



A STUDY OF ENGLISH SPEAKING PROBLEMS OF STUDENTS UNDER THE
FACULTY OF HUMANITIES AT MAHAMAKUT BUDDHIST UNIVERSITY

Ven. Aungshapru Marma

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

Graduate School
Mahachulalongkornrajavidyalaya University

C.E. 2018



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of English Speaking Problems of Students under the Faculty of Humanities at Mahamakut Buddhist University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

This study consists of three objectives, namely: 1) to study the English-speaking problems of the students under Faculty of Humanities at Mahamakut Buddhist University, 2) to analyse the English-speaking problems of the students under Faculty of Humanities at Mahamakut Buddhist University and 3) to find out the solutions of the English-speaking problems of the students under Faculty of Humanities at Mahamakut Buddhist University. It is the mixed method research (qualitative and quantitative), the target group is the students under Faculty of Humanities at Mahamakut Buddhist University for 90 people and the tools used in this one are the questionnaire, in-depth interview and focus group discussion; furthermore, the researcher analyses the data through the statistic of mean, percentage, standard deviation and content analysis.

The result of the research was found that the Problems of English-speaking skills of the students under Faculty of Humanities at Mahamakut Buddhist University come from the motivation to solve the problems during speaking English, for the usage is the English-speaking confidence, English speaking is English speaking practice and English speaking skill problems are grammar and pronunciation. When the researcher analyzes the research data found that the English problems from

motivation is equal to 4.17, the highest mean and 0.56 for standard deviation, the problem from the usage is equal to 4.35 for mean, and 0.47 for standard deviation, the problems from English speaking is equal to 4.14 for mean, and 0.37 for standard deviation and last the problem from English speaking skill is equal to 4.14 for mean, and 0.37 for standard deviation. After that the researcher held the training activity to train the students about English found that motivation got scores before training at 4.05 and after project at 6.59 and the mean is equal to 5.50; moreover, English skills received such scores before activity at 5.34 and after one at 6.66 and its' mean is equal to 6.00 and also the usage resulted the marks before project at 1.95 and after one at 7.05 and the mean is equal to 4.50. Besides, the application affected the scores before training at 3.21 and after this at 5.97 and the mean is equal to 6.00 as there are statistically significant at 0.00. After that English-speaking problems of the students come from two main factors 1) the students: most of them do not like to learn English by heart and low base knowledge about English. All make the students be lazy, unpracticed, uneffort and bad preparation, and do not catch up with the teachers' learning teaching about English, 2) the learning-teaching process: the learning-teaching in the class of English, the most of teacher likes to teach English in Thai version speaking. It causes the students to follow Thai speaking instead of the English version. So, the good solution, the students have to have the confidence to learning and put the effort to practice oneself more and more, and also the teachers must change the learning-teaching process by speaking English in class. In the end, the researcher suggests whoever wants to learn some majors should prepare one readiness and also the teachers should think of the purpose of the students and seek the way to develop the students to be professional.

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“A study of English-speaking problems of the students under the Faculty of Humanities at Mahamakut Buddhist University”, which is my thesis title that has been already finished, and it couldn't be in a form of complete thesis without the help from everybody.

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List of Abbreviations and Symbols

The abbreviations uses in the research as following data:

S'	= Singular
'S	= Plural
.	= Full stop
,	= Comma
“ ”	= Quotation
-	= Hyphen
–	= Dash
?	= Question mark
!	= Exclamation mark
:	= Colon
;	= Semi-colon
—	= Underline
()	= Parentheses
%	= Percentage
(\bar{X})	= Average
S.D.	= Standard Deviation
t.	= T-test
Sig.	= Significance

CHAPTER I

Introduction

1.1. Background and Significance of the Problems

English has been used widely all over the world. In Asia sub-coordinator countries, English language is developing faster and used by millions of speakers for a number of communicative functions. It has become the preferred language in several of periphery like international business and international institutions. English language also has a significant standing inclusively in global communication. Phra Boualeu Tapaseelo said that one of all languages skills that this part would rather pay attention which its influence distributes all over the world because of being the middle language of the globe too is English.¹ So, English speaking skill is very essential around the world. It seems to be a very challenging task. The 41 years old Thai learner English says that Speaking English is hard task: they understand the language and knows a lot about its grammar, but when all of them have to speak, they seem to be loss the words. In academically, English language is playing key role for students because it is important to make people smart internationally. Basically, English has four kinds of skills such as; listening, speaking, reading, and writing.

Along of these four skills, speaking is one of skill that is taught. Speaking skill becomes much more important as English learners think if someone can speak English unconsciously; it shows that they are successful in English learning. In same way, the speaking seems to be the most momentous skills of all the four skills (listening, speaking, writing and reading) because the people who know a language are commonly referred to as speakers of that particular language. The major purpose

¹ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 4.

of all language teaching should be to give priority learners the ability to use English effectively in terms of communication.

In reality, it extremely says that not all language learners after many years studying English can communicate accurately and fluently because they lack necessary of knowledge.

According to my observation, at Mahamakut Buddhist University, Faculty of Humanities, the students are poor at English. They need to learn along of English-Speaking skill. They can pass exams easily but they find it difficult to use English to communicate. To help the students enhance their English-Speaking skill, it is necessary to find ways to help them to overcome their problems. Student's English-speaking skill can be affected by the factors such as motivation, confidence, anxiety, listening ability and feedback during English speaking competition or activities. Therefore, it can be one of the most important influences on language learning success or failure is probably the affective side of learner.

Richard and Renandya stated that there are some aspects which affect Thais English speaking skill: age, socio-culture factor, and affective factor. In the first, age is the base aspect for Thais in learning language. Even, Thailand had never been colonized for ages. So, that's why most of the Thais are rarely faced to involve in other language, especially in English which becomes the strange and difficult language to learn because they need to over train in order to have fluency of English-speaking skill. The aging process shows that influences Thais pronunciation in oral communication and how utter the target language as native speakers. In spite of that, socio cultural factor could be classroom. Thai students prefer to listen to the teachers lecturing and take a note².

Tatham and Morton claim many people reported that they can understand a language but they cannot speak it. There are also other countries

² Richard and Renandya, **Methodology in language Teaching: An Anthology of Current Practice**, (Cambridge University Press, New York, 2002), p. 21

where people experience the same phenomenon; it seems that many people have difficulties in English speaking skill³.

Generally, English speaking skill is playing a key role in terms of communication. The ability to communicate in English is an extensive asset to many in international institutions, organizations and companies including those who do not use English as an official language. In this case, companies that conduct business internationally are likely to be engaging with people who speak English as fluently on a regular basis making of the ability to use English in the workplace with a very valuable skill.

Nowadays, in around the world business is increasingly being conducted across borders with English often being used as an international language of communication. The ability to use English in the workplace has a number of benefits such as building trust with colleagues, clients, improving international relationships, and enhancing international relationships through cultural understanding.

A good knowledge of English speaking allows communicating encouragingly with international clients and it is helpful to make lasting business relationships. People who use English for their work on a daily basis need to be able to use English for a variety of purposes such as in meetings, negotiations, managing, writing reports, giving presentations and in social situations. Being able to communicate and negotiate completely with clients who speak English undoubtedly set more attractive to companies those who conduct business internationally.

English language is also playing a key positive role to communicate with foreign people in various countries in around the world. It is also very helpful for people and students to get secure high-profile jobs in international organization, multinational companies and government service and also Anchali Atibaedy found the English problems that the main hindrances come from the service providers on account of being aged, low memory about language, some always lacks either

³ Mark Tatham and Katherine Morton, **A Guide to speech production and Perception**, (United States, Edinburgh University press, 2014), p. 273.

continuous practice about speaking or usage or listening and speaking skills which both are the important skills for service. The most became the obstacle to communicate for service to the foreign visitors⁴.

Krashen describes that a diversity of affective changeable has been confirmed to be related to success in second language acquisition but most of those studies examined the three categories: motivation, self-confidence and anxiety.⁵ Regarding these three factors are immensely necessary and huge helpful students to enrich their English-Speaking Skill. A positive motivation is helpful students to achieve the goal and push to approach in advance level. Besides, students need to have self-confidence that can make them to Speak English unconsciously. But some students are very anxious when they usually have to communicate through using English language, maybe they feel worried, nervous, and uncomfortable and fear of mistakes of sentences or words. These things can make difference students to loss ability of their English-Speaking Skill. So, to be able to overcome this situation students need to along learn and practice English, it can change hugely their lack of capability of English-Speaking Skill.

Penny Ur suggested that also there are some speaking problems that teachers should need to come across in getting students to talk in the classroom. These are: inhibition, knowledge, and low or uneven participation of activities. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.⁶

⁴ Anchali Atibaedya, "A Self-directed Learning Model for Communicative English Using for Eco-Tourism and Cultural Heritage Tourism in Tha-ka, Amphawa District, Samut-Songkhram Province," **Research report**, (Graduate School: Suansunandha Rajabhat University, 2010), p. 56.

⁵ Stephen D Krashen, **Principle and Practice in Second Language Acquisition**, (University of California, Pergamon Press Inc, 1982), p. 10.

⁶ Penny Ur, **A Course in Language Teaching Practice and Theory**, (Cambridge: Cambridge University Press, 1996), p. 120.

William Littlewood explains that a foreign language classroom can create inhibitions and anxiety easily. Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves.⁷

Moreover, the most of non-English speakers are interested to learn English language for value and role as an international language. Students who are interested in learning English as foreign language have different levels of motivation toward that language. Similarly, students would like to build positive attitudes in order to acquire higher responses in English language. These two concepts attitudes and motivation are considered as a prime issue in the field of learning English speaking skills. In this case, students are supposed to come to the classroom either with high motivation or low motivation. So, these students have different perception of their class, teachers, and curriculum. Therefore, the most important factors that effect of learners, when learning the English language with attitudes and motivation. These two aspects have positive and negative impact on the English learners.

My study will focus on English Speaking problems of the Faculty of Humanities students at Mahamakut Buddhist University, Salaya, Nakhon Pathom Province. I also want to do research more and more about this topic because it is very immensely necessary to know the root of problems toward learning English Speaking Skills.

1.2. Objectives of the Research

The objectives of the research are classified into three parts as the following:

1.2.1 To study the English-speaking problems of the students under Faculty of Humanities at Mahamakut Buddhist University.

⁷ William Little wood, **Communicative and task-based language teaching in East Asian Classroom**, volume 40, published pp.243249, (online), resource

<https://onlinepretesol.files.wordpress.com/2013/03/communicative-and-task-based-language-teaching-in-east-asian-classrooms.pdf>.

1.2.2 To analyse the English-speaking problems of the students under Faculty of Humanities at Mahamakut Buddhist University.

1.2.3 To find out the solutions of the English-speaking problems of the students under Faculty of Humanities at Mahamakut Buddhist University.

1.3. Statement of the Problems Desired to Know

From documentary surveying shows that the Faculty of Humanities students lack English Speaking Skill. It is a biggest problem in learning English speaking skill of students who learn at the University. On the other hand, the study will emphasize to improve English speaking skill of B.A (Bachelor of Arts), the Faculty of Humanities students for proof of English language masters.

Based on the statements of the problems the researcher deserves to know and it has divided into three categories as the following:

1.3.1 What are the advantages of learning English speaking skill?

1.3.2 What are the learning English speaking problems?

1.3.3 What are the solutions to overcome the problems of learning English skill?

1.4. Scope of the Study

This research is aimed to study the problems of English language learning to enrich speaking skill of 90 monks and lay students, who are studying at Mahamakut Buddhist University, Salaya, Nakhon Pathom Province. The study is classified into four scopes as the following:

1.4.1 **The scope of the content** focuses on the problems of English-speaking skill of the students at Mahamakut Buddhist University, Salaya, Nakhon Pathom Province.

1.4.2 **The scope of the area** aims at Mahamakut Buddhist University which is located in Salaya, Nakhon Pathom Province.

1.4.3 **The scope of population** gazes on the study of monks and lay people groups of 90 students at Mahamakut Buddhist University, Salaya, Nakhon Pathom Province.

1.4.4 **The scope of the time** emphasizes taking the time to study within the August 2016 – February 2017.

1.5. Definition of the Terms Used in this Research

1.5.1 **English** refers to a language that people use it in terms of daily communication such as travel, business, and academic.

1.5.2 **Speaking skill** is defined as the communication of English-speaking skill proficiency. It's also crucial part of the language learning process.

1.5.3 **Essential** is defined as to learn English language in order to enrich speaking skill.

1.5.4 **Improvement** is to encourage and enhance English speaking skill to be a proficiency speaker.

1.5.5 **English speaking problem** means the problems occur during speaking English such as utterance, voice, arranging sentence, meaning, comprehension etc.

1.5.6 **Mahamakut University** refers to one of the Buddhist Universities in Thailand that applies the educational system both Buddhism and other major so as to the students to comprehend and apply to propagate the Dharma so widely.

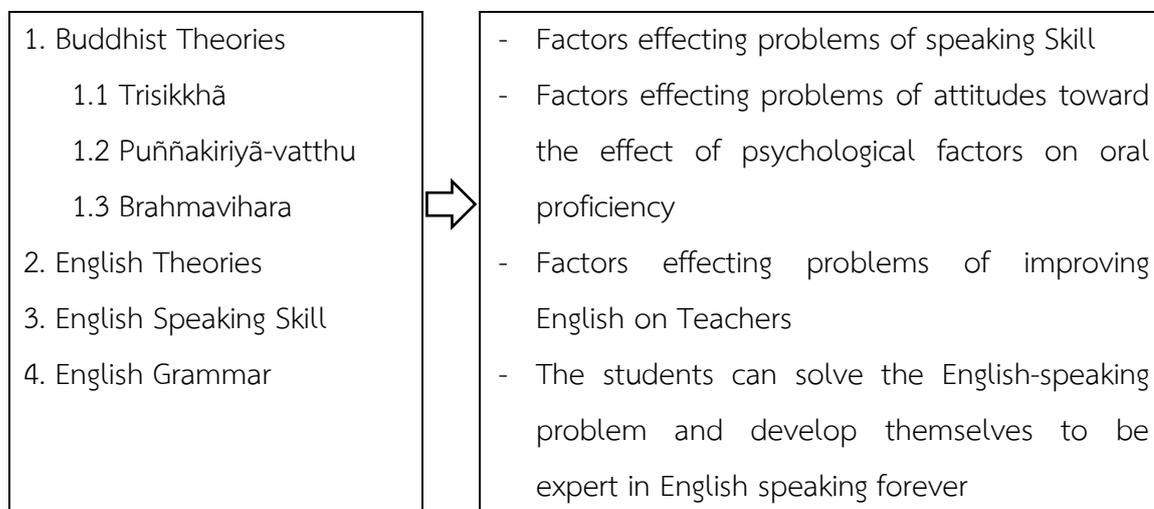
1.6. Conceptual Frame Work

The conceptual framework of this study was formed by researcher's understanding of how the particular variables in the study connect with each other. Thus, it identifies the independent variables and dependent variable in the research investigation of the researcher's "map" as follows:

(Independent variables)

(Dependent variable)

Chart 1: Conceptual frame work



1.7 Expected Benefits of the Study

After doing this research the following advantages and outcome to be obtained are as follows:

- 1.7.1 Understanding the problems of English-Speaking Skill.
- 1.7.2 Acquiring a comprehensive knowledge of using English Speaking Skill.
- 1.7.3 Perceiving the benefits of learning English Speaking Skill.

CHAPTER II

Literature Review and Research Works Concerned

This chapter discuss about the literature review and research works concerned that consist of the English-speaking skill problems of the students under faculty of humanities of Mahamakut university which all of these data are very important for this research because most of them give the theories and the processes that bring to good conclusion and solution about the English-speaking skill correctly.

2.1 Buddhist Theories

2.1.1 Trisikkhā (Threefold Training)

- 1) Meaning of Threefold Training
- 2) Element of Threefold Training

2.1.2 Puññakiriya-vatthu (Bases of meritorious action)

- 1) Meaning of bases of meritorious action
- 2) Element of base of meritorious action

2.1.3 Brahmavihara Four Sublime States of Mind

- 1) Meaning of sublime states of mind

2.2 English Theories

2.2.1 The Problem of English-Speaking Skill

- 1) The Meaning of Language Skill
- 2) Problems of English communication
- 3) Difficulty in English Speaking
- 4) Difficulty in Speaking with Confidence

2.3 English Speaking Skill

2.3.1 Meaning of English-Speaking Skill

2.3.2 Significance of English speaking

2.3.3 Element of English-Speaking Skill

2.4 English Grammar

2.4.1 Sentence

- 1) Simple Sentence
- 2) Compound sentence
- 3) Complex sentence
- 4) Compound-complex sentence

2.4.2 Element of sentence

- 1) Consonant
- 2) Vowel
- 3) Subject
- 4) Verb
- 5) Object
- 6) Complement
- 7) Phrase
- 8) Clause
- 9) Connecting parts
- 10) Part of Speech

2.5 Research Work Concerned

2.6 Conceptual Framework

2.1 Buddhist Theories

2.1.1 Trisikkhā (Threefold Training)

1) Meaning of Threefold Training

Phra Tuchakon Auchugo (Kongsik) mentioned that Threefold Training means a process of training the human beings namely: speech, idea, mind,

emotion and wisdom to live the society happily. Consequently, that training must follow the principle of morality, concentration and wisdom⁸

Sukon Sikkakoson described that Threefold Training means good process of practice which most of these identify through body, speech and mind about morality, concentration and wisdom⁹.

Chanunthakorn Kiatjanon said that Tri-Sikkha Approach means the issue which must be studied and practiced to train the body, speech, mind and wisdom in order to develop to reach Nirvāna¹⁰.

Phra Boualeu Tapaseelo explained that Threefold Training is the main teaching that helps the practitioners to get the progression in their lives owing to this principle is what will control their body, speech and mind in order to live in the society happily¹¹.

In conclusion, the Threefold Training is the main principle used for the students who are the monks which the practitioners have to understand it thoroughly as this has the steps for practice clearly that helps all of you to be solve the English-speaking skill obviously.

2) Element of Threefold Training

⁸ Phra Tuchakon Auchugo (Kongsik), "Implementation of Buddhist Threefold Training Performed by Household Leaders at Ban Nongor, Makham District, Chanthaburi Province", **M.A. thesis**, (Graduate School: Rambhai Banni Rajabhat University, 2012), p. 9.

⁹ Sukon Sikkakoson, "Trisikkha Intergrated Learning Outcome of Art Composition in art Course Sor 43101 on Mattayomsuksa 6", **M.A. thesis**, (Graduate School: Thepsatri Rajabhat University, 2009), p. 37.

¹⁰ Chanunthakorn Kiatjanon, Tri-Sikkha (Threefold Learning) Approach: Buddhist Mental Development, **The International Journal of Hunanities & Social Studies**, Vol 5 Issue 2, (Mahachulalongkornrajavidyalaya University, 2017), P. 145.

¹¹ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 16.

Phra Somporn Name-in said Threefold Training refers to good development of human beings which begin by observing the morality in order to clean one's behavior and live with pure well-being¹².

Poorada Thaisangunworakul stated the Threefold Training (morality, concentration and wisdom) is the Buddhist system that is suitable to train the lay people so as to get the development namely: body, society, emotion and wisdom¹³.

Phra Boualeu Tapaseelo mentioned that the Threefold Training consists of three main parts for the monks who should take to practice in order to develop one's life to be correct according to Buddhist teaching namely: morality controls the body, speech and mind, concentration helps the mind to be strong and wisdom helps the humans to be cleverer¹⁴.

In essence, the Threefold Training is very important for all lay people to enhance one's wisdom to solve every problem. Therefore, the students who are confronting the English problem speaking must comprehend this and take to apply as the solution in this hindrance thoroughly.

2.1.2 Puññakiriyā-vatthu (Bases of meritorious action)

1) Meaning of bases of meritorious action

¹² Phra Somporn Name-In, "Human Resource Development in Accordance with Sikkhattaya: A Case Study of Wat Niwetdhammaprawat and Wat Chuchitdhammaram, Phra Nakhon Si Ayutthaya Province", **M.A. thesis**, (Graduate School: Ramkhamhaeng University, 2013), p. 53.

¹³ Poorada Thaisangunworakul, "The Relationships between the Perception of Performing in Accordance with Threefold Training, the Quality of Work Life, and Burn-Out: A Case Study of Physical Education Personnel in the Central Region", **M.A. thesis**, (Industrial and Organizational Psychology), (Graduate School: Ramkhamhaeng University, 2013), p. 33.

¹⁴ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 17.

Phra Brahmaganaporn (P.A. Payutto) said the merit is what cleans unwholesomeness, but goodness, good deed, right bodily, verbal and mental actions. For the bases of meritorious action refers to the base of making merit and the way of good action¹⁵.

Miss. Ana Sutjada described the base of meritorious action is the foundation of goodness which it consists of giving, morality and mental development¹⁶.

Phra Boualeu Tapaseelo mentioned that Threefold Training means the Buddhist principle used to practice the human body, speech and mind to be right behavior. It is the base of all wholesomeness that most of lay people should take to use so as to progress your lives¹⁷.

2) Element of base of meritorious action

Dānamaya

Phra Brahmaganaporn (P.A. Payutto) explained the giving means the generosity of giving something to other and also all of you should give what is suitable to them for their benefits¹⁸.

Miss. Ana Sutjada mentioned the giving is the bounteousness and all of you should offer not only what is suitable to all of them, but also the people,

¹⁵ Phra Brahmaganaporn (P.A. Payutto), **Dictionary of Buddhism**, Eleventh printing, (Bangkok: Chanphen Press, 2008), p. 183.

¹⁶ Miss. Ana Sutjada, "A Study of the Trifold Base of Meritorious Action Which Found in Fourth Month Festival: A Case Study of Nakhai Sub-District, Tan Sum Distirct, Ubon Ratchathani Province", **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2013), p. 9.

¹⁷ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 17.

¹⁸ Phra Brahmaganaporn (P.A. Payutto), **Dictionary of Buddhism**, Eleventh printing, (Bangkok: Chanphen Press, 2008), p. 128.

who you will give the belongings. If you follow these, this giving always brings the bliss to givers and receivers correctly according to Buddhist teaching¹⁹.

Phra Boualeu Tapaseelo said that the giving is the generosity, sympathy, hospitality and so on. It means the root of all wholesome, goodness, progress etc. and also the foundation of higher calmness, poise and loving-kindness of the lay people. This rule makes all of them live together happily without any harm²⁰.

In summary, giving is the goodness that everyone should take to practice in human society in order to reduce the harmless, stringiness, selfishness and so on but this case has to perform with the pure mind and satisfaction without any returning.

Sīlamaya

Phra Brahmaganaporn (P.A. Payutto) mentioned morality means right bodily and verbal behaviour. It is the rule to control the body and speech to be wholesome and keeps the law that does not follow the trouble²¹.

Miss. Ana Sutjada explained the precept means the good bodily and verbal behavior, firmness, calmness and ordinary through environmental relationship both the material and society²².

¹⁹ Miss. Ana Sutjada, "A Study of the Trifold Base of Meritorious Action Which Found in Fourth Month Festival: A Case Study of Nakhai Sub-District, Tan Sum Distirct, Ubon Ratchathani Province", **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2013), p. 11.

²⁰ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 18.

²¹ Phra Brahmaganaporn (P.A. Payutto), **Dictionary of Buddhism**, Eleventh printing, (Bangkok: Chanphen Press, 2008), p. 393.

²² Miss. Ana Sutjada, "A Study of the Trifold Base of Meritorious Action Which Found in Fourth Month Festival: A Case Study of Nakhai Sub-District, Tan Sum Distirct, Ubon Ratchathani Province", **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2013), p. 21.

Phra Boualeu Tapaseelo stated that the morality means the second step of making merit in Buddhism because of the way of controlling the bodily and verbal behavior of the lay people to be normal and foundation of mental development too. When the humans have the precept, the human society follows the calmness²³.

All in all, the precept is the rule used to control the behavior of the people who behave with unsuitability. This helps the society to appear the peace, harmony, wholesome, rightness and other goodness that motivate the human society to be grow up under the morality, value and ethic.

Bhāvanāmaya

Phra Brahmaganaporn (P.A. Payutto) described the mental development it is the meritorious action through mental development. It refers to goodness that causes the human mind to be calm, tranquil and happy, and also develop the wisdom to understand everything as what really are²⁴.

Finally, Miss. Ana Sutjada mentioned about the meaning of the mental development this means appearance or progression of the wholesomeness and wisdom²⁵.

Phra Boualeu Tapaseelo said that the mental development refers to the highest making merit in Buddhism because of the way of mental development that leads all people to enlighten. It is the method to develop the wisdom of the

²³ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 18.

²⁴ Phra Brahmaganaporn (P.A. Payutto), **Dictionary of Buddhism**, Eleventh printing, (Bangkok: Chanphen Press, 2008), p. 287.

²⁵ Miss. Ana Sutjada, "A Study of the Trifold Base of Meritorious Action Which Found in Fourth Month Festival: A Case Study of Nakhai Sub-District, Tan Sum Distirct, Ubon Ratchathani Province", **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2013), p. 28.

human beings to know the natural law as they really are. Whoever can follow this, his life will be progressed in the good way²⁶.

In conclusion, the base of meritorious action is the rule for the lay people to practice who believe in Buddhism to get the progression in their lives. All of them are the foundation of all wholesomeness, goodness, calmness, firmness... and also the society of practitioners follow the happiness; furthermore, these become the rules for the students under faculty of humanities at Mahamakut Buddhist University.

2.1.3 Brahmavihara Four Sublime States of Mind

1) Meaning of sublime states of mind

Phra Metheemmalangkara, Assist.Prof. Poontrap Ketwerapong and Mrs. Choticha Jirapukpong mentioned the sublime states of mind means the Dharma that teaches the humans to practice or control ones' mind to live in the world happily through showing of the loving kindness, compassion, altruistic joy and neutrality²⁷.

Phrapratkampa Simbedha explained the meaning of the sublime states of mind it is the mental teaching that makes the followers to be adult, sublime and respectable²⁸.

²⁶ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 19.

²⁷ Phra Metheemmalangkara, Assist. Prof. Poontrap Ketwerapong and Mrs. Choticha Jirapukpong, "A Evaluation of the Application of Brahma Viharadhamma Principles in the Buddhodom-Based School by Educational Administrators Office Area 1, Phrae", **Research Project Report**, (Mahachulalongkornrajavidyalaya, 2006), p. 19.

²⁸ Phrapratkampa Simbedha, "An Application of Brhamviharas 4 in School Administration by the Administrators According to Teachers' Opinion in Hrapariyattithamma Schools for General Education in Group 7," **M.A. thesis**, (Graduate School: Loei Rajabhat University, 2009), p. 41.

Phrakhupaladchookiat Thitapanno (Sriyacheap) pointed out the sublime states of mind refers to the principle for practice to approach the higher Buddhist teaching. In the same time, it can apply to use with the roles of good leadership so as to control the subordinates or large group of people to be good actions²⁹.

Phramaha Sucharit Chanprasert explained the sublime states of mind is the Dharma of adults who have to have in order to control ones' mind to be good deeds; moreover, this gives the harmony to the people to live together happily without any envy each other³⁰.

Phra Nuttapon Thitidhammo (Prabpinas) mentioned the sublime states of mind means the mental wholesomeness of sublime people namely: adults or sublime men which the leaders of organization must have this principle to control ones' mind and also the staff's behavior in the association to be good actions³¹.

Phra Boualeu Tapaseelo said that the sublime states of mind are the Dharma for the adults or sublime people who believe the Buddhism due to whoever can practice according to all of them will have high wholesome namely: loving-kindness, compassion, altruistic joy and equanimity³².

²⁹ Phrakhupaladchookiat Thitapanno (Sriyacheap), "The Study of the Doctrinal Principles Supporting the Roles of Leadership Possessed by King Bimbisara in Theravada Buddhist Scriptures", **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya, 2011), p. 59.

³⁰ Phramaha Sucharit Chanprasert, "Application of Buddhist Dhamma Principles of Juristic Person School administrators in Bangkok Metropolitan Educational Service Area, Zone 3", **M.A. thesis**, (Graduate School: Suan Sunandha Rajabhat University, 2005), pp. 35-36.

³¹ Phra Nuttapon Thitidhammo (Prabpinas), "Temple Administration with Application of Brahmavihara IV as Opinion by Sangha in Thonburi District, Bangkok", **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya, 2009), p. 47.

³² Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 20.

In all, the sublime states of mind are the Dharma for the adults or sublime people owing to whoever can practice according to all of these will bring the high wholesome namely: loving-kindness, compassion, altruistic joy and equanimity especially, the students who study at Mahamakut university bring this to enhance their learning English speaking intellectually.

2.2 English Theories

2.2.1 The Problem of English-Speaking Skill

1) The Meaning of Language Skill

Chanidsara Jaichaiyapum explained that the early childhood children in a school have the language skill as all and separated part such as listening, speaking, reading and writing after training is higher than before one. This shows that the activity with participation of parents can help to develop the children language skill³³.

Finally, the language skill produces from the expert of the man, who is practiced until become skillfulness, in some academic part which it is the technique that appears from his experience and spirit without dishonesty in using language namely: verbal and bodily language.

2) Problems of English communication

Mr. Boonlerd Phengsuk explained the basic communication problems are hard to deliver the comprehension really. It always happens that use unsuitable words from a man to another³⁴.

³³ Chanidsara Jaichaiyapum, "The Development of Language Skills in Early Childhood Children with Cooperative learning of Parents associated with the police Patrol School, Loei Province", (*SDU Research Journal*, 13 (2): May – August, 2017), p. 194

³⁴ Mr. Boonlerd Phengsuk, "A Study of Conditions and Problems on Communication in Organizations among Executives, Instructors and Staff in Technical Colleges under the Vocational Education commission of the Central Vocational Institute Area 1", **M.A. thesis**, (Graduate School: King Mongkut's Institute of Technology, 2004), p. 29.

Miss Nantaporn Plaitho described that there are many barriers of communication. Some problems are from lack of language knowledge and some problems are from environmental factors such as noisy machines, room temperature, etc.³⁵.

Nongsamorn Pongpanich mentioned that the problem of English speaking officially in the community is the unsmoothness, forget the vocabularies and also how to use the tense in speaking. For the cause of these cases comes from the low base of knowledge and the low practice. Second factor occurs from an unconfidence, shame and nervousness when they have to speaking in front of the community³⁶.

Nuttaya Hoonnoi and CSomboon Chetchumlong concluded in his article about the problem of English speaking that the English-speaking obstacles of twelve staff of come from forgetting words, unpracticed in daily life, afraid speaking unsmoothly such as grammar, vocabulary, shame³⁷....

Phra Boualeu Tapaseelo explained that the communication problem can appear from four basic elements as follow:

1) Sender: this part has the duty to produce the message and send it to the receiver through channel. If his message that was constructed has not been clear, it will make the receiver misunderstand really. Most of these occur from the sender's mistake, fault and inexperience.

³⁵ Miss Nantaporn Plaitho, "Perspectives on Communication Problems in Air Travel Interaction of Air Asia's Flight Attendants", **M.A. thesis**, (Graduate School: King Mongkut's University of Technology Thonburi 2010), p. 9.

³⁶ Nongsamorn Pongpanich, "A Study of Management Sciences Students, Kasetsart University, Sriracha Campus: October 2007 to September 2008", **Journal of Faculty of Humanity**, 18th year, No. 1, (Kasetsart University: 2011), p. 89

³⁷ uttaya Hoonnoi and Somboon Chetchumlong, "Problems and English-Speaking Abilities of Thai Employees of Business Online Public Company Limited," The stage of research of faculty of Humanity and Society, **Twelve-time**, P. 12.

2) Message: this is a part that always becomes the problems owing to his heedless or stupid.

3) Channel: it is like the way to deliver the message to receiver. If there is something to bother it, the receiver will misunderstand or not comprehend anything.

4) Receiver: the receiver often be in problems of communication because he must have the skill of listen the best to understand or translate its meaning until understand the message suddenly³⁸.

3) Difficulty in English Speaking

O'Connor said that. In English language there are twenty-four consonants and twenty vowels; that mean there are forty-four phonemes in English language the learner should be able to produce them while he is learning English. Learners of different language backgrounds will of course face some difficulties to pronounce them because of their language background³⁹.

Cohen described that there are two simple solutions to this problem: First, thing that a learner should do is to practice some listening every day. All he or she need is 15-20 minutes per day to improve their listening skills⁴⁰.

All in all, the difficulty in English speaking comes from many parts which each face if differently. It is what everyone has to solve and enhance yourself every time because these obstacles can occur in every time and every place. Some face the problem about sentence, vocabularies, grammar etc. However, you have to practice yourselves more and more in order to get rid of these hindrances.

³⁸ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 33.

³⁹ O'Connor, J. D., **Better English Pronunciation**, 2nd ed., (Cambridge: Cambridge University Press. 1980), p. 14.

⁴⁰ Cohen, A. D. **Strategies in learning and using a second language**. (Beijing: Foreign Language Teaching and Research Press, 2000), p. 30.

4) Difficulty in Speaking with Confidence

O'Connor, J. D. stated that some words which are usually predicted in the same way, are different in their pronunciation, for example lead which is pronounced /li:d/ in a phrase like, lead the way, but /led/ in another phrase lead pipe. Also, there are some words spelt differently, but sound the same e.g. rain, rein, reign, all of them are pronounced /rein/⁴¹.

Richards mentioned that in speaking, fluency can be well-defined as the skill to speak fluently and accurately. It is the objective of many language learners, "fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English"⁴².

In conclusion, this case is the mental status that is humble and hard to control and explain it. It is what cannot catch but can touch by feeling. It is the internal ability that everyone can build from practice more and more until become experience and skill too.

2.3 English Speaking Skill

1) Meaning of English-Speaking Skill

Mrs. Tuwaporn Tantrakul mentioned that the speaking means using language abilities including the feeling and manners to transfer the listeners as they have the purpose for change the information. The qualitative speaking, the speakers have to choose the vocabularies, pronunciation and also speaking action during

⁴¹ O'Connor, J. D., **Better English Pronunciation**, 2nd ed., (Cambridge: Cambridge University Press, 1980), p. 13.

⁴² Richards, J. C. **Teaching listening and speaking: From theory to practice**, (New York: Cambridge University Press, 2009), p. 23.

speaking so as to participate the speaking suitably according to occupation and tradition⁴³.

Urai Makkana explained that the speaking is the communicative behavior comprising the voice and codes in order to communicate the speaker's feeling and desire to listeners and respond through clear data; moreover, they change the information, knowledge suggestion that occur the comprehension each other⁴⁴.

Teeraporn Kitjarak pointed out that English speaking refers to the communication between at least two persons that consist of the selection of vocabularies, phrase and so on being correct according to the language principle that can be able to communicate, be suitable with the statement and be according with the objective of dialogue⁴⁵.

Kamonwan Domesrifa said that the speaking is using ability of language so that the listeners can understand it which there is the objective for changing information between the persons. The qualitative speaking, the speakers should be able to select the words including the clauses pronunciation and also the behavior without the words namely: manners that are suitable the statement, social tradition and culture⁴⁶.

⁴³ Mrs. Tuwaporn Tantrakul, "Development of Speaking Skills for Everyday life Using Conversation Exercises," **Research Report**, (Graduate School: International Instituted of Languages and Cultered Sripatum, 2014), p. 6.

⁴⁴ Urai Makkana, "A Development of English-Speaking Skills of English for Everyday Use Course for Industrial Management Students, Wang Klailangwon Campus," **Research Report**, (Graduate School: Rajamangala University of Technology Rattanakosin, 2013), pp. 11-12.

⁴⁵ Teeraporn Kitjarak, "Factors Effecting English Speaking Abilities of Second Year Englihs Major Students in the Faculty of Education, Rajabhat Universities in Bangkok," **Research Report**, (suan sunandha rajabhat university, 2010), P. 8.

⁴⁶ Kamonwan Domesrifa, "A Study of Using Oral Communicative Activities to Enhance English Speaking Ability of Mattayomsuksa One Students," **M.A. thesis**, (Graduate School: Srinakharinwirot University, 2008), p. 8.

Shomphounut Thirawit concluded that the speaking means the process of changing the information of two or more persons through sound, language and manners correctly that are accepted from owner of that language⁴⁷.

The group of teachers of Mahachulalongkornrajavidyalaya University mentioned that the speaking is the communication by using the word, utterance and manners of the speaker effectively in order to deliver the knowledge, concept, feeling and need to the listeners know and respond according to the speaker's purpose⁴⁸.

The group of teachers of Mahachulalongkornrajavidyalaya University described that the speaking refers to using the communication skill through the language, utterance, and manners as the element of speaking so as to transfer the knowledge, idea, and experience to the group of listeners⁴⁹.

Phra Boualeu Tapaseelo stated that the speaking is the process of delivering the thought through the sound by analyzing subtle concept that the speaker must choose whether it should speak or not because this one has to what construct the good relationship between the speaker and listener every time⁵⁰.

In short, English speaking skill is the skill that occurs from the practice of the practitioner who pays attention to learn the detail of this one. The person who can speak English expertly and correctly according to grammar rule, sentence rule and other element, he has to always understand and practice to speak, utter and

⁴⁷ Shomphounut Thirawit, "Pearson's Multimedia Application for the Development of English Listening and Speaking Skills of the Elementary Students at Ban Hua Phai School, Chaiyapruet Sub-district, Maung District, Loei Province", **Report Research**, p. 32.

⁴⁸ The group of teachers of Mahachulalongkornrajavidyalaya University, **Language and communication**, (Mahachulalongkornrajavidyalaya Press, Bangkok fifth printing, 2010), p 107.

⁴⁹ The group of teachers of Mahachulalongkornrajavidyalaya University, **Dhamma Communication**, Second Printing, (Mahachulalongkornrajavidyalaya Press, Bangkok, 2010), p 129.

⁵⁰ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 29.

arrange the words, phrases, clauses, sentences, part of speeches, connecting part, pitch, tone voce and so on.

2) Significance of English speaking

The group of teachers of Mahachulalongkornrajavidyalaya University explained that the significance of speaking contains four types as follow:

- Propagate the concept for a person to another or community know
- Deliver the culture and cultivate the ethics for the society
- Teach the Knowledge and new technique
- Add the comprehension and creative speaking⁵¹

The group of teachers of Mahachulalongkornrajavidyalaya University said that the speaking is significant to the process of changing knowledge, thought, and experience between the speaker and listener systematically. The accomplishment of communication is the ability of transferring the information to the listener to understand⁵².

Phra Boualeu Tapaseelo explained that the speaking is very important for human life until cannot cut off from their life owing to the relationship between a group of people and another must use the speaking in some time. The speaking is what can produce the belief, trust and impression from the listener certainly⁵³.

All in all, the speaking refers to the skill used the utterance, tone voce, and pitch of the speakers so that the listeners understand according to the purpose of the speaker and return the respond in every way happily.

⁵¹ The group of teachers of Mahachulalongkornrajavidyalaya University, **Language and communication**, (Mahachulalongkornrajavidyalaya Press, Bangkok fifth printing, 2010), p 109.

⁵² The group of teachers of Mahachulalongkornrajavidyalaya University, **Dhamma Communication**, Second Printing, (Mahachulalongkornrajavidyalaya Press, Bangkok, 2010), p 130.

⁵³ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 29.

3) Element of English-Speaking Skill

Oraya Bumrungrkit said that it is the main part of communication. In the speaking for communication comprises an element that is called strategy for communication which it is not only importance in this communication but also communicational strategy so as to success according to the purpose of speaker⁵⁴.

Teeraporn Kitjarak described that the English element speaking comprises five parts namely: 1) utterance, 2) vocabularies, 3) grammar, 4) liquidity, 5) comprehension; however, the qualitative speaking the speaker has to communicate its meaning to be according with the statement and the purpose of the communication⁵⁵.

Kamonwan Domesrifa explained that the element of speaking consists of the speakers, listeners, and message that use for communication so that better the communication, the speaker should have the goal, skill and ability to communicate, analyze it and choose the listeners including the language, manners, intonation and so on⁵⁶.

Finally, the element of English speaking is what the speaker should give attentiveness due to help you to use English smoothly. This element consists of the sentence, grammar, vocabularies, confidence, practice and so on which all of these is so important that the speakers should study thoroughly and can apply in speaking expertly.

⁵⁴ Oraya Bumrungrkit, "Communicative strategies Used by Secondary Scholl Students: A Case Study of Staff Udomseuksa School, Chonburi Province," **M.A. thesis**, (Graduate School: Burapha University, 2559), pp. 11-12

⁵⁵ Teeraporn Kitjarak, "Factors Effecting English Speaking Abilities of Second Year Englihs Major Students in the Faculty of Education, Rajabhat Universities in Bangkok," **Research Report**, (suan sunandha rajabhat university, 2553), p. 9.

⁵⁶ Kamonwan Domesrifa, "A Study of Using Oral Communicative Activities to Enhance English Speaking Ability of Mattayomsuksa One Students," **M.A. thesis**, (Graduate School: Srinakharinwirot University, 2008), p. 9.

2.4 English Grammar

2.4.1 Sentence

1) Simple Sentence

Assoc. Prof. Dr. Pimpan Vessakosol described these sentence patterns are minimal grammatical structures consisting of the main subject and main verb along with any complements. Some linguists call these sentences Kernel sentences suggesting the core or the essential part⁵⁷.

To sum up, the simple sentence is easiest pattern in English language that comprises a subject and a verb, but maybe there is some element that helps the sentence to be perfect meaning.

Furthermore, Asst. Prof. Saovapa Wichadee explained about the simple sentence in the book “English for art and design” it contains at least one subject and one predicate that express a complete thought⁵⁸.

In conclusion, the detail that completes the simple sentence in English language cannot avoid the main pieces namely: a subject and a verb.

Nevertheless, Dr. Wee Rawang said the simple sentence is the sentence that has one meaning which its structure consists of the subject, verb and complement or object⁵⁹.

In balance, the perfect idea of the simple sentence in English has more than two pieces namely: the subject, predicate, complement or object.

Moreover, Adrian B. Sanford mentioned about the simple sentence this kind of sentence contains one independent clause. Both a sentence and a

⁵⁷ Assoc. Prof. Dr. Pimpan Vessakosol, **Sentence Composition**, Third printing, (Bangkok: Thammasat University Press, 2003), p. 155.

⁵⁸ Asst. Prof. Saovapa Wichadee, **English for Art and Design**, Second printing, (Pathum Thani: Bangkok University Press, 2006), p. 30.

⁵⁹ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 130.

clause must have a subject and a predicate. Only an independent clause can be a sentence, however, it's thought is complete⁶⁰.

In brief, the simple sentence can call independent clause which it has complete thought and can stand alone.

On the other hand, Sara Thorne explained a simple sentence consists of a single clause with one finite verb phrase. It is independent and makes sense on its own⁶¹.

In conclude, the simple sentence can be a clause that all of you can call independent clause.

In addition, John B. Opdycke, Ph.D. stated the simple sentence has been defined in many ways: It is a collection of words by means of which a meaningful idea is expressed about a being, place, or thing. It is thought expressed in words so arranged and constructed as to have a subject – that about which something is said – and a predicate – that which expresses action or state or condition about the subject.⁶²

Phra Boualeu Tapaseelo mentioned that the simple sentence is made from a subject and a verb and also has complete one idea, but sometime, it contains the direct and indirect object and some complement⁶³.

All in all, the simple sentence is collected from many words which there are a verb that expresses the action of a subject and the subject is doer the whole sentence. All of these become the complete simple sentence.

2) Compound sentence

⁶⁰ Adrian B. Sanford, **Using English Grammar and Writing Skills**, (United States of America), p. 123.

⁶¹ Sara Thorne, **Practical Grammar**, (Great Britain: 2012), p. 158.

⁶² John B. Opdycke, Ph.D., **Harper's English grammar**, (New York: 1987), p. 222.

⁶³ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 34.

Asst. Prof. Saovapa Wichadee pointed out a compound sentence consists of two or more independent clauses joined by a coordinating conjunction. A comma is placed immediately before a coordinating conjunction⁶⁴.

In short, the complete thought of a compound sentence in English occurs from two or more independent clauses connected by the punctuation namely: comma before coordinating conjunction.

Dr. Wee Rawang described the compound sentence as the sentence that gives more single meaning and is combined from two simple sentences which there is a coordinator as the connector⁶⁵.

On the whole, the compound sentence in English has more meaning and is constructed from two independent clauses joined by a coordinator.

Nitaya Suksaeresup stated a compound sentence consists of two simple sentences joined together in one of the three ways: 1) by using a coordinating conjunction such as and, or, but, nor, so, yet, or for, preceded by a comma, between two simple sentences. 2) by using transitional words or phrases, such as however, in addition, furthermore, therefore or as a result, with a semicolon before the transitional expression and a comma after it, to join two simple sentences. And 3) by using a semi-colon to join two simple sentences⁶⁶.

In essence, the compound sentence combines two independent clauses connected by many ways namely: nor, but, and, or so, semicolon etc.

⁶⁴ Asst. Prof. Saovapa Wichadee, **English for Art and Design**, (Pathum Thani: Bangkok University Press, 2006), p. 32.

⁶⁵ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 228.

⁶⁶ Nitaya Suksaeresup, **Introduction to English Writing**, Second printing, (Bangkok: Chulalongkorn University Press, 2009), p. 26.

Adrian B. Sanford explained a compound sentence in English grammar book with the clear meaning it contains two or more independent clauses⁶⁷.

In summary, the complete thought of compound sentence gets from two simple sentences.

Sara Thorne said a compound sentence contains two or more main clauses each with a finite verb phrase. It is linked by a coordinating conjunction. Each main clause is independent and makes sense on its own⁶⁸.

In short, the compound sentence is the sentence that is made from two or more main clause which these are complete thought by itself.

John B. Opdycke, Ph.D. described a compound sentence consists of two or more clauses that are grammatically independent one of the other and that are connected by expressed or understood co-ordinate conjunctions⁶⁹.

In brief, the researcher will conclude this idea that the compound sentence comprises more one simple sentence joined by the coordinate conjunction.

Phra Boualeu Tapaseelo explained that the compound sentence is collected from two or more simple sentences or independent clauses. All of them are joined by the coordinate conjunction such as and, but, or so, semicolon etc⁷⁰.

All in all, the English sentence called the compound sentence has to the element from two or more simple sentence made the complete idea which all of these are joined by the coordinate conjunction.

⁶⁷ Adrian B. Sanford, **Using English Grammar and Writing Skills**, (United States of America), p. 123.

⁶⁸ Sara Thorne, **Practical Grammar**, (Great Britain: 2012), p. 158.

⁶⁹ John B. Opdycke, Ph.D., **Harper's English grammar**, (New York: 1987), p. 227.

⁷⁰ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 35.

In conclusion, the compound sentence is one of English sentence that the learner should give the importance to study and understand to apply in work, daily life and other duties which this sentence is produced from two or more simple sentences joined together by the coordinate conjunction.

3) Complex sentence

Assoc. Prof. Dr. Pimpan Vessakosol stated complex sentences are very useful in formal written English. Their usage is considered educated style because it puts ideas and information in complex relationships. Coordination and subordination are ways of showing the exact relationship of ideas within a sentence⁷¹.

In conclusion, the complex sentence in English is more complication. Most of them can be joined by the coordination and subordination.

Asst. Prof. Saovapa Wichadee a complex sentence contains at least one dependent and one independent clause. Each clause has its own subject + verb combination. A clause is a group of words that has a subject and a verb⁷².

In balance, the complex sentence is produced from many concepts of an independent and a dependent clause because of many verbs and subjects.

Dr. Wee Rawang stated the complex sentence is the sentence that comprises the main clause and subordinate clause and there is the subordinator as the connector⁷³.

In short, the complex sentence in English consists of two mains namely: dependent and independent clauses connected by the connector.

⁷¹ Assoc. Prof. Dr. Pimpan Vessakosol, **Sentence Composition**, (Bangkok: Thammasat University Press, 2003), p. 156.

⁷² Asst. Prof. Saovapa Wichadee, **English for Art and Design**, (Pathum Thani: Bangkok University Press, 2006), p. 31.

⁷³ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 252.

Adrian B. Sanford described a compound sentence is made up of one or more dependent clauses combined with an independent clause. The independent clause in a complex sentence can stand alone as a simple sentence. This is not true of the dependent clause. Its meaning depends on the independent clause. However, both clauses are necessary to the meaning of the complex sentence⁷⁴.

In essence, the complex sentence is produced from two necessary kinds such as main clause and subordinate clause. One of them can be alone (main clause), but again a part has to depend on other (subordinate clause).

Sara Thorne explained a complex sentence contains a main clause with a finite verb phrase and at least one subordinating clause. The main clause is independent and makes sense on its own, but the subordinate clause is dependent⁷⁵.

In conclusion, the complex sentence is collected from two pieces which main clause can stand alone and subordinate one cannot be alone.

Moreover, John B. Opdycke, Ph.D. said complex sentence consists of one principal or independent clause and one or more subordinate or dependent clauses⁷⁶.

All in all, the necessary elements that competes the complex sentences are dependent clause and independent clause.

Phra Boualeu Tapaseelo said that in general, the complex sentence is produced from the independent clause and dependent clause or main clause and

⁷⁴ Adrian B. Sanford, *Using English Grammar and Writing Skills*, (United States of America), pp. 125-126.

⁷⁵ Sara Thorne, *Practical Grammar*, (Great Britain: 2012), p. 158.

⁷⁶ John B. Opdycke, Ph.D., *Harper's English grammar*, (New York: 1987), p. 227.

subordinate clause. In the same time, independent clause cannot be alone, but dependent clause makes sense on its own⁷⁷.

After all, the complex sentence in English is produced from the independent clause and dependent clause which independent clause cannot stand alone but it has to use the dependent clause to complete idea.

In summary, the complex sentence in English is more difficult than the compound sentence which it concludes the dependent clause and independent clause together to complete its concept.

4) Compound-complex sentence

Dr. Wee Rawang pointed out the compound-complex sentence is the sentence that combines the mixed method of communicative English sentence and complex sentence which they are connected by the coordinator and subordinator⁷⁸.

In brief, the compound-complex sentence in English collects many thoughts of English sentence joined by the connector and subordinator.

Nitaya Suksaeresup explained a compound-complex sentence is a combination of two or more independent clauses and one or more dependent clauses⁷⁹.

All in all, the compound-complex sentence has more thought that are mixed until follow the compound-complex sentence. This is very complication.

Adrian B. Sanford said a compound-complex sentence contains two or more independent clauses and one or more dependent clause. The compound-

⁷⁷ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 36.

⁷⁸ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 335.

⁷⁹ Nitaya Suksaeresup, **Introduction to English Writing, Second printing**, (Bangkok: Chulalongkorn University Press, 2009), p. 45.

complex sentence is a combination of a compound sentence and a complex sentence⁸⁰.

To sum up, the compound-complex sentence is produced from two or more complex sentence and two or more compound sentences.

Sara Thorne pointed out a compound-complex sentence contains two or more main clauses linked by a coordinating conjunction and at least one subordinating clause. The main clauses are independent and the subordinate clause(s) dependent⁸¹.

In conclusion, the compound-complex sentence consists of two main parts such as main clause and subordinate clause joined by the connectors (coordinate conjunction).

John B. Opdycke, Ph.D. pointed out a complex-compound sentence consists of two or more independent clauses and one or more dependent clauses⁸².

All in all, the compound-complex sentence is produced from the main clause and subordinate clause.

Phra Boualeu Tapaseelo said that the compound-complex sentence is the complicated sentence. It is mixed method and also has many phrasal verbs in each clause. This pattern of sentence is produced from two clauses namely: two or more main clauses and two or more subordinate clauses⁸³.

⁸⁰ Adrian B. Sanford, **Using English Grammar and Writing Skills**, (United States of America), pp. 127-128.

⁸¹ Sara Thorne, **Practical Grammar**, (Great Britain: 2012), p. 159.

⁸² John B. Opdycke, Ph.D., **Harper's English grammar**, (New York: 1987), p. 227.

⁸³ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 36.

In brief, the compound-complex sentence is the most complicated sentence in English which it collects many ideas and also other connect parts that are important to separate each clause.

2.4.2 Element of sentence

1) Consonant

A S Hornby described refers to a speech sound made by completely or partly stopping the flow of air being breathed out through the mouth. It is a letter of the alphabet that represents a consonant sound⁸⁴.

In a word, the consonant in English is a part of alphabet that gives the speech sound in English language speaking for communication.

László Varga stated speech sounds can be generally divided into two categories: consonants and vowels. Consonants are speech sounds made by a narrowing somewhere in the vocal tract, which obstructs the flow of air from the lungs. That is, they are made by partially or completely blocking air in some place during its passage from the lungs through the vocal tract⁸⁵.

In conclusion, the consonant in English is an important part of language which this can be pronounced as the vowel in English that produce the air coming from the lungs.

Keith Allan and his group explained the consonants result from constriction or blockage in the oral cavity. One criterion for defining a consonant is its place of articulation where the constriction or blockage occurs. A second criterion is manner of articulation, what kind of constriction or blockage it is⁸⁶.

⁸⁴ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York, Oxford University Press, 2010), p. 310.

⁸⁵ László Varga, *Introduction to English Linguistics*, (Budapest, Eötvös Loránd University, 2010) p. 21.

⁸⁶ Keith Allan and his group, *The English Language and Linguistics Companion*, (Scotland: 2011), p. 37.

In summary, the consonant plays as the place of articulation to produce the sound in English language when we speak or make any manners of sound.

Phra Boualeu Tapaseelo said that the consonant refers to a part of alphabet in English language that produces sound. It is the vocal tract or place of articulation that likes to obstruct the flow of air from the lung. This part will help the staff to write and read the English. It develops them these two skills and improves their communication to be influent really⁸⁷.

In brief, the consonant in English is a part used to produce the sound of language that the humans use to communicate each other since the part until present time.

2) Vowel

A S Hornby pointed out the vowel a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc. it is a letter that represents a vowel sound⁸⁸.

After all, this vowel plays the speech within the human mouth by moving the tongue to produce sound using for communicate in human society.

Keith Allan and his group said a vowel is produced when there is no constriction or blockage in the oral cavity. Tongue height is determined by movement of the jaw and tongue. The tongue travels through a range of points from high or close to low or open. High and close are alternative labels for the location of

⁸⁷ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 39.

⁸⁸ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 1666.

the tongue nearest the palate; and either low or open for the location furthest away⁸⁹.

In conclusion, the vowel cannot play if there is anything to block it. Usually, it depends on the tongue to help this to produce sound in English language.

Phra Boualeu Tapaseelo pointed out that the vowel is very important for the men who study in English because it is a part of sound in word, phrase, clause and sentence. Whoever does not know the sound of vowel he cannot make the sound and change knowledge each other through speaking skill. So, all of staff have to know all of the consonant's sound in English clearly. It is a way for you to improve your English communication with the tourist⁹⁰.

Altogether, the vowel in the language is a part that cannot avoid in complete sound or meaning of those words and are brought to produce the many patterns of sound.

3) Subject

Dr. Wee Rawang explained the subject refers to a man, animal, thing, place, situation etc. that plays as the doer to action in the communicative English sentence⁹¹.

In balance, the word in English can be the subject consists of a man, animal, thing etc. which all of these express the action of the sentence in English speaking for communication.

And also, Sumon Ariyapitipin, Ed.D stated the subject of a sentence represents the person or thing about which a statement is being made. When the

⁸⁹ Keith Allan and his group, **The English Language and Linguistics Companion**, (Scotland: 2011), p. 36.

⁹⁰ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 40.

⁹¹ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 397.

verb is active, the subject carries out the action; when it is passive, the subject is affected by the action. The usual position for the subject is at the beginning of the sentence, but this is not invariable. In imperative sentences the subject is usually not expressed⁹².

In short, usually, the subject in English always stands at the first word of the sentence in affirmative sentence which it expresses the action that covers the sentence, in opposite way, if it always stands in passive sentence, it will be resulted from the object.

On the other hand, Panitip Pinijsakkul said the subject of a sentence is a noun or noun substitute which usually appears at the beginning of the sentence. It answers the questions, “who?” or “what” did whatever the predicate says⁹³.

After all, in general, the subject in English is used to lay at first word in the sentence. It is very important to tell who do what.

In the same time, A S Hornby mentioned the subject is a thing, or person that is being discussed, described or dealt with; moreover, it is an area of knowledge studied in a school, college, etc.⁹⁴

In short, the word that is used as the subject in English sentence is a thing or person. Most of them are discussed or explained by the predicate.

However, in the same meaning, Adrian B. Sanford stated the subject of a sentence of English clearly in a book about the English grammar it is what the sentence tells about⁹⁵.

⁹² Sumon Ariyapitipun, Ed.D, **Introduction to Linguistics**, (Bangkok: 2003), p. 133.

⁹³ Panatip Panijsakkul, **Sentence Structure for Reading Comprehension**, Second printing, (Bangkok: Thammasat University Press, 2013), p. 7.

⁹⁴ A S Hornby, **Oxford Advanced Learner’s Dictionary of Current English**, Eight edition, (New York: Oxford University Press, 2010), p. 1488.

⁹⁵ Adrian B. Sanford, **Using English Grammar and Writing Skills**, (United States of America), p. 114.

In summary, the subject in English language is used as the teller or doer in the English sentence who say what or others.

4) Verb

Dr. Wee Rawang stated the verb indicates the action of subject in communicative English sentence⁹⁶.

To sum up, the verb is the part that is used to tell the action of the subject in the English sentence.

Sumon Ariyapitipun, Ed.D mentioned the predicate contains all parts of the sentence other than the subject. It can contain several elements but the only essential one is a finite verb. Other possible elements of the predicate include objects, a complement, and adverbial element⁹⁷.

All in all, the verb or predicate has the not only the subject but also other funtions in the sentence and combines many parts of the English sentence

Panitip Pinijsakkul described the predicate is the part of the sentence that says what the subject does or who/what it is like. It consists of the min verb along with its auxiliaries and any objects, complements and modifiers, if any, or it is the main verb alone⁹⁸.

After all, the verb is the part telling what the subject acts in English sentence. It has two main elements namely: main verb and auxiliary verb.

⁹⁶ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 397.

⁹⁷ Sumon Ariyapitipun, Ed.D, **Introduction to Linguistics**, (Bangkok: 2003), p. 133.

⁹⁸ Panatip Panijsakkul, **Sentence Structure for Reading Comprehension**, Second printing, (Bangkok: Thammasat University Press, 2013), p. 10.

A S Hornby said the subject is a word or group of words that expresses an action (such as eat), an event (such as happen) or (state such as exist)⁹⁹.

Overall, the predicate in English language combines many words to express the action in English sentence.

Moreover, the meaning of the verb in English sentence, Adrian B. Sanford explained the predicate of a sentence is the verb and the related words that tell something about the subject¹⁰⁰.

In essence, the predicate in English language is the words that always tell the behaviour of the subject in the sentence.

Phra Boualeu Tapaseelo described that the verb in English sentence is the term is used to show of the action of the subject what it acts. It consists of two main parts in the sentence namely: main verb and auxiliary verb¹⁰¹.

In short, the verb is used to identify the function of the subject in that sentence clearly what he is or do anything in that sentence.

5) Object

Dr. Wee Rawang described the object means a man, animal, thing, place, condition and others that are performed in communicative English sentence¹⁰².

In summary, the term “object” in English sentence can be a man, animal thing etc. that are resulted from the subject in the sentence.

⁹⁹ A S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 1653.

¹⁰⁰ Adrian B. Sanford, *Using English Grammar and Writing Skills*, (United States of America), p. 116.

¹⁰¹ Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram,” *M.A. thesis*, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 41.

¹⁰² Dr. Wee Rawang, *A Model of Code-Switching English Approach for Thai Native Speakers to Asean*, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 397.

A S Hornby the object means a noun, noun phrase or pronoun that refers to a person or thing that is affected by the action of the verb (called the direct object), or that the action is done to or for (called the indirect object)¹⁰³.

In brief, the English object comes from noun and pronoun that is affected by the verb is direct object and is done by the verb is indirect object.

Phra Boualeu Tapaseelo the term “object” is the word that is affected by the action of a verb and subject in English sentence. This kind of word can be only the noun and pronoun¹⁰⁴.

All in all, the word “object” in English is used to result the action from the subject in that sentence directly as the subject is who commands the object to follow everything.

6) Complement

Dr. Wee Rawang explained the complement refers to a part that helps the subject in communicative English sentence to be more obvious¹⁰⁵.

After all, the complement is a part added in English sentence to be more complete thought.

A S Hornby the complement means a thing that adds new qualities to something in a way that improves it or makes it more attractive and also the complete number or quantity needed or allowed. It is a word or phrase, especially an adjective or a noun, which is used after linking verbs such as be and become, and describes that subject of the verb. In some descriptions of grammar, it is used to

¹⁰³ A S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 1011.

¹⁰⁴ Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam,” *M.A. thesis*, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 42.

¹⁰⁵ Dr. Wee Rawang, *A Model of Code-Switching English Approach for Thai Native Speakers to Asean*, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 397.

refer to any word or phrase which is governed by a verb and usually comes after the verb in a sentence¹⁰⁶.

After all, the complement is a group of words that complete idea in a sentence. Its complement constructs from adjective, phrase, noun and etc. Most of them are stood after the verb of English sentence.

Sara Thorne stated the complement is part of the predicate and gives us more information about the subject or the direct object. Complements can take the form of a noun phrase, a predicative adjective phrase, a prepositional phrase or a subordinate clause¹⁰⁷.

In short, the complement in English is a part that describes more concepts of linking verb or object in the sentence. This group is made from the noun phrase, adjective phrase and prepositional phrase.

Phra Boualeu Tapaseelo mentioned that the complement is used to add the more information that stand after the linking verb and object. Most of them are produced from noun phrase, adjective, preposition phrase and others¹⁰⁸.

All in all, the complement is the part used to append the complete meaning of the English sentence which the sentence and avoid it.

7) Phrase

Meaning of phrase

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop said the phrase means two terms join together without a subject and verb¹⁰⁹.

¹⁰⁶ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 294.

¹⁰⁷ Sara Thorne, *Practical Grammar*, (Great Britain: 2012), p. 127.

¹⁰⁸ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 42.

¹⁰⁹ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, *The English Grammar World 2*, (Bangkok: O.S. printing house, 1995), p. 89.

In brief, the phrase is produced from more than one word coming together that contains some place in the English sentence.

A S Hornby explained the phrase is a group of words without a finite verb, especially one that forms part of a sentence. It is a group of words which have a particular

To sum up, the phrase in English language likes the group of words that come together helping to add the meaning of the English sentence.

Paul Tench stated words do not usually come by themselves, but are accompanied by many others! As words come together, they affect each other, usually to make the transition between one word and the next smoother¹¹⁰.

In balance, the phrase is the group of meaning of the words that join together. Most of them always relate each other without doubt which its function can be the subject and object in English sentence.

Adrian B. Sanford explained most parts of speech are single word. However, a group of related words together can do the same work as a part of speech. This group of words is called a phrase. A phrase is a group of related words used as a single part of speech¹¹¹.

All in all, the phrase is the group of words that function as the general part of speech in English. When it is used in sentence, they work together to gives the complete meaning.

Sara Thorne said a phrase is a grammatical structure made up of a head word and any modifying words, phrases or clauses. It may consist of a single word (which could be expanded), or a group of words that are linked grammatically.

¹¹⁰ Paul Tench, **Transcribing the Sound of English**, (New York: Cambridge University Press, 2011), p. 88.

¹¹¹ Adrian B. Sanford, **Using English Grammar and Writing Skills**, (United States of America), p. 68.

Even without the grammatical terminology that helps us to label them, we can instinctively see the connections between groups of words¹¹².

In summary, the phrase is the single and group of words that relate each other. It helps the English grammar to be complete thought.

Phra Boualeu Tapaseelo stated that the phrase is a part of English grammatical structure that helps its meaning to be perfect. It is produced from single and group of words. All of them work together in the sentence and relate each other without doubt¹¹³.

In short, the phrase is the group of words in English sentence that always produced from more than one word used to add the complete idea in that sentence.

Kind of Phrase

Noun phrase

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop described the noun phrase refers to the phrase used as a noun in the sentence¹¹⁴.

In summary, the noun phrase in English functions as the noun in the sentence structure according to grammar rule.

Assoc. Prof. Dr. Preecha Khanetnok said the noun phrase may be a noun alone or a noun being preceded by the determiner¹¹⁵.

In conclusion, the noun phrase comes from both single and group of words and there is some vocabulary standing at front.

¹¹² Sara Thorne, **Practical Grammar**, (Great Britain: 2012), p. 71.

¹¹³ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 43.

¹¹⁴ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 89.

¹¹⁵ Assoc. Prof. Dr. Preecha Khanetnok, **An Introduction to Linguistics, Second printing**, (Bangkok: Mahachulalongkornrajavidyalaya University Press, 2012), p. 38.

Assoc. Prof. Payongsiri Jithavech mentioned a noun phrase forms a unit of information, each consisting of a head noun and one or more adjectives that describe it¹¹⁶.

In short, the noun phrase in English language is a group of thought that is modified by the adjective.

Sumon Ariyapitipun, Ed.D stated the phrase is a small group of words, which functions in the same way as a single part of speech. Unlike the sentence, it does not have both a subject and a predicate¹¹⁷.

To sum up, the noun phrase in English language refers to the thought that functions like a part of class word.

A S Hornby pointed out the noun phrase is a group of words in a sentence that behaves in the same way as a noun, that is as a subject, an object, a complement, or as the object of a preposition¹¹⁸.

In brief, the noun phrase functions as the noun in English sentence which this is produced from many words coming together.

Phra Boualeu Tapaseelo said that the noun phrase is a group of words that have the noun as a head word. It functions as a noun in English sentence such as subject, object, complement and so on. This group of words are very important for the staff that use English to communicate with the foreigners for service¹¹⁹.

¹¹⁶ Assoc. Prof. Payongsiri Jithavech, **Reading Better in English**, (Bangkok: Thammasat University Press, 2002), p. 85.

¹¹⁷ Sumon Ariyapitipun, Ed.D, **Introduction to Linguistics**, (Bangkok: 2003), p. 133.

¹¹⁸ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 1006.

¹¹⁹ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 44.

In a word, the noun phrase is a part of the sentence that is produced from the group of the words functioned as the noun in the English sentence

Adjective phrase

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop stated an adjective clause means the phrase acting as an adjective in the sentence¹²⁰.

All in all, the adjective phrase behaves in English sentence as general adjective used to modify the other noun in the sentence.

Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen explained the adjective phrase is a phrase because there is no finite verb. It is called adjectival because like an adjective or an adjectival clause, it describes a head noun or a head noun phrase¹²¹.

In conclusion, the researcher will summarize this thought that an adjective phrase is a kind of English phrase that functions to modify the noun or noun phrase in the sentence.

Sara Thorne described the adjective phrases are phrases where the head word is an adjective. They occur after a copular verb or in parenthesis, separated from the rest of the sentence by commas, dash or brackets. They can also be embedded in a noun phrase before the head word. Adjective phrases are used by writers and speakers to communicate descriptive detail¹²².

In short, an adjective phrase is the group of words having an adjective as a head word. Its function stands front of the noun that it modifies.

¹²⁰ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 89.

¹²¹ Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen, **Practical English Structure: A Textbook for Advanced English Grammar**, Twelfth printing, (Bangkok: Thammasat University Press, 2009), p. 97.

¹²² Sara Thorne, **Practical Grammar**, (Great Britain, 2012), p. 80.

David Crystal mentioned the adjective phrases are usually combinations of an adjective and a preceding intensifier, such as very happy and not too awkward. Other types include cold enough and a wide range of constructions which complement the adjective, such as easy to please and loath to do it¹²³.

In summary, an adjective phrase in English has the adjective as the head word and function to modify the noun word in sentence.

Phra Boualeu Tapaseelo pointed out that an adjective phrase is a part of English language that has an adjective as a head word and functions as general adjective that modifies noun word in the sentence. All of staff should know all of these rules because they will help you to be influent in communication more and more¹²⁴.

All in all, the adjective phrase in English has the group of the word coming together functioned as the adjective modifying the noun or noun phrase in the sentence.

Adverb phrase

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop mentioned the adverb phrase is the phrase that has the function as an adverb in the sentence¹²⁵.

In balance, an adverb phrase behaves as the general adverb in the English sentence.

¹²³ David Crystal, **The Cambridge Encyclopedia of the English Language**, (Italy: Cambridge University Press, 1995), p. 222.

¹²⁴ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 45.

¹²⁵ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 89

Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen pointed out normally adverbial phrases like these are derived from adverbial clauses whose subjects are the same as that of the main clauses¹²⁶.

In a word, an adverbial phrase in English language is produced from an adverbial clause until becomes the adverbial phrase.

Sara Thorne stated the adverb phrases are phrases where the key word is an adverb – we call this the head word. They are used by writers and speakers to add details of time, place and manner¹²⁷.

All in all, most of an adverbial phrase have the adverb as a head word and function as an adverb in the sentence.

David Crystal explained adverb phrases are typically found as short intensifying expressions, such as terribly slowly and very happily indeed¹²⁸.

In a word, an adverb phrases make the meaning of the sentence to be clearer.

Phra Boualeu Tapaseelo pointed out that an adverbial phrase is a group of words that have an adverb as a head word. It functions as general adverb to modify adjective, verb and adverb. However, an adverbial phrase can help the staff to communicate English with visitors really¹²⁹.

On the whole, the adverbial phrase in English language is the group of the words functioned as the general adverb in the sentence.

¹²⁶ Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen, **Practical English Structure: A Textbook for Advanced English Grammar**, (Bangkok: Thammasat University Press, 2009), p. 126.

¹²⁷ Sara Thorne, **Practical Grammar**, (Great Britain: 2012), p. 89.

¹²⁸ David Crystal, **The Cambridge Encyclopedia of the English Language**, (Italy: Cambridge University Press, 1995), p. 222.

¹²⁹ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 45.

8) Clause

Meaning

Sumon Ariyapitipun, Ed.D said the clause is a group of words containing its own subject and predicate. Clauses can be either main clauses or subordinate clauses¹³⁰.

Altogether, the clause in English language is produced from many words relating each other and containing the subject and verb too.

A S Hornby the clause is a group of words that includes a subject and a verb, and forms a sentence or part of a sentence and also an item in a legal document that says that a particular thing must or must not be done¹³¹.

In a word, the clause combines many words relating each other. This part of English sentence has to have the subject and verb too.

Adrian B. Sanford described a clause is a group of words that makes a statement about someone or something. A clause may stand by itself to express a complete thought. Or a clause may depend on some additional words to complete its meaning. A clause is a group of related words containing a subject and a predicate¹³².

To sum up, the clause is a part that helps the sentence to be complete thought which it concludes subject and predicate of the sentence.

Sara Thorne described a clause is a group of related phrases which must contain one finite verb phrase. Always begin by identifying any verb phrases since this will help you to see how many causes there are. We mark the beginning

¹³⁰ Sumon Ariyapitipun, Ed.D, **Introduction to Linguistics**, (Bangkok: 2003), p. 133.

¹³¹ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 258.

¹³² Adrian B. Sanford, **Using English Grammar and Writing Skills**, (United States of America), p. 94.

and end of a main clause with angled brackets, a subordinate clause with square brackets, and the phrases which make up the clause with round brackets¹³³.

In summary, the clause combines not only the subject and predicate but also many phrases to relate together which all of you like to call main clause or subordinate clause.

John B. Opdycke, Ph.D. stated a clause is a group of words having a subject and a predicate. As a word group formed around subject and predicate, a clause may be regarded as equivalent to a simple sentence, but it constitutes, as a rule, a part or member of a compound sentence or a complex sentence. A clause that carries or conveys the main predication in a sentence is called the principal or the independent clause. A clause that enters into sentence construction in the capacity or force of a noun or an adjective or an adverb is called the subordinate or the dependent clause¹³⁴.

In conclusion, the clause is a part of compound and complex sentence. That is the main clause and subordinate clause.

Phra Boualeu Tapaseelo mentioned that the clause contains the many phrases. However, it concludes the subject and predicate to relate each other. Most of the clauses that use in English sentence are called main clause (complete idea) and subordinate clause (not complete thought). The clause is very important for the staff who will take to develop the English communication with tourists¹³⁵.

In short, the English clause is the group of the phrase words combining together which has two kinds namely: dependent clause and independent clause.

¹³³ Sara Thorne, **Practical Grammar**, (Great Britain, 2012), p. 119

¹³⁴ John B. Opdycke, Ph.D., **Harper's English grammar**, (New York, 1987), p. 227.

¹³⁵ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 46.

Kind of clause

Noun clause

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop pointed out the noun clause is the clause used as a noun and generally, it begins with the word “that” and question words “when, where, what, which, why, whose, who”¹³⁶.

In summary, in general, the noun clause refers to its functions as all of nouns in the sentence.

Assoc. Prof. Payongsiri Jithavech mentioned a noun clause fills the position of the subject or the complement of a sentence. It can be identified by the markers that, whether, and all the wh-words¹³⁷.

In balance, the noun clause in English language are very important for learner who want to be expert in this language which this clause can be the subject and complement of the sentence. Most of them are produced by wh-words.

Assoc. Prof. Dr. Sucharat Rimkeeratikul described about the noun clause in the book “English for economic” it functions as a noun or a noun phrase¹³⁸.

After all, the noun, noun phrase and noun clause have the same position in the English sentence.

Panitip Pinijsakkul mentioned about the noun clause in the book “sentence structure for reading comprehension” it is a kind of subordinate clauses functioning as a noun or noun phrase¹³⁹.

¹³⁶ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 2.

¹³⁷ Assoc. Prof. Payongsiri Jithavech, **Reading Better in English**, (Bangkok: Thammasat University Press, 2002), p. 29.

¹³⁸ Assoc. Prof. Dr. Sucharat Rimkeeratikul, **English for Economics**, (Bangkok: Thammasat University Press, 2010), p. 71.

¹³⁹ Panatip Pinijsakkul, **Sentence Structure for Reading Comprehension**, Second printing, (Bangkok: Thammasat University Press, 2013), p. 92.

In short, the noun clause is a clause that is not complete idea. It has to depend on other element to fill its meaning. This kind of clause is a part of subordinate clause.

Suphawat Pookcharoen, Ph.D. said a noun clause is a subordinate clause which functions as a noun or noun phrase. Depending on the structure of the sentence, a noun clause can be used as a subject, an object of a verb, and an object of a preposition¹⁴⁰.

In a word, the noun clause functions in the sentence as a noun. It combines the subject and object of a verb in English language

Adjective clause

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop mentioned an adjective clause refers to the clause acting as an adjective to modify the noun or gerund. The noun that adjective clause modifies is called antecedent¹⁴¹.

In short, an adjective clause in English language functions as the general adjective in the sentence and modify noun too.

Assoc. Prof. Payongsiri Jithavech said another word group that forms a unit of information is a noun followed by an adjective clause. The adjective clause modifies the noun it comes after. It can be identified by the markers who, whom, whose, which, that, when, where and why¹⁴².

On the whole, all of the nouns are described by the adjective clause. In the same time, an adjective clause acts as an adjective in English sentence.

¹⁴⁰ Suphawat Pookcharoen, Ph.D., **Reading Mastery**, (Fourth printing, 2015), p. 140.

¹⁴¹ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 6.

¹⁴² Assoc. Prof. Payongsiri Jithavech, **Reading Better in English**, (Bangkok: Thammasat University Press, 2002), p. 10.

Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen explained adjectival clauses are clauses that describe nouns. Virtually all adjectival clauses are also known as relative clauses¹⁴³.

In brief, an adjectival clause is used to modify the noun in English sentence and synonym group of words is relative clause.

Suphawat Pookcharoen, Ph.D. mentioned an adjective clause—also called a relative clause—is a subordinate clause that modifies a noun or pronoun. It is usually introduced by a relative pronoun such as who, which, that, whose, when and where¹⁴⁴.

Altogether, an adjective clause likes the relative clause which most of them are used to describe noun word too.

Phra Boualeu Tapaseelo pointed out that an adjective clause functions as an adjective that has the relative pronoun to precede it such as who, which, that and others. It is a part of English language that is very important to help the meaning of the sentence to be clearer. However, it is the element that the staff should not avoid because of a part of communication¹⁴⁵.

Adverb clause

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop explained the adverb clause means the clause indicating as the adverb in the complex sentence namely: it modifies a verb, adjective, and adverb¹⁴⁶.

¹⁴³ Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen, **Practical English Structure: A Textbook for Advanced English Grammar**, (Bangkok: Thammasat University Press, 2009), p. 79.

¹⁴⁴ Suphawat Pookcharoen, Ph.D., **Reading Mastery**, (Fourth printing, 2015), p. 59.

¹⁴⁵ Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram,” **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 47.

¹⁴⁶ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 12.

To sum up, an adverb clause is the clause behaving as the adverb of word class. It is a part of complex sentence.

Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen described an adverbial clause is a subordinate clause functioning as an adverb by modifying a main clause¹⁴⁷.

In summary, an adverb clause has not been complete idea yet. It has to depend on another element to complete it again as the subordinate clause in complex sentence.

Suphawat Pookcharoen, Ph.D., an adverb clause is a dependent clause used as an adverb within a sentence to modify the main clause. Adverb clauses are introduced by subordinating conjunctions indicating time, place, manner, condition, contrast, reason, purpose, and result. When the adverb clause is at the beginning of the sentence, it is separated by a comma from the main clause. When the adverb clause is at the end of the sentence, there is no comma¹⁴⁸.

In conclusion, an adverb clause is a part of subordinate clause used to modify the main clause which is separated by the punctuation.

Nitaya Suksaeresup said an adverbial clause is a subordinate clause introduced by an adverbial subordinator. It is used to modify the verb of the independent clause and tell when (time), where (place), why (reason), how (manner, how far (distance). It is also used to show contrast and concession¹⁴⁹.

In short, an adverbial clause likes the subordinate clause that modifies the verb of main clause such time, place, manner ...

¹⁴⁷ Rabieb Na Kalasin, Kanitta Utawanit and Yura Lemchuen, **Practical English Structure: A Textbook for Advanced English Grammar**, (Bangkok: Thammasat University Press, 2009), p. 120.

¹⁴⁸ Suphawat Pookcharoen, Ph.D., **Reading Mastery**, (Fourth printing, 2015), p. 100.

¹⁴⁹ Nitaya Suksaeresup, **Introduction to English Writing**, (Bangkok: Chulalongkorn University Press, 2009), p. 41.

Panitip Pinijsakkul stated an adverb cause is the cause which functions as adverbials modifying the clause to give information telling time, manner, condition, result, reason, purpose, and contrast. Adverb clause of place will modify only the main verb. All of them are introduced by subordinating conjunctions which differ on what information the writer wants to give¹⁵⁰.

On the whole, the adverb clause refers to the clause that both modifies the verb and tells the data such as manner, purpose, reason and so on.

9) Connecting parts

Coordinator

Assoc. Prof. Dr. Pimpan Vessakosol said that the coordinators were like logical and mathematical symbols that indicated the relationships between terms. When we coordinate related ideas, we had to choose the linking device that was appropriate to the relationship between the ideas¹⁵¹.

All in all, the coordinators are the symbols are used to connect the two or more ideas to be related each other.

Dr. Wee Rawang said that the coordinator referred to the terms used to connect the word to word, phrase to phrase and sentence to sentence as the same

thought or easy explanation, these linked two sentences as compound sentence¹⁵².

After all, the coordinator is the word used to join the group of the word to be related as the same thought in compound sentence.

¹⁵⁰ Panatip Pinijsakkul, **Sentence Structure for Reading Comprehension**, Second printing, (Bangkok: Thammasat University Press, 2013), p. 83.

¹⁵¹ Assoc. Prof. Dr. Pimpan Vessakosol, **Sentence Composition**, (Bangkok: Thammasat University Press, 2003), p. 78.

¹⁵² Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 399.

Praromrat Jotikasthira mentioned that a coordinator was also called a coordinating conjunction. Coordinators joined sentence parts that were syntactically equal-words to words, phrases to phrases and clause to clauses¹⁵³. In conclusion, the coordinator is the symbol that is used to link the different ideas to be the same idea.

Subordinator

Assoc. Prof. Dr. Pimpan Vessakosol pointed out that the subordination helped the writer to focus on a major idea in a sentence and to expressed relationships between ideas¹⁵⁴.

In conclusion, the subordinator is used to focus or express two ideas in the sentence.

Dr. Wee Rawang mentioned that these used to relate the main clause and subordinate clause as one idea or another meaning, these terms had the function to combine two ideas as the complex sentence¹⁵⁵.

In essence, the subordinators are used to join the ideas to be one unit as the complex sentence.

Thomas P. Klammer mentioned that the subordinators created complex sentences by joining grammatically unequal elements: a subordinate clause to a main clause¹⁵⁶.

In brief, the subordinators used to produce the sentences as the complex sentence.

¹⁵³ Praromrat Jotikasthira, **Mastering the Structure of English**, (Bangkok: 1995), p. 246.

¹⁵⁴ Assoc. Prof. Dr. Pimpan Vessakosol, **Sentence Composition**, (Bangkok: Thammasat University Press, 2003), p. 115.

¹⁵⁵ Dr. Wee Rawang, **A Model of Code-Switching English Approach for Thai Native Speakers to Asean**, (Nonthaburi: Limited Partnership Pappim Press, 2015), p. 399.

¹⁵⁶ Thomas P. Klammer and his group, **Analyzing English Grammar**, Fourth Edition, (United States: 2004), p. 134.

To sum up, the subordinators are the group of words used to join the ideas “subordinate clause and main clause” to be single as the complex sentence according to the grammatical usage.

10) Part of Speech

Noun

Assist.Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattananangsy pointed out that the noun referred to the terms used to replace the name of a man, animal, thing and so on such as student, house, France, cat...¹⁵⁷

Nevertheless, Krerksack Banchongchit mentioned that the nouns were used to call the name of a person, animal, thing, place or time¹⁵⁸.

However, Nophavas Thamphiphath described that the noun was the word used to be the name of the man, animal and material, even emotions that indicate¹⁵⁹.

Nevertheless, A S Hornby stated that the noun was a word that refers to a person, (such as Ann or doctor), a place (such as Paris or city) or a thing, a quality or an activity (such as plant, sorrow or tennis)¹⁶⁰.

In short, the noun is the terms used as the name of a man, animal, place, things and so on. Its duty is the subject and the object in English sentence. However, most of complete idea of each sentence contains the noun word.

Pronoun

¹⁵⁷ Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattananangsy, **Basic English Grammar**, (Bangkok: HCHK. Phoombandit Press, 1994), p. 1.

¹⁵⁸ Krerksack Banchongchit, **English Compact**, (Bangkok: Mac Press Co., Ltd., 2011), p. 25.

¹⁵⁹ Nophavas Thamphiphath, **For English Grammar, Do Not Think It Is Very Hard**, Twelfth printing, (Bangkok: Wee print, 1991, Co., Ltd., 2009). p. 2.

¹⁶⁰ A S Hornby, **Oxford Advanced Learner’s Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 1006.

Assoc. Prof. Dr. Ninnat Olanvoravuth said that the pronoun had to be easily identified with their antecedents. The antecedent was the noun which was replaced by the pronoun. Therefore, did not have long separations between pronouns and their antecedents. A pronoun usually represented the first noun prior to it¹⁶¹.

Nevertheless, Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy explained that the pronouns were used to replace the noun such as I, he, she, we and they¹⁶².

In addition, A S Hornby explained that the pronoun referred to a word that was used instead of a noun or noun phrase, for example he, it, hers, me, them, etc.: demonstrative/interrogative/possessive/relative pronoun¹⁶³.

In short, the pronoun in English language, in general it is used instead of the noun and act in the sentence as the noun word.

Adjective

Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy stated that the adjectives taken place to describe the noun for giving the detail about that word such as a beautiful girl or a useful book¹⁶⁴.

Arinya Phuchareon said an adjective is a term used to modify or describe the noun or pronoun more obviously. It is the words identifying the character, quality, colour and sharp of a noun that it modifies¹⁶⁵.

¹⁶¹ Assoc. Prof. Dr. Ninnat Olanvoravuth, **Business English Communication**, Eleven printing, (Bangkok: Thammasat University Press, 2009), p. 41.

¹⁶² Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy, **Basic English Grammar**, (Bangkok: HCHK. Phoombandit Press, 1994), p. 16.

¹⁶³ A S Hornby, **Oxford Advanced Learner's Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 1175.

¹⁶⁴ Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy, **Basic English Grammar**, (Bangkok: HCHK. Phoombandit Press, 1994), p. 72.

Jeffrey P. Kaplan mentioned that the traditionally, adjectives were identified either as “words which modify nouns” or as words which indicated “qualities.” The former was preferable, because it is possible to make some sense of “modify nouns,” whereas it was unclear what “qualities” are¹⁶⁶.

In summary, the word “adjective” means the terms used to describe the noun because it adds clear meaning about that thing such as color, character, manners etc. Its function locates front of the noun that it modifies, but some word follows the verb to be and linking verbs.

Adverb

Moreover, Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy said that the adverbs had the function to modify the verbs, adjectives and also the adverbs¹⁶⁷.

However, A S Hornby said that the adverb was a word that added more information about place, time, manner, cause or degree to a verb, and adjective, a phrase or another adverb¹⁶⁸.

Phra Boualeu Tapaseelo mentioned that the meaning of the term “adverb” is the word that functions to modify an adjective, adverb and verb in English sentence. Most of these words comes from adding –ly after an adjective and past participle¹⁶⁹.

¹⁶⁵ Arinya Phuchareon, **Real Principle of Adjective**, (Bangkok: L.T. Press Co., Ltd, 2009), Foreword.

¹⁶⁶ Jeffrey P. Kaplan, **English Grammar Principles and Facts**, Second Edition, (United State of America, 1995), p. 116.

¹⁶⁷ Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy, **Basic English Grammar**, (Bangkok: HCHK. Phoombandit Press, 1994), p. 82.

¹⁶⁸ A S Hornby, **Oxford Advanced Learner’s Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 21.

¹⁶⁹ Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram,” **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 52.

To sum up, the adverb has the function to modify the action of the verb, adjective and also the adverb in the English sentence which it identifies the manner of the subject that acts in that sentence.

Conjunction

Assoc. Prof. Dr. Ninnat Olanvoravuth, Ph.D. said that the conjunctions were used to join clauses within one sentence. Long sentences with many clauses do not communicate ideas well. With effective writing, sentences should have few clauses. You should never write a sentence with more than three clauses¹⁷⁰.

Jatanaphone described that the conjunction referred to the terms used to connect the words, phrases, sentences together. Most of them that were joined must be the same kind of words¹⁷¹.

A S Hornby mentioned that the conjunction meant a word that joins words, phrases or sentences, for example “and”, “but”, “or”, and also a combination of events, etc., that causes a particular result¹⁷².

Phra Boualeu Tapaseelo stated that the conjunction means the word that is very important in English sentence. This one is used to join the word to word, phrase to phrase and sentence to sentence. Most of the words or group of them that will be joined by the conjunction is the same class¹⁷³.

¹⁷⁰ Assoc. Prof. Dr. Ninnat Olanvoravuth, **Business English Communication**, (Bangkok: Thammasat University Press, 2009), p. 33.

¹⁷¹ Jatanaphone, **A Book of Prepositions and Conjunctions**, (Bangbonbooks Press), p. 219.

¹⁷² A S Hornby, **Oxford Advanced Learner’s Dictionary of Current English**, (New York: Oxford University Press, 2010), p. 306.

¹⁷³ Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram,” **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), pp. 52-53.

In a word, the conjunction is a part of English language that has the function to link each word with word, phrase with phrase, clause with clause and sentence with the sentence.

Preposition

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop mentioned that the preposition was the connection words between the noun or pronoun and other words in the sentence¹⁷⁴.

Assoc. Prof. Dr. Ninnat Olanvoravuth explained that a preposition was a word that connected by showing the relationship between a noun or a pronoun and some other word in the sentence¹⁷⁵.

Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy mentioned that the prepositions taken place to produce the relationship between the object and others in the sentence¹⁷⁶.

Phra Boualeu Tapaseelo said that the preposition in English language is used to express the relation between the element in the sentence such as time and place. Most of these groups like to stand front of the noun such as on the table, under the bed, in my house etc.¹⁷⁷

In summary, the preposition in English language used to link the words that are the same kind which in general. It stands front of the noun.

Interjection

¹⁷⁴ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 125.

¹⁷⁵ Assoc. Prof. Dr. Ninnat Olanvoravuth, **Business English Communication**, (Bangkok: Thammasat University Press, 2009), p. 42.

¹⁷⁶ Assist. Prof. Doungdee Kanchanaphanh and Ajarn Ingthip Rattarangsy, **Basic English Grammar**, (Bangkok: HCHK. Phoombandit Press, 1994), p. 120.

¹⁷⁷ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 53.

Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop described that the interjection meant the terms that pointed out with the strong emotion, feeling to something such as exactly! angry! sad!¹⁷⁸

Sumon Ariyapitipun, Ed.D mentioned that an interjection was an exclamation, grammatically independent of the rest of the sentence: Alas! Oh dear! Damn! My Goodness!¹⁷⁹

Phra Boualeu Tapaseelo mentioned that the interjection is the terms used to show of the strong emotion. When all of you confront the events that are surprise, you excite with that situation together with strong emotion from your feeling¹⁸⁰.

All in all, the interjection in English language used to show off the strong emotion or felling the when all of you face something without attendance.

Verb

Sumon Ariyapitipun, Ed.D mentioned that the verb was a word expressing a state or action: be, have, do etc. verbs are divided into two classes, main verb and auxiliary verb¹⁸¹.

On the other hand, Nophavas Thamphiphath said about the verb in his book clearly that this verb was used to indicate the action of subject in the sentence¹⁸².

¹⁷⁸ Assoc. Prof. Danai Chaiyotha and Ajarn Phitak Kewprakop, **The English Grammar World 2**, (Bangkok: O.S. printing house, 1995), p. 157.

¹⁷⁹ Sumon Ariyapitipun, Ed.D, **Introduction to Linguistics**, (Bangkok: 2003), p. 132.

¹⁸⁰ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 53.

¹⁸¹ Sumon Ariyapitipun, Ed.D, **Introduction to Linguistics**, (Bangkok: 2003), p. 131.

¹⁸² Nophavas Thamphiphath, **For English Grammar, Do Not Think It Is Very Hard**, (Bangkok: Wee print, 1991, Co., Ltd., 2009). p. 228.

Jatanaphone stated that the verb was the terms to act or be acted of the subject or a word that inserted to help other verb in order to tell the mood, voice and tense¹⁸³.

Phra Boualeu Tapaseelo explained that the verb refers to the terms used to mention the action. It can tell the action of the subject in the English sentence. Its function locates after the subject. If the subjects are singular the verb will be add –s or –es in simple sentence, but if the subjects are plural the verb does not put anything after it¹⁸⁴.

In a word, the term “verb” in English language used to identify the action in the sentence what are you doing at that time.

2.5 Research Work Concerned

Wu Xun had studied students’ perceptions of outside English Listening Habits at Dipangkorn Wittayapat School in Bangkok Thailand that Thai secondary school students have many opportunities to do extended English listening outside of their school. They watch English TV programs, listen to music or go to cinema they like to do this outside English listening. Students are fond of English and realize the important of English in society and for their future. The students with high level English in general spend more time listening to English language outside the classroom than students with low level English¹⁸⁵.

¹⁸³ Jatanaphone, **A Book of Prepositions and Conjunctions**, (Bangbonbooks Press), p. 7.

¹⁸⁴ Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram,” **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), pp. 54.

¹⁸⁵ Wu Xun, “A Surwey Study of Students’ Perceptions of outside English listening Habits at Dipangkorn Wittayapat School in Bangkok, Thailand” **Research Paper**, (Teaching English as a Foreign Language Institute: Thammasat University, 2012), p. 2.

Some important research work concerned with the selected topic of the proposed research work was refereed to chalk out the plan of the proposed work more accurately. It can be briefly discussed as follows:

Huang, H. A., & Wen, W. P. Mentioned that frequently the first things a learner does about new English word are what it means and its translation in their own language. But there are many other things that the learner should know before they study the words. For example, they have to learn: how to spell, how to pronounce, how to inflect (i.e. how it changes if it is a verb, noun or adjective), and other grammar information about it, how it collocates (i.e. what other words are often used with it.). Practical study on the affective factors of learning motivation of non-English majors. *Overseas Foreign Language Education: Research on the relevance between English proficiency and learning motivation. Foreign Language Teaching and Learning*. And to explore several affective factors which may facilitate or debilitate students' oral English proficiency in college English teaching setting. Some strategies of teaching and learning are discussed and some affective methods in class and out of class are also introduced which can benefit in learning¹⁸⁶.

Yule, G described that specially, if the learners are at the early stages of learning. Learners are often told not to worry about the mistakes they're making, however, it is easy to understand why you would like to make a Good impression on your audience. In his book *The study of language* Yule stated that the communicative approach provides more appropriate materials second language learning that has specific purpose. The study of the linguistic features that have social relevance for participants in those speech communities is called "sociolinguistics"¹⁸⁷.

Yan, C. H., & Zhang, M. J pointed out that it also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. Moreover, it is widely believed that once students gain self-

¹⁸⁶ Huang, H. A., & Wen, W. P., **Practical study on the affective factors of learning motivation of non-English majors**. (*Overseas Foreign Language Education*, 2005), pp. 30-37.

¹⁸⁷ Yule, G. **The study of language**, (UK: Cambridge University Press, 2006), p.166.

confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships. The introduction of affective factors in foreign language teaching and learning. Foreign language: Researches on theories and practices. The introduction of affective factors in foreign language teaching and learning. Affective factors in foreign language teaching and learning refers to two related aspects; one is the individual factors of learners, including motivation, anxiety¹⁸⁸.

The result of **Phornnutnat Atthawej** studied the topic “Development of A Remedial English Course Using Multimedia to Enhance English Proficiency and Learning Motivation of Low English Proficiency Students” found that “firstly, the efficiency index of the remedial course was 72.13/71.30 which was at the acceptable criterion but lower than the set criterion (75/75). Secondly, on average, the students’ achievement score in learning English after studying through the remedial course was significantly higher than that of their pretest ($p=0.05$) and its effect size was 0.93 which was considered as very large.”¹⁸⁹.

In essences, an English development by using the multimedia can enhance the English proficiency of students as good level which it helps the students’ motivation, proficiency, learning and so on are improved obviously.

Assoc. Napat Wutthiwongsa said the students who paid attention, good attitude to English will result to develop them until become expert as you needed. “The significant roles developing the English skills of the students depended on both the students and teacher, especially the teacher used the model of learning and

¹⁸⁸ Yan, C. H., & Zhang, M. J. **The introduction of affective factors in foreign language teaching and learning.** (Foreign language, 2002), pp. 64-66.

¹⁸⁹ Phornnutnat. Atthawej, “Development of A Remedial English course Using Multimedia to Enhance English Proficiency and Learning Motivation of Low English Proficiency students” **journal of Education science**, Thammathiraj University, Vol 2, No 7, Sukhothai (July-December2014), p. 128

teaching in three levels: level of language, level of learners and level of status of learning.”¹⁹⁰.

In conclusion, the good English improvement consists of two main factors: learner and teacher which most of them must put attention each other, that means the learner pays attention and love in study and the teacher pays attention and love in teaching so as to construct their attitude to love in study and learning.

Phornphimol Riyay and Thanangkul Khumsri studied the topic “Developing English Listening-Speaking Skills of the First-year Students through Self-Access Multimedia Computer Program” found that “the English listening skill of students was higher after using self-access multimedia computer program but English-speaking skill about fluency, grammar, rightness, pronunciation, and body language in communication was less than before using self-access multimedia computer program.”¹⁹¹.

Phra Boualeu Tapaseelo studied about the title “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam” all in all, an English communication is the bringing an English language to communication between the sender and receiver the message for exchanging the knowledge, concept, ideas and so on each other through four skills: listening, speaking, reading and writing which each has to have the good enough level of skill to understand the meaning of the sender correctly and obviously¹⁹².

Mendelsohn and Rubin indicate the fact that second language listening comprehension that uses pre-listening activities can facilitate second language

¹⁹⁰ Assoc. Napat Wutthiwongsa, “Motivational Strategies: Enhancing English Language Skills”, **Executive Journal**, Vol. 1, No 34, (January - July, 2014), p. 95.

¹⁹¹ Phornphimol Riyay and Thanangkul Khumsri, “Developing English Listening-Speaking Skills of the First-year Students through Self-Access Multimedia Computer Program”, **Research Report**, (North-Chiangmai University, 2012), Abstract.

¹⁹² Phra Boualeu Tapaseelo, “A Study of English Communication of Tourist Information Staff at Wat Arun Rajawararam.” **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 66.

listening comprehension, particularly those that provide synopses of listening passages or allow listeners to preview the comprehension questions¹⁹³.

¹⁹³ Mendelsohn, D.J., and Rubin, J. (Eds.), *A Guide for the teaching of second language listening*, San Diego, CA: Dominie Press, 1995), p. 2.

CHAPTER III

Research Methodology

This chapter is explained on the details and explanation of the research which are concerned with the results from interview and other information used methodically in the study which can be divided into six parts such as:

3.1 Research Design

3.2 Population and Sample

3.3 Research Tools

3.4 Data Collection

3.5 Data Analysis

3.6 Research Statistic

3.1 Research Design

The Research is aimed at investigating the speaking problems and some suggestions to help about solution of the speaking problems of students in Faculty of Humanities at Mahamakut Buddhist University for 90 persons in the year of 2016-2017 which this study, the researcher used the qualitative and quantitative research for study.

Qualitative information, the researcher prepares to interview the students and the professionals who are concerned with this study and also make the focus group discussion all of them so as to join the brainstorm about English speaking skills that affect the students' English-speaking development.

Quantitative data was to provide the participants' attitudes towards the speaking problems. The information got from distributing the questionnaires to the target group for 90 persons.

3.2 Population and Sample

Populations are teachers and students in Faculty of Humanities at Mahamakut Buddhist University with 90 samples. The participants were chosen from students under Faculty of Humanities at Mahamakut Buddhist University. The students were given enough personal time to think and express their own ideas. The participants did vary in their classes and ages.

The key informants for this study, the qualitative and quantitative research pointing have been used to identify categories and analyze the data which is interviewed from the students under Faculty of Humanities at Mahamakut Buddhist University.

3.3 Research Tools

This research used a descriptive method in order to understand the objective because it's hard to develop four skills of Reading, Writing, Speaking, and Listening and moreover the emotional factors which are hard to observe and cannot be conducted by another. The descriptive method provides us with facts to identify the current situation of learning and teaching oral expression. Researcher used questionnaire because it is useful in collecting information, by asking diverse questions we can collect many ideas. Even though observation is a very useful instrument we cannot use it because of the nature of emotional factors which are hard to be observed. First, one questionnaire was managed for teachers particularly oral teachers to know their views about those fours' skills and what effects emotional factors had on oral production. The second questionnaire was for students to know their points of view and beliefs about the speaking skill in relation to emotional factors.

3.3.1 In this section, I have included the information and cooperation collected from teacher as follows:

In this section there will have the number of questions to know about the survey target people regarding to their gender, age, family, address, and income.

3.3.2 Part two, it consists of designing questions aiming to analyze the English-speaking problems of the students under Faculty of Humanity at Mahamakut Buddhist University.

In these particular research questionnaires point scoring in this part consists of answering one of five choices: the most, more, middle, low, and least. The categories are classified as follows:

Rating score	Interpretation of score
5	The most
4	More
3	Middle
2	Low
1	Least

This questionnaire serves as a data collection tool for a research work that aims to analyze the English-speaking problems of the students under Faculty of Humanity at Mahamakut Buddhist University. This example of evolution questionnaire paper for the factors effecting basic problems, English speaking Problems as follows:

- Level 5 the most
- Level 4 more
- Level 3 middle
- Level 2 low
- Level 1 least

3.4 Data Collection

Mainly two techniques of collecting data namely, questionnaire were carried out with a view to finding out the factors affecting the learners most in speaking English and also to get some suggestions both from the learners and the teachers in order to set effective spoken classrooms for more success. Before distributing the questionnaire, I mentioned the purpose of the study to the students

and as I had a good understanding with the students so, they were in relaxed mood. The students while they were in answering the questionnaire. Some students felt shy and some students felt uneasy finding me, an unknown visitor, beside them. But some of them seemed motivated and asked different questions to clarify their confusion related to the questionnaire. However, I was able to manage the environment and to make a friendly environment. However, before distributing the questionnaire I became introduced to the students. There is a common tendency among the students to feel fear of teachers. This fear may hamper the responses and for this fear at the beginning I assured that I would not play any role like a teacher. Rather, I claimed me as a seeker of some support and asked for help from them. These techniques really helped me to find the participants easy going and interesting. I confidently administered the teachers' interview. With a friendly introducing, I tried to clearly point out my objective and purpose. The teachers were in hesitation with some of the questions. But I precisely described and made clear them. At the beginning of collecting data I threw the question 'Is speaking the most difficult one among all four skills?' to all. Surprisingly all of them answered 'yes' and took the participation.

The first part of the questionnaire was close-ended where the learners were asked to rank the listed social and emotional factors which worked as barriers in their oral production. The learners had their full freedom in the 2nd part where they were asked to mention any other factors that also hindered them as well as to write some of their suggestions to overcome the addressed difficulties. As I had courses with the students, I tried to take their interviews from time to time randomly, i.e., during class time discussions, personal counselling, etc. I took the interviews of some of my colleagues (teachers and researchers both senior and junior) who were also teaching the courses on all basic four skills. To enrich my understanding, sometimes, I observed the classes of my colleagues and the performances of my students sitting on the back bench. I acknowledge the limitation, as the study was undertaken among the students of Faculty of Humanities at Mahamakut Buddhist University.

3.5 Data Analysis

After collecting the data from students under Faculty of Humanity at Mahamakut Buddhist University for 90 people, the data obtained for an analysis. In order to design the quantitative data, researcher uses grade percentage calculator to collect and analyze the numeric data. The qualitative question was the close-ended type of questions where students had options to choose the answer. The survey was done to check out the some of the vital issues such as...

1) To study and investigate the English-speaking problem of students under Faculty of Humanities at Mahamakut Buddhist University.

2) To develop and increase the quality of the English reading, writing, listening and speaking problems as well as emotional problems.

3) To know deeply about their other problems at the University and family to exchange English.

4) To know and understand mutually about their personality and others behaviors problems and the all the data have been calculated according to the SPSS method. Not only that but also statistical method, research used the method of mean, average, standard deviation and percentage in order to analyze the data calculation data as well as conclude the data.

3.6 The Research Statistic

The researcher analyzes the information from the questionnaire by using the complete program according to the social science as below steps:

1) Descriptive statistic for describing the general figure of the population by using the statistic namely: frequency, percentage, mean and standard deviation.

2) Inferential statistics for testing hypothesis of statistic namely: (Pre-test) and (Post-test).

CHAPTER IV

Research Results

Researcher conducts the interviews with students under Faculty of Humanity at Mahamakut Buddhist University the data obtained for an analysis. In order to design the qualitative and quantitative data, researcher uses grade percentage calculator to collect and analyze the numeric data and its methods of questions. The quantitative question was the close-ended type of questions where students had options to choose the answer.

4.1 General Information of the Population

4.2 The first of data questionnaire status of the sample group and objective of the questionnaire:

4.3 The measure of the knowledge before and after joining the training

4.4 Comparison of the results of training the students who join before and after the training English speaking skill.

4.5 The statistic T-Test Dependent of comparing the score of before and after English training speaking skill.

4.6 The comparison of the test before and after results of the mean that affects an English-speaking skill of the students in each part.

4.7 An analysis of the satisfaction of training for 16 piceces.

4.1 General Information of the Population

The participants were chosen from students under Faculty of Humanity at Mahamakut Buddhist University. The students were given enough personal time to think and express their own ideas. The participants did vary in their classes and ages. For example, there were the participants from different classes. The university had a co-education system of all the monks, boys and girls. I have proved them with very

simple and easy questioners to find the solid information. I had observed all classes a few times to collect the research data. The number of the students in classroom was different, in each class and from various parts of the world. When I observed the classroom, the average attended students were 90 people.

4.2. The first of data questionnaire status of the sample group.

This questionnaire is designed for teachers and students under Faculty of Humanity at Mahamakut Buddhist University. For the aim of collecting information about teachers' opinions towards learners' emotional side and its influence on their oral performance during oral classes and what difficulties learners face when they are involved in speaking activities and to what extent those problems are related to learners' emotional side.

Table 3: The gender of the respondents as students.

Gender	Frequency	Percentage
Male	70	77.90
Female	20	22.10
Total	90	100%

Table 3 Found that the students under Faculty of Humanity of Mahamakut Buddhist University which have 70 respondents equal to 77.90 % and Female for 20 respondents equal to 22.10 % have seen among the gender.

Table 4: Age groups of the respondents as students.

Age group	Frequency	Percentage
Between 20-25 years	30	33.33
Between 26-30 years	40	40.44
Between 31-35 years	10	11.11
36 years up	10	11.11
Total	90	100%

Table 4 Found that the students under Faculty of Humanity of Mahamakut Buddhist University, respondents have ages group between 20-25 years,

30 respondents equal to 33.33 %, ages between 26-30 years, 40 respondents equal to 44.44 %, ages between 31-35 years 10 students equal to 11.11% and ages more than 36 years, 10 respondents equal to 11.11%, three different ages groups have been seen in the survey results as a respondent.

Table 5: Shows the numbers and percentages of the persons' information answering the questionnaire about family.

Family	Frequency	Percentage
Live with father	20	22.22
Live with mother	15	16.66
Live with parents	50	55.55
Live with relatives	5	5.55
Total	90	100

With regard to family found that the people have lived with the father for 20, equal to 22.22%, live with the mother for 15 persons, equal to 16.66%, live with the parents for 50 persons, equal to 55.55% and live with the relatives for 5 persons, equal to 5.55%.

Table 6: shows the income/month of the respondents as the percentages.

Income/month	Frequency	Percentage
10,000-15,000	20	22.22
16,000-20,000	19	21.11
21,000-25,000	21	23.33
25,000 up	30	33.33
Total	90	100

With regard to income/month found that the persons who have the income about 10,000 – 15,000 for 20 persons, equal to 22.22%, the income about 16,000 – 20,000 for 19 persons, equal to 21.11%, the income about 21.000 for 21 persons, equal to 23.33% and the income about 25,000 up for 30 persons, equal to 33.33%.

Table 7: Factors effecting problems of speaking skill and attitudes toward the effect of psychological factors on oral proficiency on students.

No.	Question	\bar{X}	S.D.	Level of English communication
	Motivation			
1	You are ready to learn English.	4.11	0.15	More
2	You are ready to use it.	3.67	0.31	More
3	You are ready to develop this.	3.56	0.47	More
4	You are ready to confront the problem from English.	3.55	0.47	More
5	You are ready to solve the English problem.	4.17	0.56	The most
	Usage			
6	You are confident to use English.	4.35	0.47	The most
7	You use English to speak with others.	3.68	1.04	More
8	You use English to write the academics.	4.11	0.15	More
9	You use English to communicate the public area.	3.56	0.47	More
10	You use English to learn general information	4.17	0.56	The most
	English speaking skill			
	English speaking			
11	You are expert in English speaking	3.59	0.42	More
12	You like English speaking	3.78	0.59	More
13	You always practice English speaking	4.14	0.37	More
14	You absorb the way to speak English thoroughly.	3.52	0.49	More

Table 7: (Continue) Factors effecting problems of speaking skill and attitudes toward the effect of psychological factors on oral proficiency on students.

No.	Question	\bar{X}	S.D.	Level of English communication
15	You learn English every day.	3.78	0.59	More
	English speaking skill problems			
16	You face the problem about sentence in English speaking.	4.11	0.15	More
17	You confront the problem about vocabularies in English speaking.	3.56	0.47	More
18	You face the problem about the grammar in English speaking.	4.14	0.37	The most
19	You always lose the confidence during your English speaking.	3.73	0.48	More
20	You confront the problem about the pronunciation in English speaking.	4.14	0.37	More
21	You know the elements of English speaking.	3.78	0.59	More
22	You face the problem from your colloquist in English speaking.	3.59	0.42	More
23	The English speaking skill problem comes from losing preparing yourself.	3.52	0.49	More
24	The English speaking skill problem appears from roof of English knowledge.	3.78	0.59	More
	Buddhist principle	3.73	0.48	More
25	You have stability to learn English.	4.11	0.15	More
26	You speak English with honesty and pure mind.	3.73	0.48	More

Table 7: (Continue) Factors effecting problems of speaking skill and attitudes toward the effect of psychological factors on oral proficiency on students.

No.	Question	\bar{X}	S.D.	Level of English communication
27	You have the confidence before speaking English.	4.14	0.37	More
28	You produce the consciousness for yourself before speaking English every time.	3.78	0.59	More
29	You investigate every word before speaking English.	3.52	0.49	More
30	You speak with everyone with humbleness.	3.52	0.49	More

Table 7: From above information that the researcher analyzes as the percentage can pick to describe according to each part as follow:

The motivation is found that the motivation of students under Faculty of Humanities at Mahamakut University is the readiness to solve the English problem being, equal to 4.17 highest mean and 0.56 standard deviation, lower level of wants is readiness to learn English at 4.11 mean and 0.15 standard deviation and also lowest one is the readiness to confront the problem from English 3.55 mean and 0.47 standard deviation.

The usage is found that the most using of the students about the speaking English skill is the confidence to use English at 4.35 mean and 0.47 standard deviation, lower level is the English using to learn general information at 4.17 and 0.56 standard deviation and last one is the English using to communicate the public area at 3.56 mean and 0.47 standard deviation.

The English speaking is found that the most English speaking of the students is the English-speaking practice at 4.14 mean and 0.37 standard deviation, lower case is the English speaking like and leaning English every day at 3.78 mean and 0.59 standard deviation and lowest option is the absorption to speak English thoroughly at 3.52 mean and 0.49 standard deviation.

The English-speaking problem is found that the most problems that the students confront is the problem about grammar and pronunciation in English speaking at 4.14 mean and 0.37 standard deviation, lower kind is the problem about sentence in English speaking at 4.11 mean and 0.15 standard deviation and lowest level is the problem about losing preparing oneself at 3.52 mean and 0.49 standard deviation.

The Buddhist principle is found that the most Buddhist principle that the students bring to use is the confidence before speaking English at 4.14 mean and 0.37 standard deviation, lower part is the stability to lean English at 4.11 mean and 0.15 standard deviation and lowest option is the word investigation before speaking English and speaking with everyone with humbleness at 3.52 mean and 0.49 standard deviation.

4.3 The measuring the knowledge before and after joining the training

The researcher analyzes the detail that measures the knowledge before and after joining the training the students under Faculty of Humanities at Mahamakut University.

The table 8: Shows the comparison of the score of the staff both before and after training.

No.	Score before training (90 scores)	Score after training (90 scores)
1	53	42
2	66	48
3	47	55
4	51	62
5	77	46
6	56	54
7	43	51
8	58	67
9	67	78
10	56	56

The table 8 (Continue): shows the comparison of the score of the staff both before and after training.

No.	Score before training (90 scores)	Score after training (90 scores)
11	62	55
12	54	52
13	51	51
14	64	66
15	56	75
16	60	59
17	58	67
18	48	75
19	39	44
20	50	38
21	66	35
22	70	42
23	57	57
24	55	58

From the table 8: is found that the most of the highest scores of the students from the questionnaire testing the knowledge before English training are 77, lower scores are 70 and lowest ones are 39 from full 90 scores, then after English training of the staff are 78, lower marks are 75 and lowest marks are 35.

4.4 Comparison of the results of training the students who join before and after the training English speaking skill.

Table 9: shows the comparison of score, mean, percentage and standard deviation of the students both before and after training.

Training	n	\bar{X}	S.D.	t	Sig.
Before training	90	57.16	4.22	46.9*	0.00
After training	90	66.4	4.42		

*p ≤ 0.5

From the table 9: is found that the scores of before English training are equal to 57.16 and after English training 66.4. When the researcher compares all of them found that the scores of after English training are higher than before as statically significant at 0.00.

4.5 The statistic T-Test Dependent of comparing the score before and after English training speaking skill.

Table 10: Shows the comparison of statistic of the staff both before and after training.

Training	Statistic	Lowest	Highest
Score of before training N	50		
Lowest	39		
Highest	77		
Mean	37.17	26.13	48.43
Standard Deviation	3.32	2.37	4.5
Score of after training N	50		
Lowest	35		
Highest	78		
Mean	40.50	35.43	57.83
Standard Deviation	3.52	2.20	4.58
Total N	50	50	50

From the table 10: is found that: the highest marks of 50 the students before English training are equal to 77 and the lowest ones are equal to 39 from the full 90 ones. The most of highest scores are equal to 48.43 mean and also lowest scores are equal to 26.13 mean. The highest standard deviation is equal to 4.5 scores and lowest standard deviation is equal to 2.37 marks, but for the average of standard deviation before English training is equal to 3.32 scores.

The average from the questionnaire testing the knowledge after English training for 50 people found that the most of highest score is equal to 78 and lowest

score is equal to 35. The highest score of mean of after English training is equal 57.83 and lowest scores of them are equal 35.43. The average of all scores of after English training are equal to 40.50 from full 90 marks which there are the highest standard deviation are equal to 4.58 and lowest one is equal to 2.20, and all of average scores after English training are equal to 3.52.

4.6 The comparison of the before and after results of the mean that affects an English-speaking skill of the students in each part.

Table 11: Shows the score, mean of each topics of the questionnaire of the staff both before and after training.

Training	Amount	Mean	Score before training	Score after training	Sig.
1. Motivation	25	5.50	4.05	6.95	0.00
2. Usage	25	4.50	1.95	7.05	0.00
3. English speaking skill	25	4.50	3.21	5.97	0.00
4. Buddhist principle	25	6.00	5.34	6.66	0.00

*** There is statistically significant at 0.00.

From the table 11: To compare the mean of the factor resulting English speaking skill of the students in each part before and after English training found that:

1. Motivation: the scores of before English training are equal to 4.05 and after this is equal to 6.95 and then the mean is equal to 5.50.

Found that the students who join the English training increase the motivation to learn English more than someone without this, even the effort to educate this one from all media in order to bring the knowledge from this language to improve their work more and more.

2. Usage: the grades of former English training are equal to 1.95 and post one is equal to 7.05; nevertheless, its mean is equal to 4.50.

Found that the students entering the English activity have the higher score than the people who did not join it because they can bring the English speaking skill to use not only in working but also the societies in their daily life, including the hospitality, generosity and advice to others too.

3. English speaking skill: the grades of before English activity are equal to 3.21 and after this one is equal to 5.97 and last its mean is equal to 4.50.

Found that the students practicing English training have higher marks than someone who did not join this activity owing to they can apply English to develop the systematic work of education thoroughly.

4. Buddhsit principle: the marks of former English training are equal to 5.34 and post one is equal to 6.66 and also the mean is equal to 6.00.

Found that the students joining the English activity get the higher grade than the someone who did not practice it because this causes them to increase the belief which it is the base of every work; however, these people both apply the base of meritorious action and treefold training to practice English in speaking until become skill that can speak with other without sham or doubt, but they can show off the knowledge confidently and happily or kindly.

4.7 An analysis of the satisfaction of training for 16 piceces.

Table 12: shows the mean and standard deviation of the staff from the pleasure of training.

Suggestion	(\bar{x})	S.D.	Level of satisfaction
Satisfaction of holding activity			
1. The topics of activity accord with its objective.	4.35	0.47	The most
2. Suitable time of the activity.	4.17	0.56	more
3. The essence of activity.	4.11	0.15	more

Table 12: Shows the mean and standard deviation of the staff from the pleasure of training.

Suggestion	(\bar{x})	S.D.	Level of satisfaction
Satisfaction about lecturers			
4. The lecturers' preparation and readiness.	4.14	0.37	More
5. The lecturers transferred the knowledge to the participants.	3.78	0.59	more
6. They explained the substance clearly and correctly.	3.78	0.59	More
7. They used the suitable and easy language to understand.	4.17	0.56	more
8. To answer the question of lecturers.	4.17	0.56	More
Satisfaction about service			
9. Room for activity.	4.11	0.15	more
10. Instruments and Speakers	3.78	0.56	more
11. Food and Drinking	4.15	0.87	more
12. The convenience and directing.	4.17	0.56	more
Benefit from the project			
13. The activity helps you to develop your English communication skills.	4.11	0.15	more
14. You can take the knowledge from this activity to apply in your work and daily life.	4.35	0.47	The most
15. The activity helps you to get the confidence to communicate English with tourists.	4.14	0.37	more
16. The activity motivates you to be keen to study English.	4.28	0.56	more
Average of them	4.48	0.55	more

From the table 10: Found that the most evaluation of the project has the satisfaction at the high level consisting of 4.48 mean and also 0.55 standard deviation; moreover, the lecturers transfer the knowledge to the participants clearly until they can take all of these to apply in their daily life and its topic is agreeable with the objective at 4.35 mean and 0.47 standard deviation, lower one is the motivation to the participants from the project. at 4.17 mean and 0.56 standard deviation. The places, tools and speakers have the suitability at 4.17 mean and 0.56 standard deviation and least one consists of the lecturers' transferring, clear explanation of him and tools and speakers at 3.78 mean and 0.56 standard deviation.

CHAPTER V

Conclusion, Discussion and Suggestion

This is the qualitative and quantitative researches and investigation of the problems of improving English skills of the students at Faculty of Humanity at Mahamakut Buddhist University in Salaya, Nakhon Pathom 73170, Thailand. The conclusion relates directly to the research objectives as follow:

1. To study the problems of English-speaking skills of the students under the Faculty of Humanities at Mahamakut Buddhist University.
2. To analyse the problems of English-speaking skills of the students under the Faculty of Humanities at Mahamakut Buddhist University.
3. To find out the solutions to the problems of English-speaking skills of the students under the Faculty of Humanities at Mahamakut Buddhist University.

5.1 Conclusion of the data Status of the Sample

Data collected from the sample status is found that the students at Mahamakut Buddhist University which have 70 respondents, equal to 77.90% and female for 20 respondents, equal to 22.10% and their ages that have the most amount are between 26 – 30 years old for 40 persons, equal to 40.44% and lowest one is 36 years old up for 10 humans, equal to 11.11%; nevertheless, the family is found that the most students living with the parents for 50 persons, equal to 55.55% and the lowest live with the relatives for 5 persons, equal to 5.55% and also their income/month that the highest is 25,000 Bath for 30 students, equal to 33.33%.

However, when the researcher distributed the questionnaire, diving into four parts namely: motivation, usage, English speaking skill and Buddhist principle, to the students for 90 people found that **the motivation** of students under Faculty of Humanities at Mahamakut University is the readiness to solve the English problem being equal to 4.17, the highest mean and 0.56 for standard deviation, lower level of

wants is readiness to learn English at 4.11 for mean and 0.15 for standard deviation and also the lowest one is the readiness to confront the problem from English at to 3.55 for mean and 0.47 for standard deviation; on the other hand, **the usage** is found that the most using of the students about the English speaking skill is the confidence to use English at 4.35 for mean and 0.47 for standard deviation, lower level is the English using to learn general information at 4.17 and 0.56 for standard deviation and the last one is the English using to communicate with the public area at 3.56 for mean and 0.47 for standard deviation; moreover, **the English speaking** is found that the most English speaking of the students is the English speaking practice at 4.14 for mean and 0.37 for standard deviation, the lower case is the English speaking like and learning English every day at 3.78 for mean and 0.59 for standard deviation and lowest option is the absorption to speak English thoroughly at 3.52 for mean and 0.49 for standard deviation and also **the English speaking skill problem** is found that the most problem that the students confront is the problem about grammar and pronunciation in English speaking at 4.14 for mean and 0.37 for standard deviation, lower kind is the problem about sentence in English speaking at 4.11 for mean and 0.15 for standard deviation and the lowest level is the problem about losing preparing oneself at 3.52 for mean and 0.49 for standard deviation and the last is **Buddhist principle** is found that the most Buddhist principle that the students bring to use is the confidence before speaking English at 4.14 for mean and 0.37 for standard deviation, the lower part is the stability to learn English at 4.11 for mean and 0.15 for standard deviation and lowest option is the word investigation before speaking English and speaking with everyone with humbleness at 3.52 for mean and 0.49 for standard deviation.

In other words, the researcher held the activity to train the students about English speaking which this case is found as follows:

Motivation: the scores of before English training are equal to 4.05 and after this, equal to 6.95 and then the mean is equal to 5.50. which it is what stimulate them to learn English more than someone without this, even the effort to educate this one from all media in order to bring the knowledge from this language to improve their work continuously.

Usage: the grades of former English training are equal to 1.95 and post one is equal to 7.05; nevertheless, its mean is equal to 4.50 and also they can bring the English speaking skill to use not only in working but also the societies in their daily life, including the hospitality, generosity and so on.

English speaking skill: the grades of before English activity are equal to 3.21 and after this one is equal to 5.97 and the last for its mean is equal to 4.50; they can apply English to develop the systematic work of education thoroughly.

Buddhist principle: the marks of former English training are equal to 5.34 and the most one is equal to 6.66 and also the mean is equal to 6.00, then this causes them to increase the belief which it is the base of every work; however, these people both apply the base of meritorious action and threefold training to practice English in speaking until becoming skill that can speak with other without shame or doubt, but they can show the knowledge confidently and happily or kindly.

From what the researcher analyzes and summarizes all of the information points out the cause of 90 students about English speaking problems arising from two main factors 1) the students: the most of them do not like to learn English by heart and low base knowledge about English. These make the students be lazy, unpracticed, uneffort and bad preparation, and do not catch up with the teachers' teaching about English, 2) the learning-teaching process: the learning-teaching in the class of English, the most of teachers like to teach English in Thai version speaking. It causes the students to follow Thai speaking instead of the English version. So, the good solution, both should adapt to be balanced and drive for good development namely:, the students must have the confidence to learning and put the effort to practice oneself more and more, including all of them must dare to show off the ability to speak English with the friends, family, foreigners, and others, and also the teachers must change the learning-teaching process by speaking English in class, even producing the class atmosphere to motivate the students to be active in English learning more than the past. At the end, the researcher suggests whoever wants to learn some majors should prepare one readiness such as knowledge, likeness, experience and other convenience that help all of you to study without the

hindrance and also the teachers should think of the purpose of the students and seek the way to develop the students to be professional.

Moreover, the students have to be mindful and know what they will speak, the purpose of speaking and the result of the action all time. It is the way to warn oneself to be conscious to analyze the matter of the message before speaking; furthermore, the speaking combines other details the speakers should give the attendance such as the listeners, place, hindrance things etc. so that the communication accomplish, according to, the objective of the speaker. This communication is the way to create the good relationship between the sender and receiver too. If the sender knows to use the good speech, it will attract the interest of the receiver and he returns the good things too.

5.2 Discussions of the result

It is a brilliant way to give students opportunities to speak English. In discussion activity, the students share ideas about an event, it can help students to find a solution to overcome their nervousness. The students can work individually or in groups. Phra Boualeu Tapaseelo said that The speaking skill is one of the senders which he must absorb the English knowledge really, especially sentence construction in communication, even the posture together with the speaking which it will help the listener to be easy in understanding; moreover, he should either be professional to use not only intonation but also his emotion during speaking because of reflecting the feeling of sender or show off the ability with the confidence; otherwise, your communication will be imperfect until fail at the end¹⁹⁶; furthermore, the activity of speaking for the communication affects the students to develop the speaking communication which causes from the activity of speaking that emphasizes the

¹⁹⁶ Phra Boualeu Tapaseelo, "A Study of English Communication of Tourist Information Staff at Wat Arun Rajawaram," **M.A. thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2017), p. 123.

language usage as it's real in communication even the many processes of the activities that motivate the learner without anxiety and become enjoyment.¹⁹⁷

In addition, it is an exchange of thoughts, opinions, experiences, and feelings about different matters; everyone gives his/her opinion on a subject matter by providing the opinion with opinions to support your view. Through some informal discussion, going around the class in a circle and asking each person to say what he/she thinks or organized debate, separating the class in two groups and hearing arguments instead for or against, followed by a question session afterward'. Therefore, it helps students speak more fluently and to progress their listening and speaking abilities. Where free discussion can provide significant opportunities for developing confident aspects of fluency, free discussion activities will involve students in talking about a range of topics which engage their interests, opinions, histories, and experiences. As a result, teachers should pay attention to bring interesting topics and not to limit their students. Even by undertaking some discussions just happen in the middle of lessons they are unprepared for by the teacher but, if encouraged, can provide some of the most entertaining and creative speaking in language classes through which we can hope to see the best outcome among the students.

5.3 Suggestion for Research

Suggestions for teachers to develop speaking skills presented a list of suggestions the students may use to promote learners speaking performance when engaging in speaking activities:

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

¹⁹⁷ Kamonwan Domesrifa, "A Study of Using Oral Communicative Activities to Enhance English Speaking Ability of Mattayomsuksa One Students," **M.A. thesis**, (Graduate School: Srinakharinwirot University, 2008), p. 53.

2. Attempt to involve as many students as possible in speaking ability.
3. For this aim, practice different ways of participation.
4. Increase students speaking time.
5. Provide enough written feedback like your presentation which was really great. I really appreciated your work.
6. Do not correct student's pronunciation mistakes so often while they are speaking as the correction should not distract students from expressing.
7. Designate positive signs when commenting on students' response.
8. Provide the vocabulary in advance that students need in speaking activities.
9. Diagnose difficulties faced by students who have difficulty expressing themselves in the target language and provide more opportunities to practice the spoken language.
10. Socialize around the classroom to make sure that students are on the right track and see whether they need your help while they work in groups or pairs. And the teachers will be there with some suggestions to promote their learners' oral performance in the classroom and to increase their motivation to speak the language fluently. Creating a relaxed atmosphere and involving in learners in speaking tasks give them the opportunity to develop their speaking abilities.

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Appendix A

The research tools used to collect the data from the the students under Faculty of Humanities at Mahamakut Buddhist University.

Part 1 general information of people answering the question

Detail: please fill ✓ in front of the answer being true of you

1. Sex

- Male Female

2. Age

- 20-25 years 26-30 years
 31-35 years 36 years up

3. Family

- Live with father Live with mother
 Live with parents Live with relatives

4. Income/month

- 10,000-15,000 16,000-20,000
 21,000-25,000 25,000 up

Part 2, The question measures the attitude before and after test (pre-test, post-test).

Detail: Please read the detail of the questionnaire and consider whether each of them can help you to study the English speaking skill or not by fill ✓ in the best space of answer. It consists of five levels: 5 most, 4 more, 3 middle, 2 low and 1 least.

No.	Question	Suggestion of people answering question				
		most 5	more 4	middle 3	low 2	Least 1
	Motivation					
1	You are ready to learn English.					
2	You are ready to use it.					
3	You are ready to develop this.					
4	You are ready to confront the problem from English.					
5	You are ready to solve the English problem.					
	Usage					
6	You are confident to use English.					
7	You use English to speak with others.					
8	You use English to write the academics.					
9	You use English to communicate the public area.					
10	You use English to learn general information					
	English speaking skill					
	English speaking					
11	You are expert in English speaking					

12	You like English speaking					
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No.	Question	Suggestion of people answering question				
		most 5	more 4	middle 3	low 2	Least 1
13	You always practice English speaking					
14	You absorb the way to speak English thoroughly.					
15	You learn English every day.					
	English speaking skill Problems					
16	You face the problem about sentence in English speaking.					
17	You confront the problem about vocabularies in English speaking.					
18	You face the problem about the grammar in English speaking.					
19	You always lose the confidence during your English speaking.					
20	You confront the problem about the pronunciation in English speaking.					
21	You know the elements of English speaking.					
22	You face the problem from your colloquialism in English speaking.					
23	The English speaking problem comes from losing preparing yourself.					
24	The English speaking problem appears from lack of English knowledge.					

No.	Question	Suggestion of people answering question				
		most 5	more 2	middle 3	low 4	Least 5
	Buddhist principle					
25	You have stability to learn English.					
26	You speak English with honesty and pure mind.					
27	You have the confidence before speaking English.					
28	You produce the consciousness for yourself before speaking English every time.					
29	You investigate every word before speaking English.					
30	You speak with everyone with humbleness.					

Appendix B

The paper is allowed from Dean of Human Faculty of Mahachulalongkornrajavidyalaya University to ask the teachers of Human Faculty to check the questionnaire and seek the Item-Objective Congruence Index: IOC of research tool.



บันทึกข้อความ

แผนกสารบรรณ

สำนักงานคณบดีคณะมนุษยศาสตร์

วันที่ ๑๑ ก.ย. ๖๑

เวลา ๑๕.๓๐ น.

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/๑๒๑๐ วันที่ ๑๑ กันยายน ๒๕๖๑

เรื่อง ขออนุมัติลงนามอนุญาตให้คณาจารย์คณะมนุษยศาสตร์ เป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย IOC

กราบนมัสการ คณบดีคณะมนุษยศาสตร์

ด้วย Ven. Aungshapru Marma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง “A Study of English Speaking Skill Problems of the Fourth Year Students under Faculty of Humanities at Mahamakut Buddhist University” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกมเลส และ รศ.ดร. ปรีชา คະเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

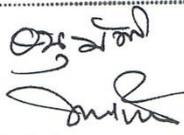
ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญคณาจารย์คณะมนุษยศาสตร์ เป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามที่แนบมาพร้อมแล้ว นี้

จึงกราบนมัสการมาเพื่อขออนุมัติต่อไป

ทราบ.....

มอบหมายให้.....

.....



(พระครูสังฆรักษ์เอกภัทร อภินุโธ, ผศ.ดร.)

คณบดีคณะมนุษยศาสตร์

๑๑/๙/๖๑



(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมเลส)

หัวหน้าภาควิชาภาษาต่างประเทศ

Appendix C

collecting data.



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๑๒๐

วันที่ ๒๑ กันยายน ๒๕๖๑

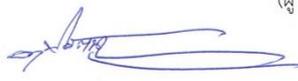
เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

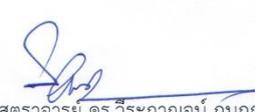
เรียน Assoc.Prof. Nilratana Klinchan

ด้วย Ven. Aungshapru Marma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A Study of English Speaking Skill Problems of the Fourth Year Students under Faculty of Humanities at Mahamakut Buddhist University” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมล และ รศ.ดร. ปรีชา คະเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

Approved 


(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมล)
หัวหน้าภาควิชาภาษาต่างประเทศ



มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
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โทรศัพท์ ๐ ๓๕๒๔ ๘๐๐๐-๕ โทรสาร ๐ ๓๕๒๔ ๘๐๓๔
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ที่ ศธ ๖๑๐๔.๓/๔๑

๒๑ กันยายน ๒๕๖๑

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน Dr. Narongchai Pintrymool

ด้วย Ven. Aungshapru Marma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A Study of English Speaking Skill Problems of the Fourth Year Students under Faculty of Humanities at Mahamakut Buddhist University” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมลเลิศ และ รศ.ดร. ปรีชา คะเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

เรียนมาด้วยความนับถือ

(ผศ.ดร. วีระกาญจน์ กนกกมลเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

Che deeb
N. P.
27/9/2018

นิสิตผู้ประสานงานเพื่อการวิจัย

โทร. ๐๘๖๕๖๑๓๖๓๓



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๖๒๐

วันที่ ๒๑ กันยายน ๒๕๖๑

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เรียน Ajahn Praphan Kullavinitchai

ด้วย Ven. Aungshapru Marma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง "A Study of English Speaking Skill Problems of the Fourth Year Students under Faculty of Humanities at Mahamakut Buddhist University" ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกมลเสศ และ รศ.ดร. ปรีชา คະเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

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(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมลเสศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

Ass. prof. Praphan Kullavinitchai



บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๓/ ๖๒๐

วันที่ ๒๑ กันยายน ๒๕๖๑

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

นมัสการ Phramaha Suriya Vamedhi, Asst.Prof.Dr.

ด้วย Ven. Aungshapru Marma นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำวิทยานิพนธ์ เรื่อง “A Study of English Speaking Skill Problems of the Fourth Year Students under Faculty of Humanities at Mahamakut Buddhist University” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมลเศ และ รศ.ดร. ปรีชา คเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

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(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมลเศ)
หัวหน้าภาควิชาภาษาต่างประเทศ

Accept

Appendix D

The list of the professionals who check the research tool as follow:

1. Phramaha Suriya Vamedhi, Asst. Prof. Dr.
2. Phramaha Phuen Kittisophano, Asst. Prof. Dr.
3. Asst. Prof. Nilratana Klinchan
4. Dr. Narongchai Pintrymool
5. Asst. Prof. Prapan Kulavinichai

Appendix E

IOC : Index of Item Objective Congruence

Results of the Index of Item Objective Congruence (IOC)

No.	Question	The Committee of Research Tool Evaluation			Note (If any)
		1	2	3	
1	Sex <input type="radio"/> Male <input type="radio"/> Female	+1	+1	+1	useable
2	Age <input type="radio"/> 20-25 years <input type="radio"/> 26-30 years <input type="radio"/> 31-35 years <input type="radio"/> 36 years up	+1	+1	+1	useable
3	Family <input type="radio"/> Live with father <input type="radio"/> Live with mother <input type="radio"/> Live with parents <input type="radio"/> Live with relatives	+1	+1	+1	useable
4	Income/month <input type="radio"/> 10,000-15,000 <input type="radio"/> 16,000-20,000 <input type="radio"/> 21,000-25,000 <input type="radio"/> 25,000 up	+1	+1	+1	useable

Part 2, The question measures the attitude before and after test (pre-test, post-test).

No.	Question	The Committee of Research Tool Evaluation			Note (if any)
		1	2	3	
	Motivation				
1	You are ready to learn English.	+1	+1	+1	useable
2	You are ready to use it.	+1	+1	+1	useable
3	You are ready to develop this.	+1	+1	+1	useable
4	You are ready to confront the problem from English.	+1	+1	+1	useable
5	You are ready to solve the English problem.	+1	+1	+1	useable
	Usage				
6	You are confident to use English.	+1	+1	+1	useable
7	You use English to speak with others.	+1	+1	+1	useable
8	You use English to write the academics.	+1	+1	+1	useable
9	You use English to communicate the public area.	+1	+1	+1	useable
10	You use English to learn general information	+1	+1	+1	Useable
	English speaking skill				
	English speaking				
11	You are expert in English speaking	+1	+1	+1	Useable
12	You like English speaking	+1	+1	+1	Useable
13	You always practice English speaking	+1	+1	+1	Useable
14	You absorb the way to speak English thoroughly.	+1	+1	+1	Useable
15	You learn English every day.	+1	+1	+1	Useable

No.	Question	The Committee of Research Tool Evaluation			Note (If any)
		1	2	3	
	English speaking skill Problems				
16	You face the problem about sentence in English speaking.	+1	+1	+1	Useable
17	You confront the problem about vocabularies in English speaking.	+1	+1	+1	Useable
18	You face the problem about the grammar in English speaking.	+1	+1	+1	Useable
19	You always lose the confidence during your English speaking.	+1	+1	+1	Useable
20	You confront the problem about the pronunciation in English speaking.	+1	+1	+1	Useable
21	You know the elements of English speaking.	+1	+1	+1	Useable
22	You face the problem from your colloquist in English speaking.	+1	+1	+1	Useable
23	The English-speaking problem comes from losing preparing yourself.	+1	+1	+1	Useable
24	The English-speaking problem appears from roof of English knowledge.	+1	+1	+1	Useable
	Buddhist principle				
25	You have stability to learn English.	+1	+1	+1	Useable
26	You speak English with honesty and pure mind.	+1	+1	+1	Useable
27	You have the confidence before speaking English.	+1	+1	+1	Useable
28	You produce the consciousness for yourself before speaking English every time.	+1	+1	+1	Useable

No.	Question	The Committee of Research Tool Evaluation			Note (If any)
		1	2	3	
29	You investigate every word before speaking English.	+1	+1	+1	Useable
30	You speak with everyone with humbleness.	+1	+1	+1	Useable

Biography of Researcher

Name	: Ven. Aungshapru Marma
Date of Birth	: February 20th, 1987
Date of ordination as Novice	: 15 May 2005
Date of higher ordination	: 19 March 2009
Nationality	: Bangladeshi
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2009-2013	: Graduated Bachelor of Arts (B.A.), Faculty of Humanities, Majoring in English At Mahamakut Buddhist University, Salaya, Nakhon Pathom, Thailand