

# The Study English Speaking Problems and Models Used Solve Problems Between Thai and Foreign Students in Education Faculty at Mahachulalongkornrajavidyalaya University

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## Abstract

This research studied of English-Speaking problems and models used solve problems between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University. The objectives were 1) to study the problems and need of model of English-speaking between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University, 2) to develop the model of English-speaking used solve problems between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University, 3) to test of using and evaluate the effectiveness of teaching and learning model of English-speaking used solve problems between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University. This research has used the Research and Development (R&D) including one group pre-test and post-test design. The results of this research were found that

1) The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. Illustrates that of the teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. was found that the overall average was 4.23 which was at satisfied level. The student's questionnaire is behavior habits, emotions, and reasons for students. Illustrates that of the student's questionnaire is behavior habits, emotions, and reasons for students. was found that the overall average was 4.34 which was at satisfied level.

2) the score post-test of use the manual of models for solving English speaking problems between Thai and foreign students ( $\bar{x}$  = 17.72, S.D. = 1.28) was higher than pre-test of the score pre-test of use the manual of models for solving English speaking problems between Thai and foreign students ( $\bar{x}$  = 9.80, S.D. = 1.38) as statistically significant at 0.5.

3) the satisfaction of English-speaking model of English-speaking used solve problems between Thai and foreign students was found that the overall average was 4.27 which was at satisfied level.

**Keywords:** English Speaking Problems; Models; Foreign Students

## **Introduction**

English is a crucial international language for communication, business, education, and globalization. With approximately 375 million people speaking English as their first language and 750 million as a second language, it is essential for effective communication and understanding of various cultures. (Kayi, H., 2006: 65) English is also used for business and education, providing opportunities for all levels of working and working in various communities. English is an international language, and mastering it is crucial for communication, especially in the academic field. Teachers and instructors emphasize the importance of speaking skills in learning and teaching foreign languages (Angwattanakul, S., 1994: 69). In Thailand, English is used as a foreign language, with students using it only in classrooms and some aptitude tests. The ASEAN Socio-Cultural Community's Blueprint promotes the use of English and information and communications technology (ICT) for inter-state communication and education, particularly in underserved communities. Public and private organizations in Thailand require employees who excel in English to enhance their companies' regional and global competitiveness (Bailey, K. M. & Savage, L., 1994: 28). A good command of spoken and written English is necessary for individuals to pursue a well-paid profession and contribute to the global community. Thai government officials and employees in various industries are required to develop their English communication skills, including speaking (Brown, H. D., 1994: 42). The Ministry of Education of Thailand has stated that a basic teaching of English should include four skills in both primary and secondary levels, with a good performance of the English language required for all levels until graduation. However, many students face difficulties in speaking English, such as psychological problems, linguistic problems, and environmental problems (Brown, H. Douglas, 2004: 80).

Students often struggle with speaking English, (Harmer, J., 2007) even after studying English from kindergarten to senior high school and taking courses for English study. They also struggle with paying attention in class, lack interest in learning, and difficulty expressing ideas with proper vocabulary and grammatical form. Speaking skills are essential for learning English and are an indicator of success in careers and life (Carlos Lenin Alvarez Llerena, 2023: 61) To apply these skills effectively in real-life situations, it is related to teachers, students, and teaching and learning of English. Some teachers focus on grammar teaching instead of exposing learners to language learning, leading to negative

impressions and limited opportunities for students to use English under different situations (Carroll, B. J., 1964: 69). To improve speaking skills, Thai education should focus on reading and grammar rather than speaking (Chanoknat Chinsorn, 2018: 57). Students may have low speaking competence due to not realizing the importance of speaking English, fearing making mistakes, not knowing what to speak, having limited practice opportunities, and using their mother tongue instead of English. (Howatt, A. P. R. & Widdowson, H. G., 2004: 69) Good attitudes towards studying English are crucial for students' learning achievement, and students' attitudes are more important in developing speaking skills than other language skills (Chastain, K., 1971: 37). By addressing these issues, Thai students can improve their English communication skills and achieve success in their careers and beyond. The study focuses on the English-speaking problems and models used to solve problems between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The research found that students often lack the opportunity to use English in their daily lives, (Downey. Ryan., 2008: 18) and teachers play a crucial role in their success. Teachers must improve their English skills, content, and teaching modelology, as well as provide students with opportunities to practice using English for communication (Fauziati, 2004: 87). The speaking approach is a popular teaching method that emphasizes speaking abilities and helps students use language appropriately in different situations. It involves activities that encourage students to speak with and listen to others, break down barriers, talk about themselves and others, and learn about cultures. There are four benefits of using speaking activities: more exposure to the target language, authentic opportunities, funny and interesting activities, and authentic materials. However, there are five challenges: teacher needing to offer support, assessment challenges, learners being resistant, small class sizes, and accurate language use (Harmer, J., 2007).

The study also highlights the challenges faced by M.A. Teaching English students at Mahachulalongkornrajavidyalaya University, who struggle with speaking English fluently and correctly. The goal of students is to improve their ability to speak English, but they struggle with communication and rarely speak English in real life. Some students may be worried about not having good potential for learning, which could contribute to their difficulties. The Faculty of Education should focus on developing students' abilities and encouraging them to use English speaking in daily dialogue as their first native language. The study aims to help students develop their English-speaking abilities and reach their goals.

## **Research Questions**

1. What are the problems of English speaking between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University?
2. What is the model of English-speaking skill using in learning and teaching for M.A. Teaching English students at Mahachulalongkornrajavidyalaya University?
3. How much are there the satisfaction and effectiveness of teaching and learning model of English-speaking skill used solve problems between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University?

## **Research Objectives**

1. To study the problems and need of English-speaking between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University.
2. To develop the model of English-speaking used solve problems between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University.
3. To test of using and evaluate the effectiveness of teaching and learning model of English-speaking used solve problems between Thai and foreign students in Education Faculty at Mahachulalongkornrajavidyalaya University.

## **Research Methodology**

The research process aims to study models for solving English speaking problems between Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. The process involves three steps: 1) Studying documents, journals, books, and research related to these models. 2) Creating research instruments to analyze documents, concepts, theories, and models related to English speaking problems. 3) Consulting advisors for accuracy checks and consulting five experts for content validity assessment. 4) Taking expert suggestions to improve instruments before analyzing general information.

Data collection involves analyzing documents, journals, books, and research-related to models for solving English speaking problems between Thai and foreign students in the faculty. The target group consists of 60 M.A. teaching English students enrolled in the Master of Education (Teaching English) program at Mahachulalongkornrajavidyalaya University. The sample includes 25 M.A. teaching English students studying in the Master of Education (Teaching English) program. The study aims to provide insights into the effectiveness of these models in addressing English speaking problems between Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University.

The research aims to develop models for solving English speaking problems between Thai and foreign students in the education faculty at

Mahachulalongkornrajavidyalaya University. A questionnaire was created to gather general information about these models and their status. The questionnaire was rated on five levels, with the mean ranges being interpolated using Best & Kahm, 1993:2473. The questionnaire was then taken to the advisor and experts for evaluation. The quality of the instrument was found to be related to 1.00. The questionnaire was collected from May to October 2023, and the researcher coordinated with the director of the program and teachers to inform the data and record students' participation in the English class. The data was analyzed using two questionnaires: a teacher's questionnaire about teaching plans, physiology, and problem-solving, and a student's questionnaire about behavior habits, emotions, and reasons. The research aims to improve students' participation and confidence in English classes.

The research aims to develop models for addressing English speaking problems between Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. The process involves taking data results, indicating expected results, and consulting advisors and experts to check accuracy. The Index of Item Objective Congruence (IOC) is used to develop principles, objectives, expected outcomes, content, social system, supporting, and evaluation conditions for using the instrument.

The model development process involves 25 M.A. teaching English students enrolled in the Master of Education (Teaching English) program at Mahachulalongkornrajavidyalaya University. The goal is to develop models for improving English learning outcomes and promoting learning competencies. The content of the lesson is the English subject for MA.

The researcher uses a learning process with seven processes: theories, objectives, expected outcomes, content, social system, supporting, and evacuation. The principles include integrating teaching and learning through models for solving English speaking problems, evaluating classroom activities, improving student participation, and using English on Excellent English books.

The instructional process involves two stages: the instructional preparation stage, which prepares learners for learning content, and the instructional stage, which integrates teaching and learning using an English-speaking skill model. The instructional stage involves knowledge identification, knowledge capture, knowledge creation, knowledge storage, knowledge sharing, and knowledge evaluation.

Knowledge identification involves assessing students' knowledge of each unit, while knowledge capture involves seeking, managing, and implementing knowledge. Knowledge creation involves creating, managing, and analyzing knowledge, synthesizing it autonomously and through collaborative learning. Knowledge storage involves summarizing the learning process and storing the acquired knowledge in various media and technologies.

Knowledge sharing involves sharing, disseminating, and learning together, using various communication models, formats, and technologies.

Knowledge evaluation assesses the effectiveness and efficiency of knowledge management, acquiring desired knowledge by society, and providing feedback. Social systems play a crucial role in students' learning, with teachers acting as advisors. Supporting methods such as the internet, library, and sound lab room are also provided.

A questionnaire was created to evaluate the validity and consistency of models for solving English speaking problems among Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. The study aimed to experiment these models with Thai and foreign students using purposive sampling.

This research study focuses on a pre-experimental research using pre and post-experimental tests with 25 M.A. Teaching English students enrolled in the Master of Education (Teaching English) program at Mahachulalongkornrajavidyalaya University. The process involves preparing teachers and learners to understand and apply the models for solving English speaking problems. The researcher organizes a five-week activity using these models, testing the students before and after testing. The competency of the models is evaluated, and the students are divided into two sections: general information and skill of learning by using models. The mean ranges are interpolated using Best & Kahm, 1993:2473. The study obtains an Index of Item Objective Congruence (IOC) of 0.5, which is 0.5 up to the basic standard of IOC. The study obtained IOC in each issue between 0.80-1.00, which is between 0.80-1.00. The results of the study provide valuable insights into the effectiveness of the models in teaching English speaking skills among Thai and foreign students at Mahachulalongkornrajavidyalaya University.

The study aims to evaluate the effectiveness and satisfaction of English speaking problem-solving models for Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. Data collection includes pretest and posttests with 20 items, and questionnaires to assess students' competency and satisfaction. The study uses Index of Consistency (IOC) evaluation to determine the models' accuracy and consistency. A questionnaire with 20 items is created and submitted to supervisors and experts for consistency and development. The difficulty and discrimination ratings are analyzed using difficulty and discrimination ratings. The reliability test is calculated using the KR-20 test of Kuder & Richardson. The objective is to develop effective models for addressing English speaking problems between Thai and foreign students. The experiment process involves analyzing the results from competency evaluation, achievement experiment, and satisfaction evaluation. The models are developed by comparing means and standard deviations from these evaluations.

## Research Results

The study aims to explore the English-speaking models used by Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The Direct Model, also known as the Natural Model, emphasizes immediate and immersive communication in the target language. The Audio-Lingual Model (ALM) focuses on listening and speaking before reading and writing, based on behaviorist psychology and structural linguistics. Presentation-Practice-Production (PPP) is a widely used teaching model for grammar and vocabulary.

The study will involve a questionnaire of general information about models for solving English-speaking problems between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The questionnaire will be checked by the advisor and experts to ensure accuracy and content validity. The results will be used to improve the details of the questionnaire and take it to the sample group. The sample study includes 9 monk students (36.0%), 7 novice students (28.0%), 5 male students (20.0%), 4 female students (16.0%), 10 students (20-25%), and 7 students (31-35%). The results will help inform future models and strategies for teaching English-speaking between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The study focuses on developing models for solving English speaking problems between Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. The teacher's questionnaire reveals satisfaction levels of 4.23, with the highest level being 4.60, indicating a high level of satisfaction. The student's questionnaire has an overall satisfaction level of 4.34, with the highest level being 4.56, indicating a high level of satisfaction. The Activity-based Learning methodology encourages active student participation and discussions, providing students with more chances to speak English, increasing vocabulary, and promoting learning English-speaking skills. The development of models for solving English speaking problems involves taking data results, indicating expected results, and consulting advisors and experts to assess content validity. The Index of Item Objective Congruence (IOC) is 0.5, which is used to develop principles, objectives, content, social system, and evaluation conditions. The instrument is used for data collection, such as competency evaluation and effectiveness experiment of activity-based learning. The goal of the lesson is to develop models for improving English learning outcomes and promoting learning competencies for M.A. teaching English students enrolled in the Master of Education (Teaching English) program at Mahachulalongkornrajavidyalaya University. The content of the lesson is the English subject for M.A. The researcher uses a learning process to integrate teaching and learning by using models for solving English speaking problems. The process includes seven steps: theories, objectives, expected of study, content, social system, supporting, and evacuation. The

objectives are to improve students' participation and use English on Excellent English books. The instructional process consists of two steps: the instructional preparation stage, which prepares learners for learning content, and the instructional stage, which integrates teaching and learning using activity-based learning models. The process includes knowledge identification, knowledge capture, knowledge creation, knowledge storage, knowledge sharing, knowledge evaluation, social system, and supporting. The researcher created a questionnaire using the concept of developing models for solving English speaking problems, consisting of 20 items divided into two sections. The validity of the model was evaluated using the Index of Item Objective Congruence (IOC) and content validity. The study obtained IOC values between 0.80-1.00, which are consistent with the basic standard of IOC. The study aims to provide an appropriate and consistent evaluation of models for English speaking problems in the English class of M.A. teaching English students at Mahachulalongkornrajavidyalaya University. The study evaluates the validity and appropriateness of a teaching and learning model for English-speaking problems between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The overall average is 4.36, with the highest satisfaction level being 4.60. The model's appropriateness and consistency are 4.35, with the highest satisfaction level being 4.35. The model's highest satisfaction level is 4.56, with the highest satisfaction level being 4.56. The model's appropriateness and consistency are 4.56, with the highest satisfaction level being 4.35. The study also tests the effectiveness of the model using 25 M.A. Teaching English students enrolled in the Master of Education (Teaching English) program at Mahachulalongkornrajavidyalaya University. The process of the experiment involves preparing the teacher and learners, ensuring they understand the model's instruction and objectives, and assessing the effectiveness of the model. The results show that the model is effective in improving English speaking skills among Thai and foreign students. The researcher conducted a five-week study on English-speaking problem-solving models for Thai and foreign students in the education faculty at Mahachulalongkornrajavidyalaya University. The process involved testing the students, evaluating their competency, organizing the activity, teaching and learning management, and administering a post-test. The data collection instrument consisted of the competency of the models and the test of their effectiveness. The study involved 25 M.A. teaching English students enrolled in the Master of Education (Teaching English) program at Mahachulalongkornrajavidyalaya University. The researchers used a pretest and post-test of the models to assess their effectiveness and satisfaction. The results showed that the competency of the models was lower in the pre-test than in the post-test, and the achievement of the models was higher in the post-test.

The satisfaction of the models was found to be at a satisfactory level, with the highest satisfaction levels being in the content being suitable and appropriate for the students' knowledge, students feeling happier while using the activities, designing a structured and interactive student support system, and students participating in the activities. In conclusion, the satisfaction of the English-speaking model was found to be at a satisfied level between Thai and foreign students.

## Discussions

The research focuses on English speaking problems and models used to solve them between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The teacher's questionnaire reveals that the overall average is 4.23, with the highest level being 4.60. The student's questionnaire has an overall average of 4.34, with the highest level being 4.56. The Activity-based Learning methodology encourages active student participation and discussions, providing more opportunities for speaking English. The lowest level is 4.12, with students enjoying learning English-speaking skills through Activity-based Learning. The study focuses on the English-speaking model used to solve problems between Thai and foreign students in the Education Faculty at Mahachulalongkornrajavidyalaya University. The results show that students who scored higher post-test on using the manual of models for solving English speaking problems were more satisfied with the improvement of their English-speaking skills. In conclusion, the English-speaking model used to solve problems between Thai and foreign students has shown positive results in improving their English-speaking skills.

## Knowledge from Research

English proficiency is a significant challenge for Thai students, particularly when it comes to speaking. This gap can hinder academic collaboration, social interaction, and cultural exchange. Common problems faced by Thai students include pronunciation issues, limited vocabulary, grammar difficulties, fear of making mistakes, cultural barriers, and lack of practice opportunities. Foreign students may also face challenges such as understanding accents, non-verbal communication, language anxiety, and different cultural norms.

Several models and strategies have been proposed to address these speaking problems between Thai and foreign students. Task-Based Language Teaching (TBLT) encourages real-world tasks to promote communication, while Communicative Language Teaching (CLT) emphasizes interaction and communication. Collaborative learning techniques, such as pair work and group work, allow Thai and foreign students to interact and learn from each other. Content and Language Integrated Learning (CLIL) focuses on

both language and subject matter, helping students improve their academic English skills. The flipped classroom model maximizes speaking practice time in class and allows students to learn at their own pace outside of class.

Language exchange programs, where Thai students interact with foreign students to practice English, can help overcome communication barriers. Pronunciation training programs focus on phonetic training and speech recognition software. Sociocultural models focus on the influence of culture on language use, and technology can be used to enhance speaking skills. Language learning apps like Duolingo, Babbel, or HelloTalk provide interactive lessons focused on speaking skills, vocabulary building, and real-time feedback. Speech recognition technology tools like Google Translate's voice feature or specialized software like Elsa Speak allow students to practice speaking and receive immediate feedback on their pronunciation. Online language communities offer a global community for language exchange.

## **Conclusion**

Improving English-speaking skills among Thai students and facilitating better communication with foreign students requires a multi-faceted approach that involves the integration of language teaching models, technological tools, and cultural understanding. By creating supportive environments for speaking practice, providing opportunities for real-life communication, and focusing on pronunciation and fluency, both Thai and foreign students can overcome language barriers and enhance their academic and social interactions.

## **Suggestions**

The research study suggests two suggestions for teaching and learning English: improving sentence structures for interaction, using entertainment media in classrooms, and offering various grouping methods. It also suggests managing class time more flexibly, studying the relationship between English listening, speaking, and reading skills, and using media for developing other English skills like listening comprehension, vocabulary comprehension, and writing comprehension.

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