groups and each group responds according to the structured activity. Rabu (2013) noted that some greeting questions are

examples the structure activities. According to Rabu (2013) noted Some important strategies in speaking here depend on the ability each group to understand the question, asking for clarification organized answers.

(ii) Using performance activities

In performance activity, Al-Tamimi N.O & Ahmed A. R. (2014) maintained that it provides students with opportunities to communicate in the target language. In this case Teachers and students at this point should concentrate on the meaning and intelligibility of the communication rather than grammatical correctness because with practice, grammar errors should disappear. Rabu (2013), noted that interactions between all parties involved help students to develop their speaking skills faster than relying on grammar and in doing this teachers must guide students in relevant activities such as students' preparation to deliver talk to a group of other students or audience or in role play. For instance students deliver speech on some interesting topics. One advantage of performance activity is that it helps to increase speaking skill because the performer will be a listener as well as speaker.

(iii) Participation or guided activities

In guided activities Arshad N. (2013) observed that focus is usually on accuracy, and it is teacher's responsibility to make it clear to students that feedback and accuracy of very important. Some examples of activities for controlled practices include finding some information gap and model dialogues which students can change to talk about themselves, communicate their own needs and ideas by carrying out tasks according to stated teacher's instructions and guidance.

(iv) Using Observation or Finally creative activities

These activities according to Al-Tamimi N.O & Ahmed A. R. (2014) are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where the specific language focus is less relevant. Arshad N. (2013) noted that this kind of activity draws the attention of students and by so doing the students are motivated to speak. Some activities related to this according to Al-Tamimi N.O & Ahmed A.R. (2014) include interaction or information gap, role-playing, simulations, free discussion, games, a jigsaw puzzle, and problem-solving. These activities are combined with cooperative techniques to motivate students and improve their speaking skill

(v) Minimal responses

These are the expected, often idiomatic phrases that take place between parties involve in conversation which is used to indicate understanding, agreement, doubt and other responses another participant has made.

(vi) Recognizing Script

Some speaking situations are associated with a predictable set of spoken exchange such as greetings, apologies, compliments, invitations and other functions that are influenced by social and cultural norms often follow patterns or scripts. Teachers can help students develop speaking ability by making them aware of the script for different situations in order to enable them predict what they will hear and what they will need to say in response.

(vii) Using language to talk about language

According to Rabu & MEI (2013) some of the strategies in speaking skill ability include, understanding the question, asking for clarification, given an organized answer and asking correct questions. Rabu & MEI (2013) in his research, using language to talk language is a method which

teachers or instructors should use to resolve the problem of students' lack of confidence and anxiety when they are faced with the problem of misunderstanding between them learner and others in conversation situations. Teachers should be aware that using this strategy is solely meant for clarification otherwise students' language learning speaking objectives will not be achieved.

2.2 Thai public primary and secondary school system

Basic education in Thailand according to UNESCO (2011) extends from grades 1-12. Kids after spending 3 years in their first level of educational journey starting from age of three years old known as kindergarten continue from Grade 1 – Grade 6 (primary education). This is followed by Grade 7- Grade 9 which is referred to as lower secondary level. Khamprated N. (2012) observed that the system provides the students free and compulsory education for 9 years, and after the students must have graduated from Grade 9, they must decide whether to further to Grade 10 up to grade 12 (upper secondary) or some students may opt for vocational education. In most cases those students who decide to go further academically enter university while those who opt for vocational school prepare themselves to enter labor markets for employment.

Nowadays the importance of English according to Khamprated N. (2012) is recognized by education institutions as it plays a significant role in every field, especially education and business. Wannachotphawate W. (2015) observed that Thai education system through the Ministry of Education designed four distinct categories of Teaching and learning programs namely Normal Thai Program (NTP), Mini-English Program (MEP), English Program (EP) and International Program (IP) of which NTP is the Basic Education Curriculum of 2008. This curriculum officially recognizes eight subjects namely Thai language, science, Mathematics, religion and culture, social studies, health and physical education, arts, career and technology and foreign language to be taught in primary and secondary schools across Thailand and amongst all these programs, EP has been

selected as Thailand's legal and official program to help Thai students improve their English speaking skills. Any Thai schools that would like to run EP programs, has to apply and receive permission from MOE and five out of eight core subjects must be taught in English language (Wannachotphawate W. 2015). However despite these efforts, many studies have shown that status of Thai students in English speaking skills remains very low according to Mustafa H. et al; (2015) as well as EF English Proficiency Index (2015) who proved that most students fail to achieve English speaking skill despite having studied English many years.

2.2.1 English Speaking Skill Problems of Thai students

In Thailand and in some other Asian countries, many researchers have done a lot of research work in relation to the factors that cause poor English speaking skills amongst students even when the students have studied English for many years. A study by Morozova Y. (2014) on English speaking skill of elementary students in Russia shows that students' problems with English speaking skills mainly related to their lack of confidence in the use of English and anxiety about making mistakes. A recent study of Jindathai J. (2015) on Thai university engineering students also observed that factors such as teachers, classroom environment, teaching materials, motivation, students' attitude as well as lack of exposure to English language within and outside the classroom affect Thai students speaking skills. Similarly Sermsongswad U. & Tantipongsanuruk C. (2013) observed that Thai students lack interest in English speaking and the students do not have enough time and exposure to study and practice English with their teachers. The researchers noted that most of the public primary and secondary schools have very few hours a week to study English with their teachers and no other such subject is being taught to the students in English except English subject. Khamprated N. (2012) study on English listening and speaking of Thai vocational students, indicated that students' problem with speaking are mainly related to the students' inability to speak with the same intonation and fluency as their native English teachers as well their limited

knowledge of English grammar, as a result the students develop fear and worry about mistakes and people laughing at them. Pawanchat S. et al., (2014) observed that major problems relating to Thai students' in English were identified as problem of teachers, curriculum, lack of teaching materials and the opportunities to use English outside schools.

2.2.2 Lack of confidence and anxiety

Many Thai students according to Khamprated N. (2012) develop lack of confidence in speaking English because they do not understand every word of the native English speakers and they also find it difficult to use the same intonation to speak as fluently as native speakers making the students feel frustrated and anxiety about making mistakes especially when they want to practice or communicate with others in English. However Pawanchat S. et al., (2014) observed the situation has caused some of the EFL teachers to use the students, mother tongue in the classroom, stating that students now prefer to use mother tongue in English classes instead.

2.2.3. Motivation

Motivation is one the most important factor for success in learning a language. In second and foreign language learning, motivation according Jindathai S. (2015) is defined as the amount of effort which an individual attach to learning a language because of the aspiration do so and the satisfaction derived from the activity. Wimolmas R. & Harmers (2012) observed that motivation could be categorized into intrinsic and extrinsic. Intrinsic motivation relates to several factors which occur inside the classroom, such as teacher's personality, teacher's teaching techniques, classroom environment, etc. On the other hand, extrinsic motivation is defined as factors outside the classroom. This type of motivation can be further classified into integrative motivation and instrumental motivation, Integrative motivation is the desire to learn a language in order to integrate into the culture of the second or foreign language group and engage in the community. In contrast,

instrumental motivation refers to the desire to learn a language because it fulfills certain goals such as future career, better status, or getting a place at university

2.2.4 Students' Attitudes

Attitudes according to Zainol et al; (2012) are a component of motivation, which refers to the combination of effort and desire to achieve the goal of learning a language and it is one of the key predominant factors for success in the language learning process. The students' attitudes according a survey by Khamprated N. (2012) were also seen as the factors militating against English speaking skill of Thai students. The study shows that students do not speak English because they find it difficult to use the same intonation as native speakers. When the students want to practice English speaking with their fellow students, they experience fear of making mistakes and as a result become frustrated. However Kitjaroonchai N. (2013) noted that students can construct positive attitudes through learning experiences and accomplish English speaking skill much easier than those with negative attitudes, because negative attitudes lead to decreased motivation as well as teachers' input.

2.2.5 Lack of Exposure to English within and outside of classroom

Many Thai students, lack interest and opportunities to use English in their daily lives. Survey by Sermsongswad U. & Tantipongsanuruk C. (2013) proves that most Thai students especially primary and secondary level do not have the necessary opportunities and interest to speak English within and outside classroom. The researchers noted that most of the public primary and secondary schools students have only one hour a week to study English with their teachers and no other subject is taught to the students in English except English subject. The students do not really know the benefits of English language in their daily lives except for entrance examination to higher education. As a result they study English only for examination, not for communication. Jindathai S.

(2015) reiterated that Thai students are not exposed to English language and maintained that exposure to English language is an opportunity to use the target language in both formal and informal environments such schools, markets, homes or with friends can influence speaking skill.

2.3 The Key Success Factors of English Speaking Skill

According to (www.teachthought.com) a key success factor can be defined as a skill or a resource without which English language learners will not achieve English speaking skills. Jenmana T. (2015) observed that key success factors are vital elements that are responsible for success in second language learning especially speaking skills. There are varieties of factors that can contribute positively to Thai students' English speaking skill. However for the purpose of this study, the researcher selected three factors comprising English speaking oriented environment (ESOE), teachers' quality and effective curriculum cum materials. Though other factors might be considered necessary, the researcher assumes that if these three factors are achieved, English speaking skill problems of Thais secondary school students in public schools could be elevated.

2.3.1 English speaking oriented environments

English speaking environments according to Kameli S. et al., (2012) are crucial especially for second language speaking skill success and they comprise of teaching methods, quality of materials, reward system, peer group, teacher-student relationship, classroom atmosphere, homework assignment, parents and community. Branum M. et al., (2014), sees the environments as school, parent, home, community as well as social environment within which learners interact with frequently. A study by Jindathai S. (2015) reiterated that Thai students are not exposed to English language because there are no opportunities to use the target language in both formal and informal environments. Simply put, it relates to the people, places and materials, English learners frequently

interact with and the rate of encouragements or motivations the learners' derived for their English speaking efforts.

2.3.1.2 Formal English speaking Environments

According to Branum M. et al., (2014), formal environments in this context relates to schools, classroom materials, administrators, staff and teachers. He maintained that in order to encourage students' exposure towards English language speaking skill, these environments need to work hand in hand and it begins with school initiating programs suitable for English leaning within the school and the classroom that will motivate their students in speaking skill. For instance if staff, teachers and administrators try as much as they can to frequently make use of English especially when they give students instructions as well as organizing English-speaking weeks, where students, teachers and staff would be encouraged to speak only English in all their activities, students will definitely begin to appreciate the importance of English language and follow suit.

2.3.1.3 Informal environments

According to Azadeh A. & Ghazali B. M. (2011), apart from school and classroom influence on students' learning and speaking skills, informal environments especially students' home plays a crucial role as well. Gramegna B. (2012) maintained that informal environments comprise of parents, friends, markets and communities where learning or speaking happens unconsciously, unintentionally as well is incidentally on daily life activities. For instance Hosseinpour V. (2015) noted that if parents have positive attitudes in English language such as making attempts to speak, watch English movies, practice English conversation with their children, the children will certainly develop interest in English speaking skill. On the other hand Chiou I. & Dooley K. (2013) noted that students' English speaking skills could also be improved by large number of public displays of English language on the streets, roads markets and communities. This simply suggests that students

having access to these words as they walk on the aforementioned places would deepen their speaking and awareness in English.

2.3.2 Teachers' Quality

According to (www.Wikipedia) survey, in collaboration with University of Cambridge, 60% of four hundred Thai teachers, had knowledge of English teaching methodologies below the syllabus level at which they were teaching, 3% had a reasonable level of fluency while only 20% could be found qualified and competent. Noom-ura S. (2013) revealed that in primary schools 60% of the teachers had not taken English as their major while in secondary school 70% has no bachelor's degrees in English language.

Sermsonswad U. & Tantipongsanuruk C. (2013) noted that qualified teachers have special roles in creating a good classroom environment that will help students develop their English speaking skills.

2.3.2.1 The role qualified teachers in the classroom

A study on Thai readiness towards English communication skill by Pawanchat S. et al (2014) shows that teachers' role is very important in improving students' speaking skills. According to Willy A. R. (2013), students' speaking skill will improve if teachers make enough use of input in the classroom. In other words if EFL teachers provide students with large amount of comprehensive and interesting topics, vocabularies, fluency, clarity and practice communication activities in their classrooms, their speaking skills surely will be increased.

(LearnngstationMusic.com) noted that teachers inspire, guide, enlighten and motivate students for the purpose of helping them solve their learning problems. A study of Talley P.C & Huiling T. (2014) about teaching English speaking in the EFL classroom observed that teachers determine the level of activities and conversations taken place among the students in the classroom. They maintained that students' performance both speaking skills and listening skills activities are

increased significantly if the teachers' topics are compatible with the students' needs and expectations. Apart from matching the students' needs with their topics (Kamprated, N. (2012) maintained that qualified teachers must also be able to maintain good relationships with their students because the relationships will pave the way for the teachers to gain more knowledge of each student learning or speaking abilities and by so doing, the teaching tasks may become easier and students will have the opportunity to pay more attention in their classrooms and thereby become successful in English speaking.

Figure 1. Listening and Speaking Activities in the Classroom

Jigsaw Listening	This kind of activity involves students working together to share the information heard. First two to four groups of pupils separately listen to different recording on the same subjects, that is, the same journey with some differences in each version. A choice of various activities may follow, but for example one may be a tape script with spaces that the pupils have to fill in. They then tell it individually to a pupil from the other group (s) and try to find the differences. Here the teacher controls the activity as he or she motivates the students with speaking skill and listening comprehension.
Video Clips	This activity occurs when video clips may be watched, enjoyed and then followed by a discussion on understanding the cultural information inherent in them. This may be highlighted and discussed.
Language lab	These offer not only an opportunity for the customary speaking skill proficiency but also phonological recognition and discrimination, extensive listening and vocabulary recognition
The use of computers and	Computers offer dual advantages as regards the possibility of it being used at in the classroom and home as further-practice incorporating both listening

CD-ROMs	and speaking. CD-ROMs as well web pages also have the audio facilities for listening and speaking activity integration.
Using Pop Songs	There are extremely popular at Secondary level, probably the most popular activity if the teacher knows how to select up-to-date songs that are also clearly pronounced, as well as being useful in some way didactically.. When songs are chosen carefully, many skills can be integrated with them such as sound to spelling recognition (via gap filling activities), speaking practice, topics for discussion and debates, et cetera.
Games	These work well because they are very much liked by secondary school pupils and it involves more of speaking effort as they integrate and revise vocabulary, topics, listening or parts of language, etc. teach set phrases needed like: “it’s my turn”, “Can you repeat?”, “I don’t understand”. With this age group board games are especially popular, and are a fairly peaceful activity for the teacher to supervise.
Speaking as homework	Students are given some video or films to play at home with their friends and the focus is mainly on listening and speaking.

Source:Rodríguez M.R. (2016)

2.3.3 Curriculum cum materials

Sothayapetch P. et al. (2013) observed that curriculum is a master plan that regulates teaching and learning which provides educators with guidelines regarding materials, what students should learn and a standard that can be applied to measure students’ performance. In other words, it provides a guideline to what learners and teachers are able to do at certain levels with regards to learning and teaching objectives as well as materials to use and how to use them. Noom-ura S. (2013) noted that

Thailand's education curriculum has so many issues that negatively affect both teachers and the students with respect to the following:

- Guidelines for managing activities in the curricula
- The curricular has too much area to cover
- Difficult for teachers to use as a guideline for teaching
- Difficult to be used as a measure to students' performance especially English.
- Currently that students can move to next grade level even when their results in English is very poor

OECD/UNESCO (2016) observed that although Thailand's education system has successfully modernized their Education curriculum from content-based to standard-based which describe what students should be able to know and do in each subject as well as comprehensive system of standardized national assessments, schools and teachers have not been given the support and skills they need to implement the new approach and the capacity to ensure that its national test reinforce the aims of the curriculum and support reform efforts rather than undermine them are lacking. Pawan C. et al.,(2014), believes that until teachers' training and development as well as curriculum development and reform are in place, English speaking skills of Thai students will not improve.

Figure 2. Main components of the 2008 curriculum document

Relationships in the development of learners' quality according to the Basic Education Core Curriculum
Vision
The Basic Education Core Curriculum is aimed at enhancing capacity of all learners, who constitute the major force of the country so as to attain a balanced development in all respects – physical strength, knowledge and morality. They will fully realize their commitment and

responsibilities as Thai citizens and members of the world community. Adhering to a democratic form of government under a constitutional monarchy, they will be endowed with basic knowledge and essential skills and favorable attitude towards further education, livelihood and lifelong learning.

Goal

Morality, ethics, desired values, self-esteem, self-discipline, observance of Buddhist teachings or those of one's faith, and applying the principles of Sufficiency Economy Philosophy.

2. Knowledge and skills for communicating, thinking, problem-solving, technological knowhow and life skills.

3. Good physical and mental health, hygiene and preference for physical exercise.

4. Patriotism, awareness about a democratic way of life and form of government under a constitutional monarchy

5. Awareness of the need to preserve all aspects of Thai culture and Thai wisdom, protection and conservation of the environment, and public-mindedness with dedication to public service for peaceful and harmonious coexistence.

Learners' key competencies

1. communication capacity
2. self-discipline
3. avidity for learning
4. applying principles of sufficiency
5. dedication and commitment to work

Desired characteristics

1. love of nation, religion and the monarchy
2. thinking capacity
3. problem-solving capacity
4. capacity for applying life skills
5. capacity for technological application
6. cherishing Thai nationalism
7. public-mindedness

Source: OBEC (2008), *Basic Education Core Curriculum, B.E. 2551*, Ministry of Education

2.3.4. Teaching/learning Materials (TLM)

TLM refers to all materials that are necessary for teachers' use in the classroom to support specific learning objective set out in the lesson plan. These materials include textbooks, games, video, flashcards, project supplies et cetera (Lewis B. 2016). According to the study of Sermsongswad U. & Tantipongsanuruk C. (2012) relevant materials for primary and secondary school are lacking in the classrooms and available ones are not irrelevant to the students' needs and interest and maintained that teaching and learning materials are very important tools which must be available in classrooms and arranged in manner that teachers understand how to use them and it must match the needs and interests of the students for English language learning skills especially listening and speaking.

2.3.5 Management

A simple management definition according to (<https://en.wikibooks.org>) states that management relates to an art of knowing what should be done and making sure that it is done in the best possible way. According to Jindathai S. (2015) one of the main factors relating to English speaking skill problems of Thai students is management. She noted that as long as the need to improve students' English speaking skill is concerned, school management need to evaluate their teachers in terms of their level of English language proficiency, teaching techniques and the management provision of guideline relating to books, classroom materials, activities as well as the course syllabus in order to enhance teacher's performance. Shin P. et al (2014) noted that Thailand is certainly not yet ready to generally make use English language in 2015 due largely to lack of school management initiatives in important areas such as teachers' training and development, curriculum as well as classroom management and concluded that in order to sure students' exposure to English language, school management through the support of NIETS needs to develop a standard for teachers' assessment, training and development et cetera.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research design

Research design is a strategy which explains the sources and kinds of information relevant to the research problem as well as the method used in collecting and analyzing the information. It is in fact arrangement of conditions for collecting and analyzing of data in a way that aims to combine that relevance to the research objectives or goals (universalteacher.com). The goal of qualitative research according to Nugrahanny T. Z. (2012) is to understand phenomenon or individuals (participants) from their own words or stories and perception about their experience and the meanings they attach to the experience. As a result, in this present study, the researcher makes use of qualitative research method in order to obtain relevant information from the participants regarding the causes of and solution to the problems of English speaking skills of Thai students, with emphasis on students from 3 public secondary schools in Bangkok. Therefore the researcher believes that qualitative method is deemed suitable for the outlined research objectives.

3.2 Population and Sample Size

A population of research according to Mennai S. (2013) includes all the members of research objects of interest through which samples are selected for research problem analysis and as such for this research, sample size of 30 participants were drawn from the overall population of 316 individuals of interest representing 242 upper secondary students, 66 teachers and 8 administrators of the three public secondary schools in Bangkok. The researcher, due to the sensitivity nature of the research labeled the schools with the following “BBS.”

3.2.1 Sample Size

Due to the nature of the population the researcher used stratified sampling method and grouped the population into three in which a sample size of 30 participants comprised of 16 upper secondary students, 10 highly experienced English teachers and 4 administrators were selected and interviewed in order to obtain relevant data regarding the main causes of and the solution to English speaking skill problems of the above mentioned students.

Table 1: Distribution of the participants total sample size

School Name	Students	Teachers	Administrators	Total Participants
“BBP” Secondary Schools Bangkok	16	10	4	30

3.3 Data collection procedure/Instrument

The researcher after obtaining the samples utilized semi- structured questionnaire and interviews to obtain relevant information from the participants. The interview session was conducted at different convenient scheduled times of the participants and their comments were noted down based on the question-answer process. This was done to generate primary data that will be useful in determining the problems, causes of the problems as well as the solution to English speaking skill problems of secondary school students in Bangkok. Therefore qualitative questionnaire and face to face interview were used a tool for data collection process of the research. According to Nugrahenny T. Z. (2012) face to face interview and qualitative questionnaires are commonly suitable in qualitative research.

3.4.1 Interview guideline

The questionnaire was designed in English and translated to Thai language. The translation was to ensure that participants understood the questions and to help them provide relevant answers to the questions. The qualitative questionnaire consists of four sections. In section 1, information was

collected with regard to the participants' demographic information such as sex, age and experience. Section 2 includes the questions regarding the difficulties the students encounter in English speaking. Section 3 questions were based on factors that cause the students' speaking skill and section 4 was based on what should be done to improve English speaking skills of the students. Below are the questions and information obtained from the participants during the interviews.

Section 1: Participant Demography and experience.

(Q.1) Can you tell me about your gender, age and experience please?

Gender	Students	Teachers	Directors
Male	8	5	2
Female	8	5	2
Age	13-17	30-40	40-50
Years of experience	7 -11	5 – 10	5 – 10

Section 2 Participants' qualitative questionnaire/interviews based on research questions:

(RQ 1): *What are the main problems these students encounter when they want to communicate to someone in English?*

This question was firstly directed to the thirty participating students followed by ten teachers and four school administrators in order to understand the major problems faced by the students in English speaking skill. Most of the participants responded that major problem facing the students regarding English speaking skill was fear of making mistakes. The participants maintained that though the students might even understand the conversation or know what to respond during a conversation, they tend to keep quiet because they would not like people to laugh at them should

they speak wrongly. In the other hand a handful of more participants maintained that the students' major problem was their inability to remember what they were taught in the class, so as a result the students either keep quiet or use smile as response to English conversation. Other group of many participants responded that difficulty to speak like native speakers was the main problem of the students and because of that they prefer speaking Thai to English language.

Section 3 Participants' qualitative questionnaire/interviews based on research the questions

(RQ 2): *What are the main causes of the problems you have in English speaking skills within and outside school?*

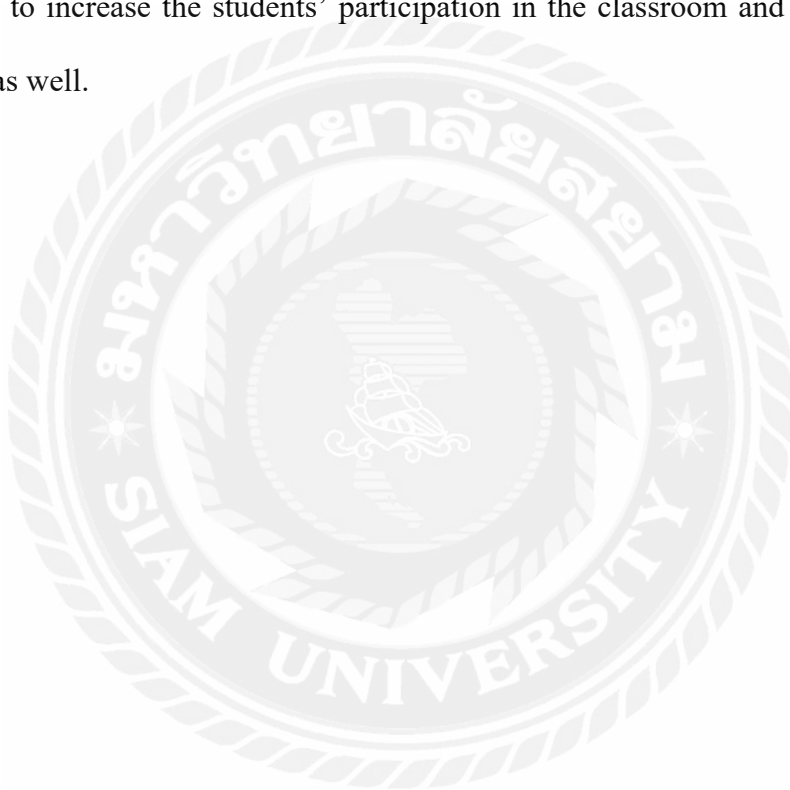
In order to ascertain the causes of the problems as identified by the participants, the researcher put forward the above question to the participants. Most of the participants indicated that their main cause of English speaking skill problems of the students was the students' inability to practice or use English language daily within and outside school. According to the students during the interview, they revealed that they neither have English class more than one hour daily nor speak English with someone at home. More of the students who participated during the interview responded that their classrooms were always boring and they have very few school activities that focus on improving their English speaking skills while many of them reported about teaching materials and textbooks as being very hard for them to understand. On the other hand most of teachers and school administrators interviewed maintained that Students' attitude, management and curriculum were the causes of the students' problem in English.

Section 4 Students, Teachers' and Administrators' qualitative questionnaire

based on the research questions:

(RQ3) *Are there any factors that can be beneficial for the improvement of the students' English speaking skills?*

The researcher during the interview asked all the participants the above question in order to obtain their views on how to improve the students' English speaking skills. Interestingly most of the participants suggested that management and curriculum should be improved and students should have opportunities to be exposed in English within and outside their classrooms. In addition more of participants believed that English speaking skills of the students would be improved if students could have the opportunity to study other subjects they learn in Thai language. However a handful of many participants suggested that modern teaching materials and teachers' improvements are needed in order to increase the students' participation in the classroom and thereby improve their speaking skills as well.



CHAPTER 4

DATA ANALYSIS

4.1 Data Analysis

With regards to the sample size of the study which was 30 participants in total, 16 were students representing 53 percent of the total sample with their age between 13 and 17, out of the number of the students interviewed, 8 were female while 8 were male. On the other hand teachers were 10, this represent 33 percent of the total sample with their age between 30 and 40. Last but not least, the total number of administrators interviewed were 4, constituting 13 percent of the sample with age between 40 and 50. After the data were collected from the sample through qualitative questionnaire and interviews, qualitative content data analysis technique was used in order to identified, categorized and group data that are most relevant to the objectives of the study. This technique paved the way for the sorting and the interpretation of data collected as follows:

4.2 The participants' demography

4.2.1 Gender, age and experience

With regards to the main characteristics shared by the participants, all the secondary students as well as the teachers and directors share the same background since all of them are in Bangkok. For the students their ages are between 13 to 17 years, all of them are in public secondary schools and they all study English. In order words it is likely they all have similar experiences regarding English speaking skill and the same thing applies to the teachers and the directors.

4.2.2 Participants' years of experience and reliability

During the interviews, the researcher observed that all the participants have got considerable experiences in their positions. For instance, the researcher noticed that students have spent up to

7-11 years studying English, teachers 5-10 years teaching English and administrators 5-10 years managing the schools. With these years of experiences, the researcher believes that their perceptions and answers to the research questions would be mostly relevant to the solution of English speaking problems of the aforementioned students.

4.3 Participants' perceptions or views on the research questions

4.3.1: Research Question 1: *What are the main problems the students encounter when they intend to the speak English with someone within and outside the classroom?*

In the research question 1, it was observed that most of the participants responded that major problem facing the students in English speaking was fear of making mistakes. The students might even understand the conversation or know what to respond during a conversation, they tend to keep quiet because they would not like people to laugh at them should they speak wrongly. More of the participants maintained that the students have difficulty to remember what they were taught in the class especially the right vocabulary, as a result they either keep quiet or use smile as a response to English conversation. Other group many participants responded that difficulty to speak like native speakers was the main problem of the students making them develop preference for Thai language to English language.

4.3.2: Research Question 2: *What are the main causes of the problems students face in English speaking within and outside school?*

According to the 16 students interviewed, many of them maintained that their classes were always boring and they have few times for English activities, more of the participants stated that their textbook are very hard to understand, while most of them maintained that major causes of their problem was lack of opportunity to practice English anywhere except in the classroom and that they learn English only one hour daily. On the other hand, out of the fourteen participants

comprising teachers and administrators interview, most of them responded that management and curriculum were the cause of English speaking problem of the students, while more them stated that students do not practice English outside school, many believed the cause of the problem was lack of teaching materials and the remaining and only very few of them maintained that unqualified teachers were the cause of the problem.

4.3.3: Research Question 3: *Are there any factors that can be beneficial for the improvement of the students English speaking skills?*

The researcher after the interview distributed questionnaire to all the 30 participants in order to obtain their opinions on how the English speaking problems of the students could be solved. The results obtained indicated that most of the participants were of the opinion that management and curriculum needed improvement. A group of more participants also maintained that students should have the opportunity to be exposed to English within and outside school and many of them also suggested that other subjects that are being taught the students in Thai language should also be taught in English language. In addition a good of number of the participant also maintained that modern teaching materials and teachers training are required in order to increase the students' participation in the classroom and thereby improve the students' English speaking skills.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Research findings

The researcher after utilizing qualitative research method to obtain the participants responses to the research objectives, identified the following:

5.1.2 Findings from Research Objective one

The students when they were asked questions regarding the major problems they encounter when they want to communicate with someone in English, the study revealed that those who responded that they actually know what to say but they are afraid of mistakes scored the highest point. These group of participants maintained that they would not like any embarrassments from people around them if they made any mistake. Another group of students who responded that they have preference for Thai language because they cannot speak like native speakers was rated higher. This group maintained that Thai language was very easy for them. While those who maintained that they either chose to keep quite or smile because it was difficult for them to remember the right vocabularies they should use when they want to speak with someone was rated high.

On the other hand the teachers' and the administrators' views on the same question indicated that, afraid of making mistakes was the highest problem of the students because the students believe that if they make a single mistake people would definitely laugh at them. While those with the opinion that students' speaking problem mainly related to their inability to remember the right vocabularies to use because they forget what they are taught easily, was rated higher. They maintained that this particular problem cause the students to either use mute or smile as a response instead of speaking.

Last but not least, those who maintained that pronunciation was the main speaking problems of the students because the students always think that their intonation was not as good as the native speakers was rated high.

5.1.3 Finding from Research Objective 2 (Students part)

This objective was to identify the main causes of the students speaking problems. According to the students, their first problem is limited English learning hours and lack of opportunities to use English outside schools was rated the highest as the main causes of their English speaking problems as they revealed that they do not have the opportunity to practice English anywhere else except in the classrooms and in their school, they have only two hours a week to learn English language with EFL teachers.

Secondly, boring classroom and few times for classroom activities were rated higher. This suggests that the students would be motivated if they are given more interesting activities with more times to practice English in the classrooms.

Thirdly, difficulty in understanding the textbook was rated high as the students revealed that their textbook was very hard to understand and the book was the only material their teacher use manually to teach them English in the classroom. In other words English subject is the only subjects the students learn in English language.

5.1.4 Findings from Research Objective 2 (Teachers and Administrators part)

The school administrators and teachers interviewed revealed that four factors including management, curriculum and lack of exposure to English language as well as inadequate teaching materials are the causes of the students English speaking skill problems. The result of the interview surprisingly indicated that poor management and ineffective curriculum received the highest score, lack of exposure to English received higher score, while inadequate teaching

materials was rated high followed by unqualified teachers which was rated low. The low rating regarding unqualified teachers may suggest that with effective management and curriculum teachers would be able to perform effectively.

5.1.5 Findings from Research Objective 3 (All the Participants)

This part involves the perceptions or views of the participants about the key success factors of English speaking skills of the students. Key success factors as observed by various researchers refer to skills or resources without which English language learners will not achieve English speaking skills. In other words, they are those vital elements or factors responsible for success in speaking skill. The participants believe that effective management and curriculum as well as the students' exposure to English is a priority as these three factors received the highest rating above others.

However other factors such as other subjects should be taught in English as well as the use of modern teaching materials were rated high respectively. This suggests that these factors are also very important as it would solve the students' complaints about boring classrooms, lack of activities and difficulties the students experience with their textbooks.

On the other hand the suggestions about teachers' improvement and the need to ensure that every student learn English five hours per week were rated low. This low rating suggests that good management is very important as it would be able to provide effective curriculum, materials, training and development programs that would help teachers to effectively perform their work and improve students' speaking skills. In this regard, the number of hours students spend in the classroom no longer count; instead the quality of their learning should be a focus.

5.2 Recommendation

This study specifically investigated English speaking skill problems among public secondary school students in Bangkok, the researcher have successfully found out that English speaking skill problems of the students mainly related to fear of mistakes, preference for their first language and their inability to remember the right vocabularies usage. It also discovered the problems were caused by lack of management initiatives, curriculum, teaching materials and lack of opportunities to use English outside schools. In the light of these findings, the researcher therefore recommends the following below in order to improve the students in English speaking skill problems and it is believed that the recommendations will also be beneficial to other students in Thailand.

5.2.1 School management initiatives

With respect to the students' fear of making mistakes, lack of opportunities to use English within and outside the schools as well as their inability to remember vocabularies usage, school management through the support of the Office of Basic Education Commission should first initiate stringent measures that would spur English speaking skills among the students. My many years of experience in Thai public schools as a teacher helped me to find out that School Directors, Staff members and Thai teachers isolate themselves from speaking English whether they are in their schools or at their homes. School management should initiate plans such as "English Speaking Instruction Mandate", that would mandate all the officials and workers to use English to the students especially when they are given the students instructions to do something. And "English Speaking Special Day" which involves setting up a special day for English speaking and activities where all the school officials, staff, teachers and students are prohibited from using other languages than English. It is hoped that these initiatives no doubt would help to encourage the students towards improving their speaking skills.

5.2.2 Effective Curriculum

Curriculum as observed earlier during the investigation of the causes of English speaking problems among the students is important factor that can help students improve their speaking skills. It describes what all students at any given level should know and do in each subject, specifies levels of learning students are expected to reach and serves a guideline to measure students' performance (Noom-ura S. 2013). Unfortunately Thai curriculum although describes what all students should do or learn at each grade and places sufficiently great amount of responsibilities on educators, it does not provide clear student performance measurement standard and relevant capabilities to support school principals and teachers towards implementing the standard in their various schools (Sothayapetch P. et al. 2013). For instance in public schools English departments have different types of textbooks and no specification is made with regards to the level a student should reach in English before he or she moves to the next grade level.

Again teachers are allowed to provide whatever textbooks or materials they use in the classroom. In this case if a teacher for instance is absent from his or her school, definitely the school will hire a new teacher for substitution. This new teacher will come up with new teaching materials which might be different from previous teacher.

These gaps make students believe that English language is not necessary and should not be taken seriously. Therefore a review of curriculum is very crucial to provide educators with guidelines regarding materials, textbooks and what each grade level of students should learn and standards that can be used to measure the students' performance.

5.2.3 Teaching material

During the course of this study, the student participant revealed that their class is usually boring and their teachers use only textbooks manually to teach them. This indicates the need for a combination of different teaching materials such as online textbooks, video clips, CD-ROMS computers and language laboratories. These materials offer dual advantages as regards the

possibility of it being used in the classrooms as well as homes further-practice for both listening and speaking. CD-ROMs as well web pages also have the audio facilities for listening and speaking activity integration. In other words schools should provide teachers with the aforementioned materials in the classrooms in order to help teachers attract the students' attention and conversation efforts when they are learning in their classrooms

5.2.4 Teachers' Quality

A Quality teacher is one who guide, enlightens, instructs and motivates his or her students to achieve their learning objectives. In other words it refers to teachers' ability to determine the needs and interests of the students regarding their subjects and helps in designing teaching materials and activities that will match the students' needs and expectations. Qualified teachers utilize different methods to improve speaking skills such as interesting topic discussion, listening exercise, role play and storytelling and they must speak clearly (Talley P.C & Huiling T. 2014). Teachers play a very important role in helping students improve speaking skill and as such were seen also as one of causes of English speaking problems of Thai students of which they should be improved (Noom-ura S. (2013). However school management should create teachers' assessment framework, training and development programs to ensure that modern teaching technology is available and functional. This will enable teachers fit in with the use of modern teaching materials so as to enable students' performance in speaking skills improved.

5.2.5 English Oriented Environment

English oriented environment is classified as formal and informal environment and both play a significant role in speaking skill (Branum M. et al.2014). Under formal environment school management play a crucial role in motivating students to speak of which Thai secondary schools need to improve (Jindathai S. 2015). A good example of management improvement should start from the school administrators, staff and Thai teachers. They should not sit on the fence and think

that English is solely meant for the students to learn and speak. The management should set some rules where everybody both the officials and the workers should participate in English speaking programs and activities. Secondly it was observed that among the eight subjects the students study only English subject is being taught the students in English and these students have only one hour daily to learn the subject (English language). This implies the students are not exposed to English Language which prevents them from obtaining the necessary large amount of vocabularies that can help in improving their speaking skill. In this regards school management through the support Office of Basic Education should create room for other subjects to be taught in English.

On the hand informal environment comprises of parents, friends, markets and communities where learning or speaking happens unconsciously, unintentionally as well is incidentally on daily life activities (Asgari A. & Mustapha G.B. 2011). In this connection, parents should have positive attitudes in English language and create motivational means such as making attempts to speak, watch English movies and practice English conversation with their children as well as encourage their kids to make friends with good people who speak English.

In addition government should set up online English quiz with financial and scholarship rewards especially for secondary school students. Furthermore it will be interesting to creating public displays of English language on the streets, roads, markets and communities as well as public T.V channels that will exclusively focus on English conversation programs such as games, drama, songs and storytelling as well as foreign countries with different cultures. However it is hoped that these recommendations would positively spike the interest of secondary school students in English language and thereby eliminate the various identified English speaking problems.

5.3 Limitations of the study

Conducting a research is bound by a lot of constraints. The researcher however acknowledged that though he has accomplished the study, he confronted many limitations during the study. The first

limitation was language barrier on the target participants who do not understand English language and the researcher himself do not understand Thai as well. In order to achieve the objectives of the research, the researcher first of all designed the questionnaire in English and later sent them out for translation into Thai language. Secondly there was insufficient cooperation from that target participants at the initial stage of interview. Some of the participants were reluctant to respond to the questions because they fear that their opinions were not protected. It took the researcher some days to convince the participant that their opinion would be treated with utmost confidentiality. Finally the researcher experienced time constraints. Usually this kind of study requires at least about 6 months to be completed but due to the timeframe for the program limited time was required.

5.4 Suggestion for future research

This study will help provide other future interested researcher with relevant insight on the problem of English speaking skills of public secondary students in Bangkok. However, in future attempts to carry out research on the key factors of English speaking skill of public secondary school students in Thailand, considering more elements would be very necessary, to complete the present study. In this regard, the first suggestion would be to include more other public or private schools outside Bangkok and possibly conduct self-evaluation reports in order to have a more comprehensive picture of more problems regarding English speaking skills in Thailand.

The sample size and data collection procedure used for the purposes of this study may be a good first approach to the topic, however, the responses of the participants and other relevant aspects cannot be considered as a general reality. That is why including the self-evaluation reports of other secondary schools both public and private would allow to count on a complete and precise notion of the English speaking skill problems in Thailand.

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APPENDIX A:

**LETTER OF INTRODUCTION AND SAMPLE RESEARCH
QUESTIONNAIRE / INTERVIEW ADDRESSED TO STUDENTS**



**IMBA
SIAM UNIVERSITY
235 Petkasem Road Phasicharoen**

10163 Bangkok, Thailand

October 22, 2016

Dear Participant

I am conducting a survey on the topic titled “The Key Success Factors towards English Speaking Skills of Secondary School Students in Bangkok, Thailand”. This research is part of and prerequisite for the completion of my MBA international program at Siam University, Thailand.

Below are the important questions regarding the topic of which I would be grateful if you could provide your views on them. Please rest assured, all your responses would be treated with utmost confidentiality.

Yours Sincerely,

Mr. Joseph Udoka Ezech

Email: zedokjeff@yahoo.com

Phone: 0886420638

Part One: Demographic Information

Please tick the appropriate box (✓) and provide full statement whenever necessary.

Age

Sex ...

Male

☐

Female

☐

Part Two: Students' Part

RQ 1. What are the main problems you encounter when you want to communicate to someone in English?

- *I feel very shy when I try to speak English because I think people would laugh at me if I speak wrongly*
- *I find it difficult to remember what to say so I either keep quiet or smile*
- *I just prefer to speak Thai because I can't speak like native speakers*

RQ.2 What do you think are the main causes of your problems in English speaking?

- *Inability to practice English daily within and outside school*
- *I have English only one hour daily*
- *Other subjects are not taught to me in English*
- *In my school I have very few activities that focus on English Speaking skills.*
- *In my school our English textbooks are difficult to understand.*

RQ. 3 In your own view what do you think could be done to improve your English speaking skills?

- *I think other subjects I learn in Thai language should be taught in English as well*
- *Teaching materials such as audio or video is needed in my class so that I can listen or watch the video.*
- *I need someone that can communicate with me in English at home*



APPENDIX B:

LETTER OF INTRODUCTION AND SAMPLE RESEARCH

QUESTIONNAIRE / INTERVIEW ADDRESSED TO TEACHERS AND DIRECTORS



**IMBA
SIAM UNIVERSITY
235 Petkasem Road Phasicharoen**

10163 Bangkok, Thailand

October 22, 2016

Dear Participant (s),

I am conducting a survey on the topic titled “The Key Success Factors towards English Speaking Skills of Secondary School Students in Bangkok, Thailand”. This research is part of and prerequisite for the completion of my MBA international program at Siam University, Thailand.

Below are the important questions regarding the topic of which I would be grateful if you could provide your views on them. Please rest assured, all your responses would be treated with utmost confidentiality.

Yours Sincerely,

Mr. Joseph Udoka Ezech

Email: zedokjeff@yahoo.com

Phone: 0886420638

Part 1: Demographic Information

Please tick the appropriate box (✓) and provide full statement whenever necessary.

Age

Sex ...

Male

☐

Female

☐

Part 2. Teachers and Administrators

RQ. 1. What do you think are the students' problems when they intend to speak to someone in English?

- *In fact the students feel shy and fear of making mistakes.*
- *They are not interested in using English so they prefer speaking Thai*
- *They easily forgot what they were taught*

RQ. 2 What do you think are the causes of the students' English speaking skill problems?

- *The students don't make use of English language daily.*
- *I think the students don't have enough information and encouragement regarding the importance of English language.*
- *I think management and curriculum are part of the causes*

RQ 3. In your own opinion what do you think could be done to improve the students English speaking skills?

- *Students should have the opportunity and encouragement to speak especially within and outside school.*
- *Other subjects that are taught in Thai should be taught in English as well.*
- *Curriculum and management as well as teachers need to be improved*