



การศึกษาเทคนิคการพูดภาษาอังกฤษของผู้เรียนภาษาอังกฤษในระดับอุดมศึกษา

STUDY OF THE APPLIED ENGLISH SPEAKING TECHNIQUES

OF THAI ENGLISH LEARNERS AT UNIVERSITY

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การศึกษาเทคนิคการพูดภาษาอังกฤษของผู้เรียนภาษาอังกฤษในระดับอุดมศึกษา



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STUDY OF THE APPLIED ENGLISH SPEAKING TECHNIQUES  
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A Thesis Submitted in partial Fulfillment of Requirements  
for MASTER OF EDUCATION (Educational Science & Learning Management)

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THE THESIS TITLED

STUDY OF THE APPLIED ENGLISH SPEAKING TECHNIQUES  
OF THAI ENGLISH LEARNERS AT UNIVERSITY

BY

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The purposes of this study were: (a) to investigate the applied techniques for speaking English, (b) to create a self-constructed questionnaire, (c) to study the level of usage of English major students based on the self-constructed questionnaire and their demographic information in terms of gender and grade point average and (d) to analyze the most applicable techniques to improve their English speaking skills. The participants included three of accomplishing Thai English learner selected by purposive sampling groups. This research study aimed to create questionnaire for English majors at Srinakarinwirot University, Rajamangala University of Technology Thanyaburi and Bangkok University. There will be two hundred and forty-six participants selected via purposive sampling. The results of this study were as: (a) the applied techniques by accomplishing Thai English learner tried to find opportunities to use English, practicing English independently and used social media channels; (b) the level of usage of English major students at Srinakarinwirot University used social media to practice English, English major students at Rajamangala University of Technology Thanyaburi's watched movies in the English version and English major students at Bangkok University watched movies in the English version; (c) the most applicable techniques among Thai English learners and English major students found opportunities to use English and watch movies in English. The results of this study could use as the guidelines for English speaking techniques and recommended for general people, students and teachers who were interested to find applied English speaking techniques.

Keyword : English speaking techniques, Thai English learners



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## CHAPTER 1

### INTRODUCTION

#### Background of the study

English is a universal language and an important tool for communicating and sharing the information and knowledge in various branches widely. As (Darasawang, 2007) states English is the global language. English is an actual example, presenting to the world an uncomplicated scenario suggesting the universality of the language's spread and the likelihood of its continuation. For Thailand, English as the most popular foreign language has played an important role in Thai education since the reign of King Chulalongkorn (Rama V) who was the first English teacher to teach English in Thailand. Rama V received his education overseas and his reforms subsequently favored foreign languages in the country. His vision included equipping his people with linguistic skills that would facilitate commerce and trade with foreigners. Thus, he pioneered bilingual education in Thailand through immersion programs that promoted skills in English language (Fry, 2002). Since then, there has been an ongoing teaching of English in schools. Not only does the Thai education system focus on teaching English but also the general public, educators, teachers, and even students alike accept the importance as well. English is used in everyday life in both of spoken and written languages.

Therefore, English language courses are compulsory in the curriculum of the Ministry of Education. Thailand offers a wide range of four skills in listening, speaking, reading and writing, along with the elements of language as pronunciation, vocabulary and grammatical structure. If everyone considers on the actual situation, Thai children rarely have the opportunity to speak English. It's only in the classroom. Thus, English teaching in Thailand does not work as it should. This is due to several reasons. For the quickest way to improve English and become a proficient or fluent speaker is by speaking.

Memorizing grammar and verb tenses will not help you become fluent in English quickly. Knowing a lot of English grammar will help you speak better but it will not increase your fluency. If you have been studying English for a long time but cannot speak so you have to think about how you are learning (Gerber, 2014). Firstly, Children don't think about the necessary or advantage to use English in communication. The English language should be based on the aptitude, interest, motivation and perceptions of the individual. One more is how to teaching English to achieve the purpose that must be ready from teacher, textbook, teaching materials and so on. Because language learning must be laid the correct foundation from the beginning with all four skills. The goal is to have children interested and the value of learning English. And then, the problems of English will be reduced or decreased. (Angwattanakul, 1994).

Thunwattanapong (2014) said that the wrong pronunciation and can't remember grammar structure are factors that make children fear in English conversation. Children will fear when they say in English conversation and the listener will not understand. Children are lack of confidence in speaking English. These factors make children feel unconfident to communicate in English and avoid to converse with their classmates or foreigners. As Dörnyei and Ushioda (2013) notes that teaching effectiveness depends on teacher skills in motivating learners. Experience has proved that fear of speaking in public in a foreign language and lack of privacy eliminates motivation of language learning.

In the future, English language is going to be influenced by those who speak as a second language as by those who speak as a mother-tongue. As Graddol (1997) states demographic trends provide a basis for forecasting the likely future populations of first-language speakers for all the world's major languages. With further research and a better understanding of the nature of language shift towards national languages, it would be possible to develop similar forecasts for second-language speakers.



For English Teacher have to deal with the situation routinely, with students increasingly arriving in the classroom speaking. Actually, there is many reasons for choosing the way to practice in English speaking. Books, computers, telecommunication systems and all kinds of teaching materials will be increasingly available. This is a reason why researcher want to do this research. Researcher hope reader will find the way or many techniques to improve your English speaking skills in Thai context.

### **Objectives of the study**

The proposes of this study are: (1) To investigate the applied techniques use by accomplishing Thai English Learners in speaking English, (2) To create a self-constructed questionnaire designed to measure of applied techniques used by accomplishing Thai English Learners, (3) To study on the level of usage of proficient English major students in speaking English based on the self-constructed questionnaire and their demographic information in term of Gender and Grade Point Average (GPA), (4) To analyze and recommend the most applicable techniques to improve English speaking skills.

### **Significance of the study**

The result can explain the applied techniques used by accomplishing Thai English Learners and the applied techniques used by proficient English major students because students majoring in English. The finding of the study may provide important information investigating the technique.

### Research Questions

The study tries to find answers to the following:

1. What are the applied techniques used by accomplishing Thai English Learners in speaking English?
2. What is the level of usage of proficient English major students in speaking English based on the self-constructed questionnaire and their demographic information in term of:
  - A. Gender
  - B. Grade Point Average
3. What are the most applicable techniques to improve English speaking skills of Thai English Learners and English major students?

### Scope of the study

The Narrative Approach was used in unstructured interactive interview. Three of accomplishing Thai English Learners selected purposive sampling groups were used. This is a guarantee of the suitability to provide information for research.

This research study aimed to create the instrument by questionnaire for proficient English major at Srinakarinwirot University which is the top government university in Thailand, Rajamangala University of Technology Thanyaburi which is the top Rajamangala University of Technology in Thailand and Bangkok University which is the top private university in Thailand. There will be 246 participants selected via purposive sampling based on 4<sup>th</sup> year English major students.

### Research Hypotheses

The main hypothesis of the study is:

1. There is no relationship between the level of usage of proficient English major students in speaking English and their demographic information in term of:
  - A. Gender
  - B. Grade Point Average

### Definition of terms

The terms in this study are defined as follows:

**Applied English Speaking Techniques** – effective techniques used and applied by accomplishing Thai English Learners in Thailand

**Thai English learners** - Thai Learners who study English in Thailand as a Foreign Language, Thai citizen with both Thai parents, study in Thailand educational system, never studied abroad, has considerable English speaking ability, have works/publication and reputation in the field of English skill.



## CHAPTER 2

### REVIEW OF RELATED LITERATURE

This chapter presents a literature review. It is divided into four parts; theory of speaking English, factors of speaking English, English learning styles and a review of previous studies.

#### 1.1 Theory of speaking English

##### 1.1.1 Meaning of speaking English

Communication is the etymology from Latin that *Communis* means "common", i.e. when communicating means doing something together such as transmitting, exchanging information, knowledge, ideas or communicate between the communicator and the receiver (McQuail, 2005), which involves two or more interactions and communication covers the lives of people in every matter and every time.

While Byrne (1984) states that speaking is oral communication. It is a two ways process between speaker and listener and receptive skill of understanding. Speaker must attend the aspect of speaking and the message is understandable to the listener. Speaking is not show how to send message to the listener but also show express of ideas and emotions.

##### 1.1.2 Components of speaking English

Suwansopol (1996) states that communication must involve with this following.

1. The Utterance Act is a speech which made for use in communication and the word to say must have the purpose of communication.
2. The Propositionary Act is a speech which achieve one of the objectives and communicator must use properly words to say in each situation and the person who is involved in the situation.
3. The Expression Act is the intention of the speaker such as asking or warning etc.

Kwangsaward (2002) divided the elements of communication as this following:

1. Grammatical Competence means knowledge of grammatical or linguistic structures: knowledge of vocabulary, structure of words including sentences, spelling and pronunciation.

2. Socio-linguistic Competence means the use of words and the sentence structure is appropriate for the context of the society such as apology, thanks for asking directions and information etc.

3. Discourse Competence means the ability to link between grammatical forms and meanings in speech and writing according to different patterns and situations.

### 1.1.3 Speaking skills in English

Angwattanakul (1994) has defined the skills of speech is an important skill and It is very necessary because the speaker can listen to others, understand and able to read and write easily. However, speaking skills are complex language skills and take time to practice from indeed understanding not only remember.

Sripur (2007) discussed the purpose of speaking skills are being able to communicate efficiently, avoid making the listener confused because of the wrong pronunciation and avoid using inappropriate wrong grammar. It also has to be appropriate for the society and culture. Speech performance depends on the element of language knowledge and the awareness of the language, as well as the non-verbal medium.

Viriyachittra (1990) said that person who have the ability of communication skill. That person will have the ability to participate in the communication including language skills and other skills as listening, speaking, reading, and writing skills. The use of language for communication purposes is the one way to make learners learn the language effectively. Communication skills include: grammatical rules of the language, the rules of language which use in society, interpret and strategy to communicate.

In conclusion, the elements of effective in speaking English is that speaker should understand the meaning of each context in conversation and situation including pronunciation, vocabulary, grammar and accuracy. Today's English is very important and essential in everyday life. It is an important tool in communication and find knowledge and career. Therefore, the ability to speak and communicate in English is essential for students to be able to speak, negotiate, communicate smoothly, fluently and accurately according to the properly situation. So, speaking skill is the most needed in communication because speaking is easy to understand but speaker should be given to correct in pronunciation, grammar and the use of language to proper in society and culture.

## **1.2 Factors of speaking English**

### **1.2.1 Student Factors**

#### **1.2.1.1 Basic knowledge of English**

Basic knowledge of English means the experience of students or the environment of learning English (Muangmut, 2005). Learning English is based on several factors and the basic background knowledge of English is the one of learner's factor.

The first problem of the students is inhibition. Students are worried about making mistakes, fearful of criticism or losing face when they try to say something in a foreign language in the classroom they are often inhibited (Tuan & Mai, 2015).

#### **1.2.1.2 Characteristics of learners**

The learner's characteristic is the natural of the learner which relative to the learning behavior of learner. It is divided into two major categories in this following:

1. Introvert Learners are characterized by a person with a quiet personality, think of yourself over and do not like to interact with other people. Students will keep problem and do not express how they feel. This type is not easy to get in touch. They are rarely to open their mind. (Noprianto, 2017) presented group of this is a quiet retiring sort of person.

They do not like excitement, takes matters of everyday life with proper seriousness, and likes a well-ordered mode of life. They like to keep their feelings under close control and reliable somewhat pessimistic and places great value on ethical standards.

2. Extrovert Learners are the characteristics of the person who care everybody. This type of learner will enjoy learning English and not be fear to speak in English. A study by Kayaoğlu (2013) involving extrovert learners are relatively prone to start a conversation does not necessarily enable them to be better learners, in view of the intricate nature of the language-learning processes. However, a mistake to equate success only with speaking and to assess second-language achievement solely on the basis of observable oral production, ignoring the comprehension and internal mechanism in language learning.

#### 1.2.1.3 Attitudes to learning in English

Benhawan (2013), according to Gardner (1975) and (Littlewood & William, 1984) argued that the success of learners in learning English is not a result of language aptitude or ingenuity. But it also depends on the student's attitude towards the native speaker or the teacher. Because attitude is the key to success in learning English or the second language. One of the important factor is motivation that if a learner has a positive attitude, it leads to learning motivation rather than a negative attitude.

#### 1.2.1.4 Motivation in learning English

Motivation is an important factor to success in learning English or the second language. According to Vaezi (2008) and Reimann (2001), motivation is the key to increasing success. A good motivation to learn a language can motivate learners to make their effort, enthusiasm, motivation, and find strategies appropriate to their learning style and to improve their English skills as well.

In summary, Student factors are the main factor of speaking English. Each student has a different basic knowledge of English, different experience and different characteristic. Students who like to talk, like to interact with others, like to exchange knowledge with others are type of learner who will have a greater chance of using the language and not afraid to communicate in English. This is better than the students who love to be alone, do not like to meet people. Students who have a positive attitude toward learning English and have a positive attitude towards the teacher. It's a good way to be happy to learn, motivation to learn because the motivation will be help them to achieve the goals and deal with factors affecting in speaking English.

### 1.3 English Learning styles

As Wil (2018) said that there are four main learning styles; visual (seeing), auditory (hearing) and kinesthetic (moving) and tactile (touching). You are a visual learner if you are enjoy looking at pictures and recognize words when you see them displayed. How to help you study more effective are draw pictures of vocabulary words, use flashcards to review new words or visualize a conversation with the new words you have learnt. If you are an auditory learner, you are enjoy listening to dialogues and use sounds to remember information. How to help you learn English faster are sing or make rhymes to remember words and record yourself speaking English and play back for review. If you are kinesthetic learner, you will use movement to help you remember things. You will chew gum while you are studying and mentally review your lessons while exercising. If you remember words by writing or typing. You are tactile learner because you will use objects to help you remember vocabulary word and learning by doing to practice English as much as you can.

Gani, Fajrina, and Hanifa (2015), as cited in Zare (2012), p.164 categories language learning strategies into three main group: learning strategies, communication strategies and social strategies. For learning strategies related to learning (cognitive) or those which indirectly involve the learning process (metacognitive). Cognitive strategies comprise clarification, practice, memorizing and monitoring.



While communication strategies are strategies that less directly relate to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying the speaker's intention. For social strategies are those activities learners engage in which provide them opportunities to practice their knowledge. As (Gani et al., 2015) indicated that high performance speaking students had better balance in using all kinds of learning strategies as memory, cognitive, compensatory, metacognitive, affective and social for enhancing their speaking skills.

In summary, students have many options from learning styles and strategies for improving in speaking English skill. Students are consciously chosen in order to optimize their opportunities of success in achieving their goals in learning and using the language. Strategy and technique can help them to comprehend better and quicker to effective in learning English language. However, learning styles depend on behaviors that individuals use to help them comprehend, learn or add new information to make the learning easier, faster and more effective.

#### **1.4 A review of previous studies**

Suwanarak (2012) studied the perceptions about English language learning of 220 Thai graduate students studying for Masters Degrees at a public university in Thailand. The study findings reveal various beliefs about English language learning as well as similarities and differences in the students' use of strategies which were all relevant to their learning achievement. Surprisingly, a large number of the students considered themselves to be unsuccessful English language learners whereas only a small percentage of the students, with greater use of learning strategies, rated themselves as high achievers. Significant correlations between students' beliefs about English language learning and their use of learning strategies indicate that the beliefs to some extent related to strategy use. The findings can be a valuable resource to consider appropriate ways of using students' perceptions to improve English teaching and learning practice.

Darwanto (2014) investigated strategies for developing speaking skill used by students of English Education Department of Muhammadiyah University of Surakarta. The purpose of this study is to describe the strategies in developing speaking skill. The data of this research are elicited by field note and interview. The result of this research shows that the students applied almost all of the strategies proposed by O'Malley et al including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill. In meta-cognitive strategies, the students use seven to eight strategies, namely: advance organizer, selective attention, self-management, functional planning, self-monitoring, and self-evaluation. In cognitive strategies, the students used twelve to fourteen strategies, namely: repetition, resourcing, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, and inference. And in socio-affective strategies, the students used two strategies, namely: cooperation and question for clarification.

Tsai and Young (2010) studied applies speech techniques to assist English-as-a-Foreign-Language (EFL) learners to practice listening and speaking skills. In Taiwan, although EFL learners started learning English when young, they had a few opportunities for practicing English during the daily oral conversation. Integrating Computer-Assisted Language Learning (CALL) programs and the Internet seems to be a solution to improving this condition. In a case study, an approach was proposed. Several EFL learners applied the developed CALL program to perform self-practice. Based on the evaluation, the participating learners benefited from this speech-enabled program.

Lee and Heinz (2016) investigated effective English language learning strategies (LLSs) employed by successful language learners. Data on LLSs were collected through unstructured essay writing, a method employed to encourage participants to freely reflect on their language learning experiences and report what strategies and study methods helped them develop a high level of English proficiency. Qualitative data analysis produced several findings related to the use of learning strategies. Specifically, metacognitive strategies, such as disciplined approach to language learning and monitoring of progress, and cognitive strategies, such as

reading- aloud and text analysis, were frequently mentioned as effective strategies. In addition, a number of participants emphasized the importance of conscious attention to language input during language learning activities. Testimonies of advanced English language learners in an English as a Foreign Language (EFL) context suggest that learner autonomy manifested in self-regulated learning activities may be crucial for successful foreign language learning. These and other findings are discussed with respect to their pedagogical implications for strategy-based instruction in English education.



## CHAPTER 3

### METHODOLOGY

This chapter describes the methodology to be employed for the collection and analysis of research data. It is divided into five parts: research design, participants, research instruments, data collection and data analysis procedures.

#### **Research Design**

In this study, the researcher used both qualitative and quantitative method to gather and clarify data within a case study. In order to be able to evidently answer the research questions, the researcher utilized a modified descriptive questionnaire. In this study the independent variables were interview with three respondents who are considered an accomplished in Thai English Learners and 246 proficient English major students at Srinakarinwirot University, Rajamangala Univeristy of Technology Thanyaburi and Bangkok University.

#### **Population and Sample**

##### **Qualitative Phase**

The population of this study were three people who are considered an accomplished in Thai English Learners. The criteria consist of the following attributes: Thai learners who study English in Thailand as a Foreign Language, Thai citizen with both Thai parents, study in Thailand educational system, never studied abroad, has considerable English speaking ability and have works/publication and reputation in the field of English skill.

##### **Quantitative Phase**

The population of this phase were 4<sup>th</sup> year English major students from Srinakarinwirot University, Rajamangala Univeristy of Technology Thanyaburi and Bangkok University. The reason of selecting this university is to cover the main three university criteria in Thailand: Top Government University, Technological University and Private University.

## Research Instrument

### Qualitative Phase Instrument

The qualitative phase instrument was a self-constructed interview questions designed to address the objectives of the study to know the applied techniques used by accomplishing Thai English Learners. The trustworthiness of the interview question will be evaluated by three experts in the field of English language teaching and psychometric evaluation. Furthermore, interview questions will be piloted to the selected participants that were not part of the actual sample of this study. The main purpose pilot study in this case is to counter check whether the questions are understandable to the target participants of the study.

### Quantitative Phase Participants

Based on the outcome from the interview, researcher used the data to create a self-constructed questionnaire that included of thirty-five 5-point Likert-style items to measure the level of usage of applied techniques in speaking English of English major students. The researchers self-constructed questionnaire will be based on the key characteristics of the speaking techniques that researcher gets from key informant. The scores were calculated by summing up the scores for each item.

The internal consistency of the questionnaire was tested using Cronbach's Alpha and the validity will be tested using Index Object Congruence (IOC) to be filled out by the three experts in the field of teaching. As the result of Index Object Congruence (IOC) is 1.

A Five-point, Likert-type scale was used which consisted knowledge of action response

Table 1 Five-point of Likert-type

5	Always true
4	Sometimes true
3	Neutral
2	Infrequently true
1	Never true

Moreover, a separate consent form was required from all participants of this research to protect their rights and identity and also explained the purpose of the study.

### **Data Collection**

The data collection was conducted in the last quarter of 2018. The researcher will send the consent form and a brief description of the research procedures as well as the rights and responsibilities to the participants. The questionnaire will be given to the participants after they finished the English class. Each participant had 10-15 minutes to complete the questionnaire depending on the student participant's answer.

### **Data Analysis**

#### **Qualitative Data Analysis**

The qualitative data will be mainly analyze using Collaizi's Method thereby starting with transcriptions, identification of significant statement, formulation of meaning theming and clustering. Final thematic map will be presented as a basis for the quantitative tools to be used on the second phase of the study.

#### **Quantitative Data Analysis**

The quantitative tool will be analyze using descriptive statistics to identify mean (  $\bar{x}$  ) and standard deviation (SD) while inferential statistics will be used to determine a study on the applied techniques used by accomplishing Thai English Learners and the demographic information of English major students.

## CHAPTER 4

### FINDINGS

This chapter consists of research findings are presented into four sections: The first section described the applied techniques used by accomplishing Thai English Learners in speaking English. The second section described the level of usage of proficient English major students in speaking English based on the self-constructed questionnaire. The third section described the relationship between the level of usage of proficient English major students in speaking English and their demographic information in term of Gender, University and Grade Point Average. The last section described the most applicable techniques to improve English speaking skills of Thai English Learners and English major students.

#### 1. To investigate the applied techniques use by accomplishing Thai English Learners in speaking English

##### 1.1 The interview of the applied techniques used by accomplishing Thai English Learners in speaking English by Miss. Natchanan Preeranarong.

*"I was studying in the classroom but still learning outside classroom as well. I was watching movies and listening to music in English. I will press "pause" and move the mouth to follow them and grammar will gradually come in. (Transcript 1, Page 17, Line 15)"*

*"When I was kindergarten, I can remember clearly that it's very embarrassing. My teacher asked me to speak out the word "orange" which I can't memorize. My teacher punished me to stand on the chair and spread arms. This moment made me hate English. In the other hand, this is my impulsion to fight with English. In addition, I sit near foreigner's friend who is son of teacher. He can't speak 100% of Thai and I'm so WOW with him because he speaks English fluently. This is my first impression with English language."*

*"About Primary 1-2, I remembered that I watch 7 times of Titanic movie because I liked it so much. At that time, I wondered why foreigners have pronounced the word "I love you" different from Thai. And this is a starting point to learn how to speak as native speakers."*

*"1. "See things in English" Look at everything in English. You can adjust and start with easy way as think a caption to post on Facebook or Instagram in English caption or complaining of traffic jams in English on Twitter. Don't be afraid that nonsense if those things can make us develop ourselves.*

*2. "Repeat after me" is repeated at least twice when watching movies, listening to music or hearing English sentences. Move your mouth to speak as copy paste. Don't worry about the grammar because it will gradually come in by itself.*

*3. "Don't be hard on yourself" isn't fun. Don't force it. You should know yourself before you start learning because if you feel that is not fun or dislike no matter how hard you study, you won't remember."*

*"During the first part of the practice are accuracy, grammar and pronunciation because we are Thai people who are growing up here and studying in Thai Education. Everyone must start by accepting mistakes first and it will move towards to right way. This is your challenges to speak in English because English is no wrong if you dare to speak it out. After that, you can try to speak as same as native accent that you like."*

*"You don't have to go to look from nowhere, See yourself first what you like. We live with what we are happy. Don't give up on it. If you don't stop doing it, one day will be success. You should practice every day with yourself in your favorite topic in each day. This way can help you have more potential and self-confidence."*

*"First, you should have discipline with yourself. When I was study, I find the meaning of the English vocabulary by separating the words into parts as I understand. I mean you have to create your style to learn and open your mind. You should push yourself to English community."*



*"Fanpage English Afternoonz is needed. New generations are lucky that they are growing with technology and high speed internet. It's easy way to practice and find many channels to add more knowledge such as Youtube, Facebook, Instagram, Twitter, Netflix and whatever you want."*

*"When students speak incorrectly, I won't say wrong but I will say "Let's speak again" or "Very good but add a little one here" as if it was encouragement. I think Thai people need good energy. When I go to teach wherever most of me will teach from my mistakes."*

*"Because I want all students to know that before being able to speak fluently, they have to make mistakes first. This is the first lesson. After that, you should find the opportunity to use English as much as you can. If you are hardly speaking in English, you will forget it for sure."*

## **1.2 The interview of the applied techniques used by accomplishing Thai English Learners in speaking English by Miss Sureeporn In-Mueng.**

*"I chose to study in Arts-Japanese in High School and having trouble with Grammar. So I had to use gestures."*

*"When I was M.2. I Started to think positive with English Language and doing a good grade for English subject. Therefore, I tried to study hard and like English subject."*

*"My inspiration came from ... I'm not afraid of foreigners because there is many foreigners in the neighborhood. At the end of M.6, I got high score of ONET test and then I entrance to Faculty of Humanities at Chiangmai University. While I'm studying, I'm also English tutor because I like to teach to people. It seems like I have always reviewed lessons."*

*"I summarized the information that I heard or read in English to practice. I always rewrite and doing exercise. I practice using English by myself and sometimes I speak English on the mirror. After I graduated, My first job is worked in foreigner's company so I tried to find the opportunity to use English as much as possible without grammar. Finally, I met my foreigner boyfriend and I tried to speak as same as native speaker that is British accent." (Transcript 2, Page 19, Line25)"*

*"I don't have problem in speaking but sometimes I have problem in listening. I solve this problem by trying to approach people who can speak English well and copy accent. You have to be self-esteem as me. English is going to be an easy language."*

*"First of all, you should have a passion with English language, still practicing, never give up, ability to apply in daily life, out of your comfort zone and change mind set to love English."*

*"Now, English is basically skill. English is the foundation of everything career or make friends. You have to set goals for studying English such as study for exam or study for communication in life. If you want to clever, you have to do it !"*

*"Nowadays, Facebook, Twitter, Instagram and Youtube are an easy way to practice English. I would like to recommend CamBridge and Oxford application. It has studying online function with native speaker."*

*"You have to be yourself and open your mind. When you teach students, you have to set students on center and be a good role model. You must real know. And I always motivate students base on my real life and trying student's objective."*

*"Actually, you maybe not 100% fluently but you have to study more and listen a lot. Youtube or Netflix is a good way to listen native's accent. I always speak with myself. I create a top topic in each day and talk with myself everyday such as Today Chiangmai has a good atmosphere. It's so nice blah blah blah. I have to study more in slang, idiom, phase and guessing to understand unfamiliar English vocabulary."*

### **1.3 The interview of the applied techniques used by accomplishing Thai English Learners in speaking English by Miss Buntika Ratanapasitkul.**

*"I studied in bilingual programs and my parents helped to support English as talking and loading English media for watching."*

*"The situation is compelled to speak English. English in our daily lives. We may find English everywhere such as signs, signage, movie, music or even foreigners in Thailand. So this factor forces me to study in English because I want to understand what they write, I want to understand what they say."*

*"My starting point is finding the meaning of the English vocabulary by separating the words into parts as I understand easily. For example, "become" the word is from "be" plus "to come". It makes me easier to understand new words or sentences from composing of simple words. I feel fun and enjoy in English with this thing"*

*"I was watching Youtube videos from many creators and I also started to watch movies in English, mostly with Thai subtitles because I didn't know a whole lot of words back then. I also began to listen to music in English. The way I study English today, is from grade 3 with the addition of reading book, but the other major reason is also from my teachers, they help me whenever I don't understand some words or the lessons." (Transcript 3, Page 21, Line 10)"*

*"The great way of overcoming an obstacle is to engage with the language in the context of conversation or situation. You have to push yourself to people who can speak English. This is a big challenge. Don't be afraid. English community is very nice."*

*"it's not too late for opening your mind. Don't block it. Try to create a positive attitude with English and you will be happily. Don't be shy. Self-Esteem is needed in speaking English skill. Don't care when you speak in wrong grammar. If you have time to practice more, you will speak accuracy and fluently as well."*

*"I think speaking and writing skills are needed in your future life. When you have to apply for a job, writing is a first step because you have to send your resume. For second stop is called for an interview. This part is very important. If you can speak English, you will have more chance than others. It must not pay for expensive course. You just start by yourself and practice using English by yourself."*

*"I developed in listening skill from video on Youtube and English TV. It helps a lot in speaking. There are friends and foreigner teachers at the school so I use this opportunity to practice with them. I like reading in English to review and practice. So you can do the way that I do to improve your skill."*

*“Teacher should focus on students first and teach out of the box. When students are talking in English with their peers, they are happy and engaged. If they are engaged, they are motivated by themselves.”*

*“Surely, you may know many words, and can speak very well, or wrote a long essay, but there is way more words in the English language, than you think. There is probably no way you would be able to remember all of them. The important thing here is not about memorizing all the words in the English Language, it’s about knowing what the words you know means, and how to adapt them to your situation and what you mean to say or write. However, if you know many words but doesn’t know how to arrange them with proper grammar then you’re probably not going far. The ways I learn how to use proper grammar in speaking fluently in sentences is from Youtube and the videos, guidance and training from my teachers and by using it every day.”*

## **2. To create a self-constructed questionnaire designed to measure of applied techniques used by accomplishing Thai English Learners**

Researcher designed a self-constructed interview questions for knowing the applied techniques used by accomplishing Thai English Learners. The data will be mainly analyze using Collaizi’s Method thereby starting with transcriptions, identification of significant statement, formulation of meaning theming and clustering. Researcher used some keywords clustering from accomplishing Thai English Learners to design a questionnaire for using with 4th year English major students of Srinakarinwirot University, Rajamangala University of Technology Thanyaburi and Bangkok University. (See Apendix A)

## **3. To study on the level of usage of proficient English major students in speaking English based on the self-constructed questionnaire and their demographic information in term of:**

**A. Gender**

**B. Grade Point Average (GPA)**

### 3.1 Srinakarinwirot University

This data shows the demographic information of the students in terms of Gender, Srinakarinwirot University and Grade Point Average (GPA)

Table 2 the percentage of English major students at Srinakarinwirot University by gender

GENDER	AMOUNT	PERCENTAGE (%)
Male	18	29.50
Female	43	70.50
TOTAL	61	100

According to Table 2, A sample of 61 English major students at at Srinakarinwirot University by gender are found. They were 18 males (29.50%) and 43 females (70.50%).

Table 3 the questionnaire's result from English major students at Srinakarinwirot University by Gender

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
1	I always use new words in the sentence. This way can help me to remember that word	Male	18	3.72	0.460	14
		Female	43	3.62	0.618	18
		Total	61	3.65	0.574	16
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember	Male	18	3.33	0.485	24
		Female	43	3.18	0.500	26
		Total	61	3.22	0.496	24
3	I speak English on the mirror	Male	18	4.00	0.685	8
		Female	43	4.00	0.617	10
		Total	61	4.00	0.632	9
4	I read English books every day to review and practice	Male	18	4.11	0.676	7
		Female	43	3.86	0.639	14
		Total	61	3.93	0.654	13
5	I used the way to remember words from paper, boards or road signs	Male	18	2.61	0.777	30
		Female	43	2.93	0.827	30
		Total	61	2.83	0.820	30
6	I tried to speak new English words many times	Male	18	3.72	0.669	13
		Female	43	3.72	0.669	16
		Total	61	3.81	0.785	14
7	I tried to speak as same as native speaker	Male	18	3.77	0.646	12
		Female	43	4.60	0.694	4
		Total	61	4.36	0.775	4
8	I always watch TV programs in English version	Male	18	3.94	0.639	10
		Female	43	3.95	0.871	12
		Total	61	3.95	0.804	11
9	I always watch movie in English version	Male	18	4.83	0.383	1
		Female	43	4.67	0.474	3
		Total	61	4.72	0.452	2
10	I always use google translation	Male	18	3.22	0.878	26
		Female	43	3.41	0.763	21
		Total	61	3.36	0.796	23

Table 3 (Continued)

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
11	I write the letter or report in English	Male	18	3.66	0.766	15
		Female	43	4.06	0.798	8
		Total	61	3.95	0.804	12
12	I find the meaning of the English vocabulary by separating the words into parts as I understand	Male	18	3.61	0.697	17
		Female	43	3.65	0.612	17
		Total	61	3.63	0.633	8
13	I summarize the information that I heard or read in English to practice	Male	18	3.38	0.697	23
		Female	43	3.04	0.688	28
		Total	61	3.14	0.703	28
14	I use guessing to understand unfamiliar English vocabulary	Male	18	3.66	0.594	16
		Female	43	3.86	0.774	13
		Total	61	3.80	0.726	15
15	I use gestures when I can't speak English	Male	18	3.94	0.937	11
		Female	43	4.02	0.938	9
		Total	61	4.00	0.930	10
16	I often find other easy words to speak when I don't know the correct English vocabulary	Male	18	4.16	0.707	5
		Female	43	4.13	0.742	6
		Total	61	4.14	0.726	5
17	I often approach people who can speak English as well	Male	18	3.44	0.615	22
		Female	43	3.34	0.572	23
		Total	61	3.37	0.582	21
18	I tried to find the opportunity to use English as much as possible	Male	18	4.55	0.615	4
		Female	43	3.95	0.722	11
		Total	61	4.13	0.741	6
19	I ask the native speaker to help me correct what I said wrongly	Male	18	3.50	0.618	18
		Female	43	3.32	0.837	24
		Total	61	3.37	0.778	22
20	I practice English with friends together	Male	18	3.27	0.751	25
		Female	43	3.09	1.019	27
		Total	61	3.14	0.945	27

Table 3 (Continued)

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
21	I always ask questions in English	Male	18	3.00	0.685	28
		Female	43	3.06	0.883	29
		Total	61	3.04	0.825	29
22	I tried to learn the culture of native speakers	Male	18	3.44	0.704	20
		Female	43	3.53	0.984	19
		Total	61	3.50	0.905	19
23	I practice using the English language by myself	Male	18	4.61	0.501	3
		Female	43	4.72	0.453	2
		Total	61	4.68	0.466	3
24	I use playing games to practice English	Male	18	3.16	1.240	27
		Female	43	3.20	1.504	25
		Total	61	3.19	1.423	26
25	I use social media channels such as Youtube to practice English	Male	18	4.77	0.427	2
		Female	43	4.90	0.293	1
		Total	61	4.85	0.340	1
26	I studied with tutor who is native speaker	Male	18	3.44	0.783	21
		Female	43	3.74	0.620	15
		Total	61	3.65	0.680	17
27	I always listen to English songs	Male	18	4.11	0.676	6
		Female	43	4.11	0.730	7
		Total	61	4.11	0.709	7
28	I went abroad to practice English	Male	18	2.66	1.188	29
		Female	43	3.41	1.096	20
		Total	61	3.19	1.166	25
29	I read English magazines or newspapers	Male	18	3.50	0.707	19
		Female	43	3.37	0.655	22
		Total	61	3.40	0.667	20
30	I always sing English song	Male	18	4.00	0.766	9
		Female	43	4.16	0.721	5
		Total	61	4.10	0.732	8



The table 3 has shown that overall of English major students at Srinakarinwirot University by Gender ranked “I use social media channels such as Youtube to practice English (Mean = 4.85)” as the most important level of usage of proficient English major students in speaking English. On the other hand, they ranked “I used the way to remember words from paper, boards or road signs (Mean = 2.83)” as the least important level of usage of proficient English major students in speaking English.

Table 4 the percentage of English major students at Srinakarinwirot University by Grade Point Average (GPA)

A = 4.00 – 3.50

B = 3.50 – 3.00

C = 3.00 – 2.50

D = 2.50 – 2.00

GPA	AMOUNT	PERCENTAGE (%)
A	15	24.60
B	25	40.98
C	17	27.87
D	4	6.55
TOTAL	61	100

According to Table 4, A sample of 61 English major students at at Srinakarinwirot University by Grade Pont Average (GPA) are found. They were 15 students (24.60%) who got A, 25 students (40.98%) who got B, 17 students (27.87%) who got C and 4 students (6.55%) who got D.

Table 5 the questionnaire's result from English major students at Srinakarinwirot University by Grade Point Average (GPA)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
1	I always use new words in the sentence. This way can help me to remember that word	A	15	3.66	0.617	12
		B	25	3.64	0.489	17
		C	17	3.64	0.606	14
		D	4	3.75	0.500	21
		Total	61	3.65	0.544	15
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember	A	15	3.46	0.833	19
		B	25	3.16	0.624	26
		C	17	3.58	0.618	15
		D	4	4	0.816	9
		Total	61	3.4	0.715	19
3	I speak English on the mirror	A	15	3.53	0.833	16
		B	25	3.88	0.781	13
		C	17	3.94	0.658	11
		D	4	3.75	0.957	13
		Total	61	3.8	0.77	13
4	I read English books every day to review and practice	A	15	3.2	1.014	25
		B	25	3.8	0.816	14
		C	17	2.88	0.927	27
		D	4	2.75	1.258	28
		Total	61	3.32	0.995	23
5	I used the way to remember words from paper, boards or road signs	A	15	3.06	0.798	27
		B	25	3.2	0.707	25
		C	17	2.88	1.053	28
		D	4	3.75	1.258	14
		Total	61	3.11	0.877	28

Table 5 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
6	I tried to speak new English words many times	A	15	3.26	0.798	22
		B	25	3.92	0.64	12
		C	17	3.29	0.685	23
		D	4	3.75	1.258	15
		Total	61	3.57	0.784	16
7	I tried to speak as same as native speaker	A	15	3.8	0.676	11
		B	25	3.92	0.812	16
		C	17	3.64	0.492	13
		D	4	4	0.816	12
		Total	61	3.81	0.695	11
8	I always watch TV programs in English version	A	15	4	0.755	6
		B	25	3.96	0.675	11
		C	17	3.94	0.747	10
		D	4	3.75	0.957	16
		Total	61	3.95	0.717	10
9	I always watch movie in English version	A	15	4.4	0.632	1
		B	25	4.2	0.763	8
		C	17	4.41	0.712	3
		D	4	4.75	0.500	2
		Total	61	4.34	0.704	4
10	I always use google translation	A	15	3.26	0.798	23
		B	25	3.24	0.778	23
		C	17	3.35	0.931	22
		D	4	4.25	0.957	3
		Total	61	3.34	0.854	22

Table 5 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
11	I write the letter or report in English	A	15	3.66	1.046	13
		B	25	3.76	0.723	15
		C	17	3.47	0.799	19
		D	4	4.25	0.500	4
		Total	61	3.68	0.827	14
112	I find the meaning of the English vocabulary by separating the words into parts as I understand	A	15	3.33	0.723	21
		B	25	3.6	0.707	18
		C	17	3.41	0.712	20
		D	4	4.25	0.500	5
		Total	61	3.52	0.721	18
13	I summarize the information that I heard or read in English to practice	A	15	3.4	0.632	20
		B	25	3.04	0.789	28
		C	17	3.23	0.752	24
		D	4	4	0.816	10
		Total	61	3.24	0.767	25
14	I use guessing to understand unfamiliar English vocabulary	A	15	3.66	0.723	14
		B	25	3.52	0.871	20
		C	17	3.52	0.624	16
		D	4	3.5	1.000	22
		Total	61	3.55	0.764	14
15	I use gestures when I can't speak English	A	15	3.93	0.703	9
		B	25	4.16	0.800	9
		C	17	4	0.612	9
		D	4	4	1.154	11
		Total	61	4.04	0.739	8

Table 5 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
16	I often find other easy words to speak when I don't know the correct English vocabulary	A	15	4.26	0.593	3
		B	25	4.36	0.700	3
		C	17	4.47	0.514	1
		D	4	4.25	0.957	6
		Total	61	4.36	0.633	3
17	I often approach people who can speak English as well	A	15	3.46	0.743	18
		B	25	3.2	0.577	24
		C	17	3.47	0.717	18
		D	4	3.75	0.500	17
		Total	61	3.37	0.662	21
18	I tried to find the opportunity to use English as much as possible	A	15	3.93	0.703	10
		B	25	4	0.707	10
		C	17	4.35	0.701	4
		D	4	4.25	0.500	7
		Total	61	4.09	0.7	7
19	I ask the native speaker to help me correct what I said wrongly	A	15	3.53	0.99	17
		B	25	2.92	0.64	29
		C	17	3.52	0.514	17
		D	4	3.75	0.500	18
		Total	61	3.29	0.76	24
20	I practice English with friends together	A	15	3	0.845	29
		B	25	3.12	0.881	27
		C	17	2.88	0.600	29
		D	4	3.75	0.500	19
		Total	61	3.06	0.793	29

Table 5 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
21	I always ask questions in English	A	15	3.06	0.798	28
		B	25	2.8	0.50	30
		C	17	2.94	0.555	25
		D	4	3	0.816	25
		Total	61	2.91	0.613	30
22	I tried to learn the culture of native speakers	A	15	3.53	0.639	15
		B	25	4.2	0.816	7
		C	17	3.7	0.771	12
		D	4	3	0.816	26
		Total	61	3.81	0.826	12
23	I practice using the English language by myself	A	15	3.93	0.703	7
		B	25	4.72	0.458	1
		C	17	4.29	0.771	6
		D	4	4	1.154	8
		Total	61	4.36	0.731	2
24	I use playing games to practice English	A	15	4.2	1.082	5
		B	25	4.28	1.208	6
		C	17	4.23	1.2004	7
		D	4	3	0.816	27
		Total	61	4.16	1.171	6
25	I use social media channels such as Youtube to practice English	A	15	4.2	0.676	4
		B	25	4.52	0.585	2
		C	17	4.41	0.712	2
		D	4	5	0	1
		Total	61	4.44	0.646	1

Table 5 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
26	I studied with tutor who is native speaker	A	15	3.13	1.06	26
		B	25	3.36	0.7	22
		C	17	2.76	0.752	30
		D	4	3.5	0.577	23
		Total	61	3.14	0.833	27
27	I always listen to English songs	A	15	4.4	0.828	2
		B	25	4.32	0.748	4
		C	17	4.35	0.785	5
		D	4	3.75	0.957	20
		Total	61	4.31	0.786	5
28	I went abroad to practice English	A	15	3	0.755	30
		B	25	3.6	0.763	19
		C	17	2.94	0.899	26
		D	4	2.75	1.500	29
		Total	61	3.21	0.896	26
29	I read English magazines or newspapers	A	15	3.26	0.883	24
		B	25	3.52	0.509	21
		C	17	3.41	0.618	21
		D	4	3.25	0.957	24
		Total	61	3.4	0.667	20
30	I always sing English song	A	15	3.93	0.703	8
		B	25	4.28	0.737	5
		C	17	4.05	0.899	8
		D	4	2.5	0.577	30
		Total	61	4.01	0.865	9

The table 5 has shown that English major students at Srinakarinwirot University by Grade Point Average (GPA) ranked “I use social media channels such as Youtube to practice English (Mean = 4.44)” as the most important level of usage of proficient English major students in speaking English. On the other hand, they ranked “I always ask questions in English (Mean = 2.91)” as the least important level of usage of proficient English major students in speaking English.

### 3.2 Rajamangala University of Technology Thanyaburi

This data shows the demographic information of the students in term of Gender, Rajamangala University of Technology Thanyaburi and Grade Point Average (GPA)

Table 6 the percentage of English major students at Rajamangala University of Technology Thanyaburi by gender

GENDER	AMOUNT	PERCENTAGE (%)
Male	33	41.25
Female	47	58.75
TOTAL	80	100

According to Table 6, A sample of 80 English major students at at Rajamangala University of Technology Thanyaburi by gender are found. They were 33 males (41.25%) and 47 females (58.75%).



Table 7 the questionnaire's result from English major students at Rajamangala University of Technology Thanyaburi by Gender

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
1	I always use new words in the sentence. This way can help me to remember that word	Male	33	3.06	0.864	16
		Female	47	3.66	0.635	18
		Total	80	3.41	0.790	24
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember	Male	33	3.12	1.023	24
		Female	47	3.91	0.717	10
		Total	80	3.58	0.937	16
3	I speak English on the mirror	Male	33	3.45	1.148	18
		Female	47	3.26	1.073	27
		Total	80	3.33	1.101	25
4	I read English books every day to review and practice	Male	33	3.39	1.116	20
		Female	47	2.87	0.875	29
		Total	80	3.08	1.008	27
5	I used the way to remember words from paper, boards or road signs	Male	33	3.39	0.899	19
		Female	47	3.62	1.012	20
		Total	80	3.52	0.967	20
6	I tried to speak new English words many times	Male	33	3.30	0.918	23
		Female	47	3.89	0.866	11
		Total	80	3.65	0.929	15
7	I tried to speak as same as native speaker	Male	33	3.55	0.794	16
		Female	47	3.85	0.884	15
		Total	80	3.72	0.856	14
8	I always watch TV programs in English version	Male	33	3.85	0.906	10
		Female	47	4.09	0.880	5
		Total	80	3.98	0.892	7
9	I always watch movie in English version	Male	33	4.39	0.704	2
		Female	47	4.38	0.739	1
		Total	80	4.38	0.720	2
10	I always use google translation	Male	33	3.91	0.765	7
		Female	47	4.09	0.929	6
		Total	80	4.01	0.864	5

Table 7 (Continued)

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
11	I write the letter or report in English	Male	33	3.64	0.653	13
		Female	47	3.51	0.777	24
		Total	80	3.56	0.726	19
12	I find the meaning of the English vocabulary by separating the words into parts as I understand	Male	33	3.06	0.827	25
		Female	47	3.77	0.840	17
		Total	80	3.47	0.899	21
13	I summarize the information that I heard or read in English to practice	Male	33	3.33	0.540	22
		Female	47	3.55	0.880	21
		Total	80	3.46	0.762	23
14	I use guessing to understand unfamiliar English vocabulary	Male	33	3.61	0.788	14
		Female	47	3.85	0.625	14
		Total	80	3.75	0.702	13
15	I use gestures when I can't speak English	Male	33	3.88	0.740	8
		Female	47	3.81	0.851	16
		Total	80	3.83	0.802	12
16	I often find other easy words to speak when I don't know the correct English vocabulary	Male	33	3.55	0.813	17
		Female	47	4.13	0.647	4
		Total	80	3.88	0.779	11
17	I often approach people who can speak English as well	Male	33	3.94	0.864	4
		Female	47	3.87	0.769	12
		Total	80	3.90	0.805	10
18	I tried to find the opportunity to use English as much as possible	Male	33	4.09	0.843	3
		Female	47	4.00	0.722	8
		Total	80	4.03	0.770	4
19	I ask the native speaker to help me correct what I said wrongly	Male	33	3.61	0.899	15
		Female	47	3.55	0.996	22
		Total	80	3.57	0.951	17
20	I practice English with friends together	Male	33	3.39	1.171	21
		Female	47	3.53	0.830	23
		Total	80	3.47	0.980	22

Table 7 (Continued)

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
21	I always ask questions in English	Male	33	2.55	1.003	29
		Female	47	3.43	0.903	25
		Total	80	3.06	1.035	28
22	I tried to learn the culture of native speakers	Male	33	2.70	0.847	27
		Female	47	3.64	0.735	19
		Total	80	3.25	0.907	26
23	I practice using the English language by myself	Male	33	3.88	0.820	27
		Female	47	3.96	0.999	9
		Total	80	3.92	0.924	8
24	I use playing games to practice English	Male	33	3.94	0.966	5
		Female	47	3.87	1.013	13
		Total	80	3.90	0.988	9
25	I use social media channels such as Youtube to practice English	Male	33	4.52	0.508	1
		Female	47	4.09	1.039	7
		Total	80	4.26	0.882	1
26	I studied with tutor who is native speaker	Male	33	3.82	1.103	11
		Female	47	3.40	1.280	26
		Total	80	3.57	1.219	18
27	I always listen to English songs	Male	33	3.94	1.059	6
		Female	47	4.26	1.052	2
		Total	80	4.12	1.059	3
28	I went abroad to practice English	Male	33	1.79	1.139	30
		Female	47	2.72	1.611	30
		Total	80	2.33	1.500	30
29	I read English magazines or newspapers	Male	33	2.58	0.969	28
		Female	47	2.94	1.111	28
		Total	80	2.78	1.063	29
30	I always sing English song	Male	33	3.67	1.109	12
		Female	47	4.21	0.954	3
		Total	80	3.98	1.049	6

The table 7 has shown that overall of English major students at Rajamangala University of Technology Thanyaburi by Gender ranked “I use social media channels such as Youtube to practice English (Mean = 4.26)” as the most important level of usage of proficient English major students in speaking English. On the other hand, they ranked “I went abroad to practice English (Mean = 2.33)” as the least important level of usage of proficient English major students in speaking English.

Table 8 the percentage of English major students at Rajamangala University of Technology Thanyaburi by Grade Point Average (GPA)

A = 4.00 – 3.50

B = 3.50 – 3.00

C = 3.00 – 2.50

D = 2.50 – 2.00

GPA	AMOUNT	PERCENTAGE (%)
A	35	43.75
B	22	27.5
C	16	20
D	7	8.75
TOTAL	80	100

According to Table 8, A sample of 80 English major students at at Rajamangala University of Technology Thanyaburi by Grade Pont Average (GPA) are found. They were 35 students (43.75%) who got A, 22 students (27.5%) who got B, 16 students (20%) who got C and 7 students (8.75%) who got D.

Table 9 the questionnaire's result from English major students Rajamangala University of Technology Thanyaburi by Grade Point Average (GPA)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
1	I always use new words in the sentence. This way can help me to remember that word	A	35	3.37	0.877	22
		B	22	3.63	0.581	20
		C	16	3.43	0.813	19
		D	7	3.57	0.534	24
		Total	80	3.47	0.762	22
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember	A	35	3.51	0.886	20
		B	22	3.77	0.685	17
		C	16	3.43	1.364	7
		D	7	3.85	0.690	12
		Total	80	3.60	0.935	18
3	I speak English on the mirror	A	35	3.40	1.190	21
		B	22	3.45	1.143	23
		C	16	3.00	1.095	27
		D	7	3.85	0.899	14
		Total	80	3.37	1.095	24
4	I read English books every day to review and practice	A	35	3.25	1.171	26
		B	22	3.22	1.020	26
		C	16	2.50	0.894	30
		D	7	3.00	0.816	28
		Total	80	3.07	1.076	28
5	I used the way to remember words from paper, boards or road signs	A	35	3.62	0.942	16
		B	22	3.40	1.053	24
		C	16	3.31	1.078	24
		D	7	4.00	1.000	10
		Total	80	3.53	1.005	20

Table 9 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
6	I tried to speak new English words many times	A	35	3.51	0.950	19
		B	22	3.90	0.867	13
		C	16	3.37	1.087	21
		D	7	3.85	0.690	17
		Total	80	3.62	0.946	17
7	I tried to speak as same as native speaker	A	35	3.57	0.916	17
		B	22	3.86	0.888	14
		C	16	3.75	0.856	8
		D	7	3.85	0.377	13
		Total	80	3.71	0.859	14
8	I always watch TV programs in English version	A	35	4.05	0.968	3
		B	22	4.22	0.812	4
		C	16	3.62	0.957	13
		D	7	4.28	0.755	4
		Total	80	4.03	0.920	4
9	I always watch movie in English version	A	35	4.42	0.814	1
		B	22	4.31	0.779	2
		C	16	4.43	0.629	1
		D	7	4.57	0.534	1
		Total	80	4.41	0.741	1
10	I always use google translation	A	35	4.00	0.874	5
		B	22	4.31	0.716	3
		C	16	3.75	1.064	10
		D	7	4.00	0.816	11
		Total	80	4.03	0.877	5

Table 9 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
11	I write the letter or report in English	A	35	3.65	0.725	15
		B	22	3.54	0.738	21
		C	16	3.43	0.629	18
		D	7	3.71	0.487	18
		Total	80	3.58	0.687	19
112	I find the meaning of the English vocabulary by separating the words into parts as I understand	A	35	3.28	0.893	25
		B	22	3.31	0.838	25
		C	16	3.56	1.093	15
		D	7	3.57	0.534	20
		Total	80	3.37	0.891	25
13	I summarize the information that I heard or read in English to practice	A	35	3.34	0.725	23
		B	22	3.54	0.738	22
		C	16	3.50	0.816	17
		D	7	3.42	0.786	25
		Total	80	3.43	0.743	23
14	I use guessing to understand unfamiliar English vocabulary	A	35	3.85	0.733	11
		B	22	3.81	0.664	15
		C	16	3.37	0.500	22
		D	7	4.14	0.377	6
		Total	80	3.77	0.674	13
15	I use gestures when I can't speak English	A	35	3.82	0.954	12
		B	22	4.00	0.690	11
		C	16	3.56	0.727	16
		D	7	4.00	0.577	8
		Total	80	3.83	0.818	11

Table 9 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
16	I often find other easy words to speak when I don't know the correct English vocabulary	A	35	3.74	0.700	13
		B	22	3.68	0.893	19
		C	16	4.12	0.885	5
		D	7	4.00	0.577	9
		Total	80	3.82	0.791	12
17	I often approach people who can speak English as well	A	35	3.88	0.932	9
		B	22	4.13	0.710	7
		C	16	3.68	0.602	11
		D	7	4.14	0.690	7
		Total	80	3.93	0.801	9
18	I tried to find the opportunity to use English as much as possible	A	35	3.91	0.781	8
		B	22	4.22	0.751	5
		C	16	4.06	0.573	6
		D	7	3.57	0.786	21
		Total	80	4.00	0.746	6
19	I ask the native speaker to help me correct what I said wrongly	A	35	3.54	0.885	18
		B	22	4.13	0.888	8
		C	16	3.62	0.885	14
		D	7	3.28	0.487	27
		Total	80	3.70	0.891	15
20	I practice English with friends together	A	35	3.31	1.131	24
		B	22	3.68	0.945	18
		C	16	3.75	0.930	9
		D	7	3.42	0.545	26
		Total	80	3.51	1.006	21



Table 9 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
21	I always ask questions in English	A	35	3.02	1.097	28
		B	22	3.13	1.125	27
		C	16	2.87	0.806	28
		D	7	3.85	0.377	15
		Total	80	3.10	1.026	27
22	I tried to learn the culture of native speakers	A	35	3.05	0.968	27
		B	22	3.13	0.990	28
		C	16	3.31	1.014	25
		D	7	3.57	0.786	22
		Total	80	3.17	0.964	26
23	I practice using the English language by myself	A	35	3.85	0.974	10
		B	22	4.04	0.722	9
		C	16	4.12	0.885	4
		D	7	3.57	1.397	23
		Total	80	3.93	0.932	8
24	I use playing games to practice English	A	35	3.97	0.923	6
		B	22	4.00	0.925	10
		C	16	3.43	0.963	20
		D	7	4.28	0.755	3
		Total	80	3.90	0.935	10
25	I use social media channels such as Youtube to practice English	A	35	4.31	0.963	2
		B	22	4.31	0.945	1
		C	16	4.37	0.619	2
		D	7	4.14	1.463	5
		Total	80	4.31	0.935	2

Table 9 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
26	I studied with tutor who is native speaker	A	35	3.71	1.177	14
		B	22	3.77	1.306	16
		C	16	3.18	1.223	26
		D	7	3.71	1.112	19
		Total	80	3.62	1.215	16
27	I always listen to English songs	A	35	3.97	1.070	7
		B	22	4.18	0.957	6
		C	16	4.18	1.327	3
		D	7	3.85	1.463	16
		Total	80	4.06	1.117	3
28	I went abroad to practice English	A	35	2.17	1.339	30
		B	22	2.45	1.565	30
		C	16	2.37	1.627	23
		D	7	3.00	1.732	29
		Total	80	2.36	1.486	30
29	I read English magazines or newspapers	A	35	2.91	1.067	29
		B	22	2.63	0.953	29
		C	16	2.56	0.963	29
		D	7	3.42	0.534	30
		Total	80	2.81	0.994	29
30	I always sing English song	A	35	4.00	1.028	4
		B	22	3.95	0.998	12
		C	16	3.68	1.352	12
		D	7	4.57	0.534	2
		Total	80	3.97	1.067	7

The table 9 has shown that English major students at Rajamangala University of Technology Thanyaburi by Grade Point Average (GPA) ranked “I always watch movie in English version (Mean = 4.41)” as the most important level of usage of proficient English major students in speaking English. On the other hand, they ranked “I went abroad to practice English (Mean = 2.36)” as the least important level of usage of proficient English major students in speaking English.

### 3.3 Bangkok University

This data shows the demographic information of the students in term of Gender, Bangkok University and Grade Point Average (GPA)

Table 10 the percentage of English major students at Bangkok University by gender

GENDER	AMOUNT	PERCENTAGE (%)
Male	43	40.95
Female	62	59.05
TOTAL	105	100

According to Table 10, A sample of 105 English major students at at Bangkok University by gender are found. They were 43 males (40.95%) and 62 females (59.05%).

Table 11 the questionnaire's result from English major students at Bangkok University by Gender

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
1	I always use new words in the sentence. This way can help me to remember that word	Male	43	3.70	0.674	13
		Female	62	3.45	0.592	21
		Total	105	3.55	0.635	16
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember	Male	43	3.28	0.701	25
		Female	62	3.39	0.523	22
		Total	105	3.34	0.601	24
3	I speak English on the mirror	Male	43	4.00	0.690	9
		Female	62	3.85	0.698	11
		Total	105	3.91	0.694	10
4	I read English books every day to review and practice	Male	43	2.84	1.067	28
		Female	62	3.76	0.803	12
		Total	105	3.38	1.022	23
5	I used the way to remember words from paper, boards or road signs	Male	43	3.12	0.956	26
		Female	62	2.87	0.757	30
		Total	105	2.97	0.848	29
6	I tried to speak new English words many times	Male	43	3.47	0.767	17
		Female	62	3.48	0.741	20
		Total	105	3.47	0.748	22
7	I tried to speak as same as native speaker	Male	43	3.37	0.618	20
		Female	62	4.39	0.710	4
		Total	105	3.97	0.837	8
8	I always watch TV programs in English version	Male	43	3.93	0.704	11
		Female	62	3.74	0.867	13
		Total	105	3.81	0.806	12
9	I always watch movie in English version	Male	43	4.21	0.773	6
		Female	62	4.84	0.371	1
		Total	105	4.58	0.647	1
10	I always use google translation	Male	43	3.40	0.849	19
		Female	62	3.19	0.721	26
		Total	105	3.27	0.778	25

Table 11 (Continued)

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
11	I write the letter or report in English	Male	43	3.58	0.763	14
		Female	62	4.03	0.724	9
		Total	105	3.84	0.769	11
12	I find the meaning of the English vocabulary by separating the words into parts as I understand	Male	43	3.40	0.728	18
		Female	62	3.56	0.692	19
		Total	105	3.49	0.708	21
13	I summarize the information that I heard or read in English to practice	Male	43	3.09	0.718	27
		Female	62	3.37	0.579	23
		Total	105	3.25	0.650	26
14	I use guessing to understand unfamiliar English vocabulary	Male	43	3.35	0.650	22
		Female	62	3.68	0.742	16
		Total	105	3.54	0.720	19
15	I use gestures when I can't speak English	Male	43	4.09	0.750	8
		Female	62	3.87	0.839	10
		Total	105	3.96	0.807	9
16	I often find other easy words to speak when I don't know the correct English vocabulary	Male	43	4.23	0.751	5
		Female	62	4.13	0.735	6
		Total	105	4.17	0.739	5
17	I often approach people who can speak English as well	Male	43	3.35	0.783	23
		Female	62	3.73	0.632	14
		Total	105	3.57	0.718	15
18	I tried to find the opportunity to use English as much as possible	Male	43	3.86	0.639	12
		Female	62	4.10	0.762	8
		Total	105	4.00	0.720	7
19	I ask the native speaker to help me correct what I said wrongly	Male	43	3.56	0.629	15
		Female	62	3.71	0.818	15
		Total	105	3.64	0.746	13
20	I practice English with friends together	Male	43	2.40	0.877	30
		Female	62	3.08	0.980	27
		Total	105	2.80	0.994	30

Table 11 (Continued)

NO.	QUESTIONS	GENDER	N	Mean	SD	Rank
21	I always ask questions in English	Male	43	2.72	0.882	29
		Female	62	3.21	0.771	25
		Total	105	3.00	0.849	28
22	I tried to learn the culture of native speakers	Male	43	4.00	0.787	10
		Female	62	3.24	0.670	24
		Total	105	3.55	0.808	18
23	I practice using the English language by myself	Male	43	4.63	0.618	2
		Female	62	4.50	0.565	3
		Total	105	4.55	0.588	4
24	I use playing games to practice English	Male	43	4.58	0.698	3
		Female	62	2.89	1.073	29
		Total	105	3.58	1.254	14
25	I use social media channels such as Youtube to practice English	Male	43	4.35	0.613	4
		Female	62	4.74	0.441	2
		Total	105	4.58	0.550	2
26	I studied with tutor who is native speaker	Male	43	3.37	0.787	21
		Female	62	3.60	0.735	18
		Total	105	3.50	0.761	20
27	I always listen to English songs	Male	43	4.70	0.599	1
		Female	62	4.32	0.696	5
		Total	105	4.47	0.680	3
28	I went abroad to practice English	Male	43	3.33	0.993	24
		Female	62	3.02	1.063	28
		Total	105	3.14	1.041	27
29	I read English magazines or newspapers	Male	43	3.47	0.592	16
		Female	62	3.61	0.754	17
		Total	105	3.55	0.693	17
30	I always sing English song	Male	43	4.12	0.762	7
		Female	62	4.10	0.718	7
		Total	105	4.10	0.732	6

The table 11 has shown that overall of English major students at Bangkok University by Male ranked “I always watch movie in English version (Mean = 4.58)” as the most important level of usage of proficient English major students in speaking English. On the other hand, they ranked “I practice English with friends together (Mean = 2.80)” as the least important level of usage of proficient English major students in speaking English.

Table 12 the percentage of English major students Bangkok University by Grade Point Average (GPA)

A = 4.00 – 3.50

B = 3.50 – 3.00

C = 3.00 – 2.50

D = 2.50 – 2.00

GPA	AMOUNT	PERCENTAGE (%)
A	45	42.85
B	25	23.80
C	22	20.95
D	13	12.40
TOTAL	105	100

According to Table 12, A sample of 80 English major students at Bangkok University by Grade Pont Average (GPA) are found. They were 45 students (42.85%) who got A, 25 students (23.80%) who got B, 22 students (20.95%) who got C and 13 students (12.40%) who got D.

Table 13 the questionnaire's result from English major students Bangkok University by Grade Point Average (GPA)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
1	I always use new words in the sentence. This way can help me to remember that word	A	45	3.69	0.848	17
		B	25	3.84	0.688	12
		C	22	3.45	0.510	22
		D	13	3.31	0.480	21
		Total	105	3.63	0.724	10
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember	A	45	3.69	0.848	18
		B	25	3.40	0.707	20
		C	22	3.50	0.598	19
		D	13	3.46	0.519	19
		Total	105	3.55	0.734	21
3	I speak English on the mirror	A	45	3.44	1.159	23
		B	25	4.00	0.764	9
		C	22	3.82	0.907	10
		D	13	3.77	0.599	15
		Total	105	3.70	0.982	14
4	I read English books every day to review and practice	A	45	2.96	0.973	29
		B	25	2.52	0.653	29
		C	22	3.59	1.098	13
		D	13	4.00	0.817	12
		Total	105	3.10	1.033	28
5	I used the way to remember words from paper, boards or road signs	A	45	3.31	1.041	27
		B	25	3.16	1.143	27
		C	22	2.91	1.019	29
		D	13	3.00	0.577	27
		Total	105	3.15	1.017	16



Table 13 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
6	I tried to speak new English words many times	A	45	4.02	0.917	8
		B	25	3.20	0.707	26
		C	22	3.45	0.671	20
		D	13	3.38	0.506	20
		Total	105	3.63	0.846	16
7	I tried to speak as same as native speaker	A	45	3.98	0.839	9
		B	25	3.32	0.690	21
		C	22	3.45	0.671	21
		D	13	4.00	0.577	10
		Total	105	3.71	0.793	12
8	I always watch TV programs in English version	A	45	4.07	0.809	6
		B	25	4.12	0.726	8
		C	22	4.14	0.774	6
		D	13	4.00	0.577	11
		Total	105	4.09	0.748	6
9	I always watch movie in English version	A	45	4.58	0.690	1
		B	25	4.28	0.737	5
		C	22	4.00	0.817	7
		D	13	5.00	0.000	1
		Total	105	4.44	0.746	1
10	I always use google translation	A	45	3.89	0.832	13
		B	25	3.52	0.872	15
		C	22	3.32	0.945	24
		D	13	3.00	0.707	28
		Total	105	3.57	0.897	19

Table 13 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
11	I write the letter or report in English	A	45	3.60	0.751	20
		B	25	3.44	0.768	17
		C	22	3.64	0.848	12
		D	13	3.92	0.641	13
		Total	105	3.61	0.766	17
112	I find the meaning of the English vocabulary by separating the words into parts as I understand	A	45	3.56	0.755	21
		B	25	3.44	0.712	18
		C	22	3.50	0.802	18
		D	13	3.46	0.776	17
		Total	105	3.50	0.748	20
13	I summarize the information that I heard or read in English to practice	A	45	3.56	0.693	22
		B	25	3.32	0.627	22
		C	22	3.32	0.780	23
		D	13	3.46	0.519	18
		Total	105	3.44	0.678	24
14	I use guessing to understand unfamiliar English vocabulary	A	45	3.82	0.747	15
		B	25	3.32	0.627	23
		C	22	3.59	0.666	14
		D	13	3.31	0.480	23
		Total	105	3.59	0.703	18
15	I use gestures when I can't speak English	A	45	3.78	0.850	16
		B	25	3.76	0.663	14
		C	22	3.82	0.853	9
		D	13	4.15	0.689	7
		Total	105	3.83	0.790	11

Table 13 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
16	I often find other easy words to speak when I don't know the correct English vocabulary	A	45	3.93	0.809	12
		B	25	4.20	0.707	6
		C	22	3.86	0.640	8
		D	13	4.62	0.506	3
		Total	105	4.07	0.750	8
17	I often approach people who can speak English as well	A	45	3.87	0.786	14
		B	25	3.52	0.872	16
		C	22	3.59	0.666	15
		D	13	3.77	0.599	14
		Total	105	3.71	0.769	13
18	I tried to find the opportunity to use English as much as possible	A	45	4.11	0.745	4
		B	25	4.00	0.707	10
		C	22	4.09	0.684	5
		D	13	4.08	0.760	8
		Total	105	4.08	0.717	7
19	I ask the native speaker to help me correct what I said wrongly	A	45	3.69	0.848	19
		B	25	3.92	0.493	11
		C	22	3.50	0.913	17
		D	13	3.69	0.855	16
		Total	105	3.70	0.796	15
20	I practice English with friends together	A	45	3.40	1.009	24
		B	25	2.40	1.000	30
		C	22	3.18	1.097	26
		D	13	2.92	0.760	29
		Total	105	3.06	1.064	29

Table 13 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
21	I always ask questions in English	A	45	3.40	1.075	25
		B	25	2.76	0.970	28
		C	22	3.00	0.756	27
		D	13	3.31	0.630	22
		Total	105	3.15	0.969	27
22	I tried to learn the culture of native speakers	A	45	3.33	0.769	26
		B	25	3.76	0.723	13
		C	22	3.55	0.912	16
		D	13	3.31	0.480	24
		Total	105	3.48	0.773	23
23	I practice using the English language by myself	A	45	3.96	0.878	10
		B	25	4.52	0.770	2
		C	22	4.41	0.666	1
		D	13	4.31	0.480	4
		Total	105	4.23	0.800	4
24	I use playing games to practice English	A	45	4.09	0.949	5
		B	25	4.48	0.653	3
		C	22	3.64	1.177	11
		D	13	2.85	0.899	30
		Total	105	3.93	1.049	9
25	I use social media channels such as Youtube to practice English	A	45	4.47	0.991	2
		B	25	4.28	0.614	4
		C	22	4.18	0.733	4
		D	13	4.85	0.376	2
		Total	105	4.41	0.817	3

Table 13 (Continued)

NO.	QUESTIONS	GPA	N	Mean	SD	Rank
26	I studied with tutor who is native speaker	A	45	3.96	1.127	11
		B	25	3.28	0.980	25
		C	22	3.32	0.894	25
		D	13	3.15	0.689	26
		Total	105	3.56	1.046	22
27	I always listen to English songs	A	45	4.47	0.869	3
		B	25	4.64	0.638	1
		C	22	4.23	0.973	2
		D	13	4.23	0.725	6
		Total	105	4.43	0.830	2
28	I went abroad to practice English	A	45	3.07	1.529	28
		B	25	3.32	0.945	24
		C	22	2.45	1.371	30
		D	13	3.15	0.899	25
		Total	105	3.01	1.326	30
29	I read English magazines or newspapers	A	45	2.91	1.044	30
		B	25	3.40	0.707	19
		C	22	3.00	0.873	28
		D	13	4.31	0.630	5
		Total	105	3.24	0.986	25
30	I always sing English song	A	45	4.04	0.928	7
		B	25	4.12	0.833	7
		C	22	4.18	0.853	3
		D	13	4.00	0.707	9
		Total	105	4.09	0.856	5

The table 13 has shown that English major students at Bangkok University by Grade Point Average (GPA) ranked “I always watch movie in English version (Mean = 4.44)” as the most important level of usage of proficient English major students in speaking English. On the other hand, they ranked “I went abroad to practice English (Mean = 3.01)” as the least important level of usage of proficient English major students in speaking English.

#### 4. To analyze and recommend the most applicable techniques to improve English speaking skills.

Table 14 the most applicable techniques to improve English speaking skills of Thai English Learners and English major students

Thai English Learners	Srinakarinwirot University	Rajamangala University of Technology Thanyaburi	Bangkok University
I tried to find the opportunity to use English as much as possible	I always watch movie in English version	I use social media channels such as Youtube to practice English	I always listen to English songs
I practice using the English language by myself	I use social media channels such as Youtube to practice English	I always watch movie in English version	I always watch movie in English version
I use social media channels such as Youtube to practice English			

The table 14 has shown that the most applicable techniques to improve English speaking skills of Thai English Learners are “I tried to find the opportunity to use English as much as possible”, “I practice using the English language by myself” and “I use social media channels such as Youtube to practice English”. For the most applicable techniques to improve English speaking skills of English major students at Srinakarinwirot University are “I always watch movie in English version” and “I use social media channels such as Youtube to practice English”. For the most applicable techniques to improve English speaking skills of English major students at Rajamangala University of Technology Thanyaburi are “I use social media channels such as Youtube to practice English” and “I always watch movie in English version”. For the most applicable techniques to improve English speaking skills of English major students at Bangkok University are “I always listen to English songs” and “I always watch movie in English version”.



## CHAPTER 5

### CONCLUSION AND DISCUSSION

This chapter details the summary of the research, conclusion and discussion of the finding. Furthermore, the recommendation is also presented.

This study aimed to investigate the applied techniques use by accomplishing Thai English Learners in speaking English and Students in English major at Srinakarinwirot University, Rajamangala University of Technology Thanyaburi and Bangkok University.

#### 1. Summary of the Research

##### 1.1 Significance of the study

This study aimed to investigate the applied techniques used by accomplishing Thai English Learners and the applied techniques used by proficient English major students. The finding of the study may provide important information investigating the technique.

##### 1.2 Population and Sample

Three of accomplishing Thai English Learners selected purposive sampling groups were used. This is a guarantee of the suitability to provide information for research. Three of accomplishing Thai English Learners are study in English in Thailand as a Foreign Language, Thai citizen with both Thai parents, study in Thailand educational system, never studied abroad, has considerable English speaking ability, have works/publication and reputation in the field of English skill.

This research study aimed to create the instrument by questionnaire for proficient English major at Srinakarinwirot University, Rajamangala University of Technology Thanyaburi, Bangkok University. There will be 246 participants selected via purposive sampling based on 4<sup>th</sup> year English major students. The reason of selecting this university is to cover the main three university criteria in Thailand: Top government university, technological university and private university.



### 1.3 Research Methodology

The researcher used both of qualitative and quantitative method to gather and clarify data within a case study. In order to be able to evidently answer the research questions, the researcher utilized a modified descriptive questionnaire.

### 1.4 Research Instruments

The researcher used two phases to collect the data for this study. The first phase was the qualitative phase instrument that is a self-constructed interview questions designed to address the objectives of the study to know the applied techniques used by accomplishing Thai English Learners. The second phase is based on the outcome from the interview. The researchers self-constructed questionnaire will be based on the key characteristics of the speaking techniques that researcher gets from key informant. The scores were calculated by summing up the scores for each item.

### 1.5 Data Collection and Analysis

The qualitative data will be mainly analyzed using Collaizi's Method thereby starting with transcriptions, identification of significant statement, formulation of meaning theming and clustering.

The quantitative tool was analyze using descriptive statistics to identify mean (  $\bar{x}$  ) and standard deviation (SD) while inferential statistics will be used to determine the relationship between the applied techniques used by successful EFL learners and the demographic information of English major students.

## 2. Conclusion

### 2.1 What are the applied techniques used by accomplishing Thai English Learners in speaking English

Thai English Learners have many techniques. For the most techniques are tried to find the opportunity to use English as much as possible, practice using the English language by myself and use social media channels such as Youtube to practice English.

## **2.2 What is a study on the level of usage of proficient English major students in speaking English based on the self-constructed questionnaire and their demographic information in term of Gender and Grade Point Average**

For Srinakarinwirot University's English major male students are always watch movie in English version as the most important level of usage of proficient English major students in speaking English. On the other hand, Srinakarinwirot University's English major female students use social media channels such as Youtube to practice English as the most important level of usage of proficient English major students in speaking English.

For Rajamangala University of Technology Thanyaburi's English major male students use social media channels such as Youtube to practice English as the most important level of usage of proficient English major students in speaking English. On the other hand, Rajamangala University of Technology Thanyaburi's English major female students are always watch movie in English version as the most important level of usage of proficient English major students in speaking English.

For Bangkok University's English major male students are always listen to English songs as the most important level of usage of proficient English major students in speaking English. On the other hand, Bangkok University's English major female students are always watch movie in English version as the most important level of usage of proficient English major students in speaking English.

## **2.3 What are the most applicable techniques to improve English speaking skills of Thai English Learners and English major students**

The result of the most applicable techniques to improve English speaking skills of Thai English Learners are tried to find the opportunity to use English as much as possible, practice using the English language by myself and use social media channels such as Youtube to practice English. For the result of the most applicable techniques to improve English speaking skills of English major students are watch movie in English version and use social media channels such as Youtube to practice English.

### 3. Discussion of the Research Findings

#### 3.1 What are the applied techniques used by accomplishing Thai English Learners in speaking English

As result of the study that Thai English learners have many techniques as always watch movie in English version, listen to English songs, I tried to speak as same as native speaker, practice using the English language by myself, tried to find the opportunity to use English as much as possible, find the meaning of the English vocabulary by separating the words into parts as I understand, use social media channels such as Youtube to practice English, use gestures when I can't speak English, summarize the information that I heard or read in English to practice, read English books every day to review and practice, speak English on the mirror including approach people who can speak English as well. But for the most techniques are tried to find the opportunity to use English as much as possible, practice using the English language by myself and use social media channels such as Youtube to practice English.

#### 3.2 What is a study on the level of usage of proficient English major students in speaking English based on the self-constructed questionnaire and their demographic information in term of Gender and Grade Point Average

And the result of this study from Gender of English major students in each University have different techniques in speaking English. Accordingly, Šafranĳ (2013) Sex differences in strategy use had a profound influence. For example, compared with males, females reported significantly more frequent use of conversational strategies, reflecting social interaction.

And the result of this study from English major students who got Grade Point Average (A) are always watch movie in English version. English major students who got Grade Point Average (B) practice using the English language by myself. English major students who got Grade Point Average (C) often find other easy words to speak when I don't know the correct English vocabulary. English major students who got Grade Point Average (D) use social media channels such as Youtube to practice English.

### **3.3 What are the most applicable techniques to improve English speaking skills of Thai English Learners and English major students**

Somdee (2013) investigated Digital storytelling is a powerful technology tool in education which integrates computer technologies and the art of telling stories together. It combines texts, images, and audios into creative media of storytelling. Digital storytelling can be used as a multimedia tool in language learning to help students improve their English speaking skills by using technology to tell the story in their own words and voice.

From the result of this study from Srinakarinwirot University's English major students, Rajamangala University of Technology Thanyaburi's English major students and Bangkok University's English major students also have top techniques as same as Thai EFL Learners as always watch movie in English version, use social media channels and listen to English songs.

## **4. Recommendations**

### **For the Applied English Speaking Techniques**

1. This is era of technology so learners can use social media, TV show or Videos to improve your fluency. Choose a short part of a show and repeat it line by line. Try to match the tone, speed and even the accent. It doesn't matter if you miss a few words, the important thing is to keep talking. Try to sound just like the native speakers.

2. For teacher, when students speak incorrectly, teacher won't say wrong but you have to say "Let's speak again" or "Very good but add a little one here" as if it was encouragement. Students will have energy and happy to learn English subject.

3. Teacher should focus on students first and teach out of the box. When students are talking in English with their peers, they are happy and engaged. If they are engaged, they are motivated by themselves.

### **For Further Studies**

1. Researcher can adopt this the applied techniques used by accomplishing Thai English Learners in speaking English for another level of students or general people which are possible to have different results.

2. This research was interview only experts in English field so other researcher can interview experts in other of fields to gain more ideas about techniques in speaking English.



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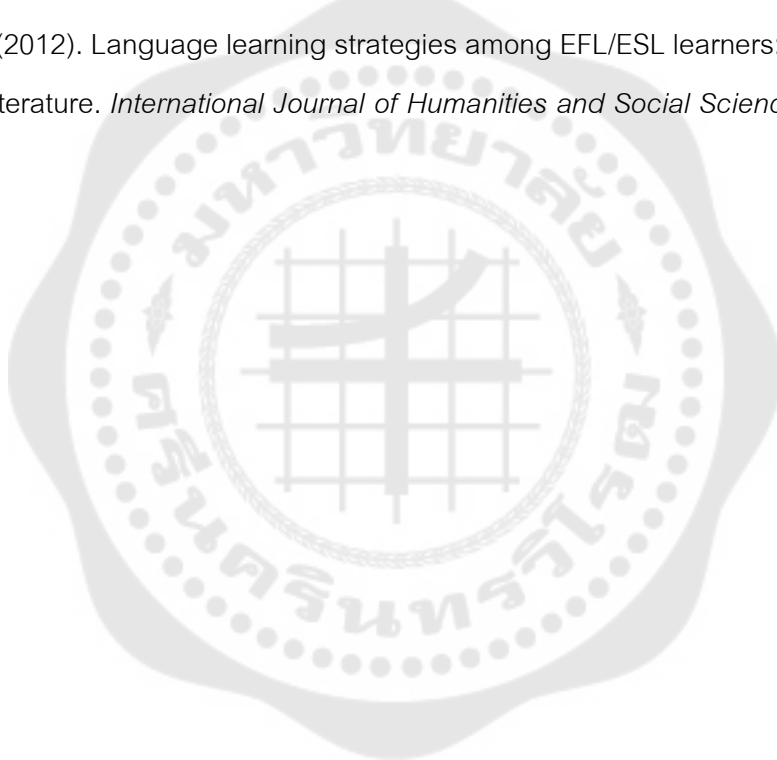
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## APPENDIX



## APPENDIX A

### Research Instruments

#### An Interview Form

#### A Questionnaire of the Study

## INTERVIEW QUESTIONS

Thesis Title: Study of the Applied English Speaking Techniques of Thai English learners  
at University

Time of Interview:

Date:

Place:

Interviewer :Thitinart Chunharat

Interviewee : Miss Natchanan Preerananarong

: Miss Sureeporn Inmueng

: Miss Buntika Ratanapasitkul

This study aims to explain the applied techniques used by accomplishing Thai English learners who success in English with conditions as study in English in Thailand as a Foreign Language, Thai citizen with both Thai parents, study in Thailand educational system, never studied abroad, has considerable English speaking ability, have works/publication and reputation in the field of English skill.

### Interview Questions

1. How did you learn English?
2. What was your first impression with English language?
3. What was your inspiration or starting point in learning English?
4. How do you practice or what are your techniques that makes you reach you proficiency level now?
5. What were the challenges you encountered in learning English?
6. What qualification do you think a person should have in order to be proficient in English?
7. What is your advice to university students and aspiring English learners in this generation?
8. What technology you think can best help students to learn English?
9. What is your advice for young teachers to do in order to motivate their students?
10. How to speak English Fluently?

## QUESTIONNAIRE FORM

Thesis Title: Study of the Applied English Speaking Techniques of Thai English learners  
at University

The purpose of this questionnaire is to study the most frequently use English communication techniques of 4th year undergraduate students. The data that will be mainly used for academic purposes and for the improvement of teaching and learning.

*There are no right or wrong answers.* All responses will be treated with care and be kept confidentially. Please read very carefully each item-question.

Your participation of this study is highly appreciated.

The questionnaire is divided into 3 parts as follows:

Part 1: Profile of the Respondents

Part 2: English Communication Techniques

Part 3: Suggestions and Comments

## Part 1: Profile of the Respondents

Please write the answer

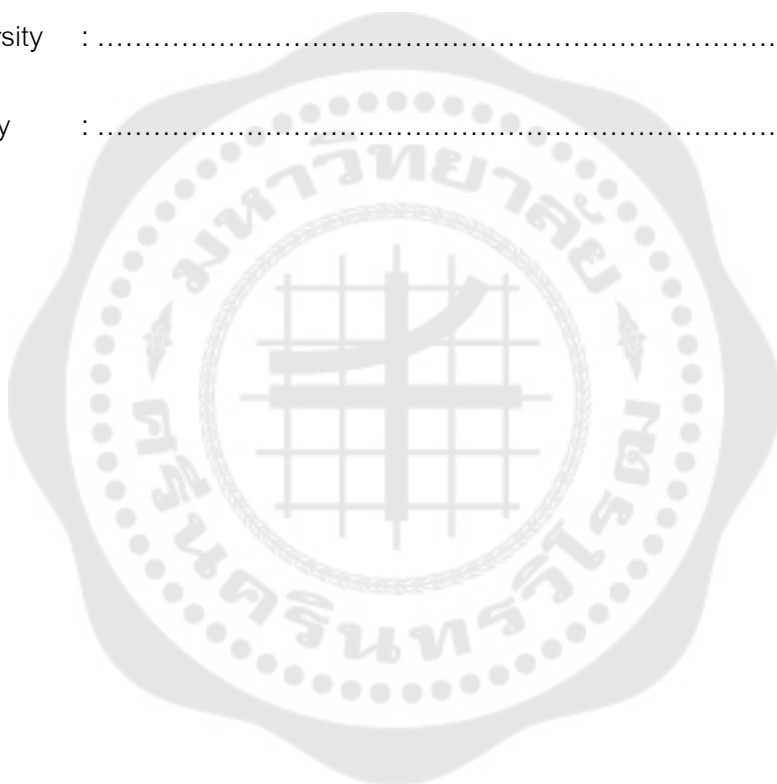
1. Gender : .....

2. Age : .....

3. English subject GPA : .....

4. University : .....

5. Faculty : .....



## Part 2: English Communication Techniques

**Directions:** Please check (/) the column on how often you use English communication techniques

**Scale:** (5) Always (4) Often times (3) Sometimes (2) Rarely (1) Never

NO.	QUESTIONS	5	4	3	2	1
1	I always use new words in the sentence. This way can help me to remember that word					
2	I used the way to link the sounds of new words with images in the imagination or pictures of that word that can help me to remember					
3	I speak English on the mirror					
4	I read English books every day to review and practice					
5	I used the way to remember words from paper, boards or road signs					
6	I tried to speak new English words many times					
7	I tried to speak as same as native speaker					
8	I always watch TV programs in English version					
9	I always watch movie in English version					
10	I always use google translation					
11	I write the letter or report in English					
12	I find the meaning of the English vocabulary by separating the words into parts as I understand					
13	I summarize the information that I heard or read in English to practice					
14	I use guessing to understand unfamiliar English vocabulary					
15	I use gestures when I can't speak English					
16	I often find other easy words to speak when I don't know the correct English vocabulary					
17	I often approach people who can speak English as well					

NO.	QUESTIONS	5	4	3	2	1
18	I tried to find the opportunity to use English as much as possible					
19	I ask the native speaker to help me correct what I said wrongly					
20	I practice English with friends together					
21	I always ask questions in English					
22	I tried to learn the culture of native speakers					
23	I practice using the English language by myself					
24	I use playing games to practice English					
25	I use social media channels such as Youtube to practice English					
26	I studied with tutor who is native speaker					
27	I always listen to English songs					
28	I went abroad to practice English					
29	I read English magazines or newspapers					
30	I always sing English song					

### Part 3: Suggestions and Comments

Please write any suggestions based on your opinion.

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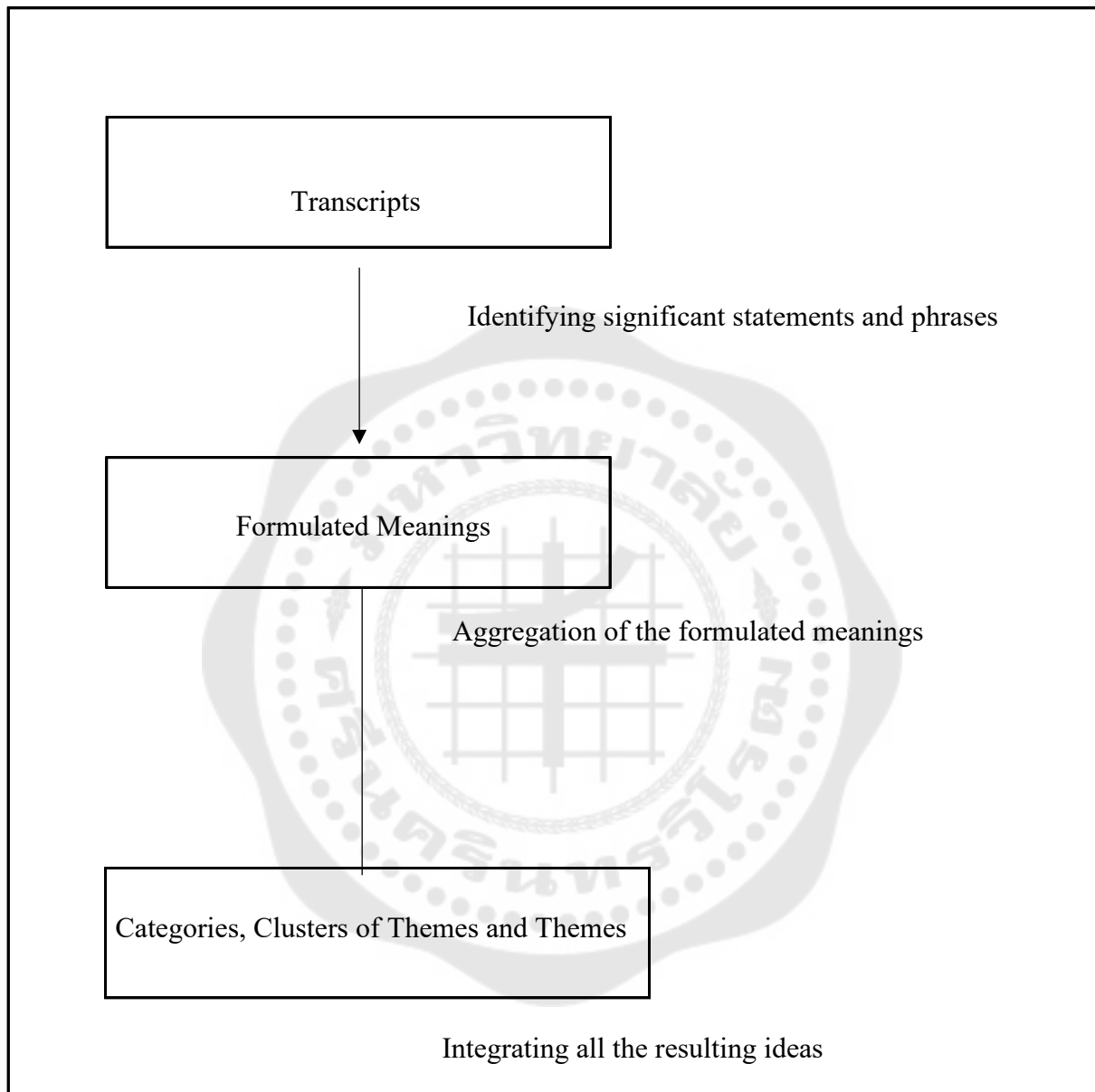




## APPENDIX B

A summary of Colaizzi's strategy

The process of descriptive phenomenological data analysis created by Colaizzi (1978).



A summary of Colaizzi's strategy for phenomenological data analysis.

The previous steps were employed and confirmed by researcher as follow:

#### Step one

Each transcript was read several times to gain a sense of the whole content. During this stage, any thoughts, feelings, and ideas that arose by the researcher due to previous work with experts were add to the bracketing diary. This helped to explore the phenomenon as experienced by participants themselves.

#### Step two

Meaning were formulated from the significant statements. Each underlying meaning was coded in one category as they reflect an exhaustive description. Researcher compared the formulated meanings with the original meaning maintaining the consistency of descriptions.

#### Step three

After having an agreement toward all formulated meanings, the process of grouping all these formulated meanings into categories that reflect a unique structure of clusters of themes was initiated. Each cluster of themes was coded to include all formulated meanings related to that group of meanings. After that, groups of clusters of themes that reflect a particular vision issue were incorporated together to form a distinctive construct of theme.

Table: Examples of Significant Statements.

Significant Statements	Transcript No.	Page No.	Lines No.
<p><i><u>I'm watching movies and listening to music in English.</u></i></p> <p><i>I will press "pause" and move the mouth to follow them and grammar will gradually come in."</i></p>	1	17	15
<p><i><u>"I summarize the information that I heard or read in English to practice. I always rewrite and doing exercise. I practice using English by myself and sometimes I speak English on the mirror.</u></i></p> <p><i>After I graduated, My first job is worked in foreigner's company so I tried to find the opportunity to use English as much as possible without grammar."</i></p>	2	19	25
<p><i>"I was <u>watching Youtube videos from many creators</u> and I also started to <u>watch movies in English</u>, mostly with Thai subtitles because I didn't know a whole lot of words back then. I also began to <u>listen to music in English.</u>"</i></p>	3	21	10

Table: Examples of the Process of Creating Formulated Meaning from Significant Statements.

Significant Statements	Formulated Meanings
<i>I'm watching movies and listening to music in English. I will press "pause" and move the mouth to follow them and grammar will gradually come in."</i>	Students should move their mouth to follow the movie or music.
<i>"I summarize the information that I heard or read in English to practice. I always rewrite and doing exercise."</i>	Summarize and rewrite the information that you heard can be the way to practice.
<i>"I practice using English by myself and sometimes I speak English on the mirror."</i>	Students can practice by themselves Everywhere.
<i>"Nowadays, Facebook, Twitter, Instagram and Youtube are an easy way to practice English."</i>	Now, Social media must have on factor number 5 of people.
<i>"I like reading in English to review and practice. So you can do the way that I do to improve your skill."</i>	Reading and speak out are reviewed and improve speaking skill.

Table: Examples of How the First Theme “The Applied English Speaking Techniques” Was Constructed From Different Clusters of Themes and Formulated Meanings.

Examples of Formulated Meanings	Theme Clusters
I speak English on the mirror	Self - Learning
I read English books every day to review and practice	
I practice using the English language by myself	
I read English books every day to review and practice	
I summarize the information that I heard or read in English to practice	
I used the way to remember words from paper, boards or road signs	Out of home
I often approach people who can speak English as well	
I tried to find the opportunity to use English as much as possible	
I always watch TV programs in English version	Social & Multimedia
I use playing games to practice English	
I use social media channels such as Youtube to practice English	
I always listen to English songs	
I always sing English song	
I always watch movie in English version	

Table: The Final Thematic Map

First Theme:	Second Theme:
The Applied English Speaking Techniques within equipment	The Applied English Speaking Techniques without equipment
watch TV programs in English version	practice using the English language by myself
playing games to practice English	tried to speak new English words many times
social media channels	tried to speak as same as native speaker
listen to English songs	approach people who can speak English
sing English song	tried to find the opportunity to use English
watch movie in English version	



## APPENDIX C

### List of Experts



The Experts who assessed the instruments of the study

1. Assoc.Prof.Dr. Pratin Klaynark

Lecturer, Faculty of Education Silpakorn University

2. Assist.Prof.Dr. Baramee Kheovichai

Lecturer, Faculty of Arts Silpakorn University

3. Assist.Prof.Dr. Suneeta Kositchaivat

Lecturer, Faculty of Education Silpakorn University





## APPENDIX D

### Letter of Consent

ที่ ศธ 6918/ ๒๖๖



บัณฑิตวิทยาลัย  
มหาวิทยาลัยศรีนครินทรวิโรฒ  
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๒๖ กุมภาพันธ์ 2562

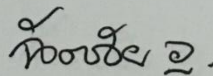
เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ  
เรียน รองศาสตราจารย์ ดร.ประทีป คล้ายนาค

เนื่องด้วย นางสาวฐิตินาถ ชุณหรัตน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ ปรินิพนธ์เรื่อง "What Really Works? A Study on the Applied English Speaking Techniques of Thai English Learners" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาปรินิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจแบบสัมภาษณ์เทคนิคการสื่อสาร ภาษาอังกฤษ และแบบสอบถามเทคนิคการสื่อสารภาษาอังกฤษ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับ ท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

จึงเรียนมาเพื่อขอความอนุเคราะห์เป็นผู้เชี่ยวชาญให้ นางสาวฐิตินาถ ชุณหรัตน์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ



(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)  
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 085 505 7456

ที่ ศธ 6918/422



บัณฑิตวิทยาลัย  
มหาวิทยาลัยศรีนครินทรวิโรฒ  
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

27 กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ  
เรียน ผู้ช่วยศาสตราจารย์ ดร.สุนิศา โฆษิตชัยวัฒน์

เนื่องด้วย นางสาวฐิตินาถ ชุณหรัตน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ วิทยานิพนธ์เรื่อง "What Really Works? A Study on the Applied English Speaking Techniques of Thai English Learners" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบสัมภาษณ์เทคนิคการสื่อสาร ภาษาอังกฤษ และแบบสอบถามเทคนิคการสื่อสารภาษาอังกฤษ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับ ท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

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ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)  
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 085 505 7456

ที่ ศร 6918/ ๕๑๑



บัณฑิตวิทยาลัย  
มหาวิทยาลัยศรีนครินทรวิโรฒ  
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๖๖ กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญ  
เรียน ผู้ช่วยศาสตราจารย์ ดร.บารมี เขียววิชัย

เนื่องด้วย นางสาวฐิตินาถ ชุณหรัตน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษา และการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ ปรินญาณินพนธ์เรื่อง "What Really Works? A Study on the Applied English Speaking Techniques of Thai English Learners" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาปรินญาณินพนธ์

ในการนี้ บัณฑิตวิทยาลัยขอเรียนเชิญท่านเป็นผู้เชี่ยวชาญตรวจแบบสัมภาษณ์เทคนิคการสื่อสาร ภาษาอังกฤษ และแบบสอบถามเทคนิคการสื่อสารภาษาอังกฤษ ทั้งนี้ นิสิตได้ติดต่อประสานงานเบื้องต้นกับ ท่านแล้ว และจะประสานงานในรายละเอียดดังกล่าวต่อไป

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ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)  
คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 085 505 7456





หนังสือยืนยันการยกเว้นการรับรอง  
คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์  
มหาวิทยาลัยศรีนครินทรวิโรฒ

(เอกสารนี้เพื่อแสดงว่าคณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ ได้พิจารณาโครงการวิจัยนี้)

ชื่อโครงการวิจัย : การศึกษาเทคนิคในการสื่อสารภาษาอังกฤษของผู้เรียนภาษาอังกฤษ  
ชื่อหัวหน้าโครงการวิจัย : นางสาวฐิตินาถ ขุนหรัตน์  
หน่วยงานต้นสังกัด : บัณฑิตวิทยาลัย  
รหัสโครงการวิจัย : SWUEC-G-017/2562X

โครงการวิจัยนี้เป็นโครงการวิจัยที่เข้าข่ายยกเว้น (Research with Exemption from SWUEC)

วันที่ยืนยัน : 7 มีนาคม 2562

ยืนยันโดย : คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์  
มหาวิทยาลัยศรีนครินทรวิโรฒ

คณะกรรมการจริยธรรมสำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์ มหาวิทยาลัยศรีนครินทรวิโรฒ ดำเนินการรับรองโครงการวิจัยตามแนวทางหลักจริยธรรมการวิจัยในคนที่เป็นสากล ได้แก่ Declaration of Helsinki, the Belmont Report, CIOMS Guidelines และ the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

ออกให้ ณ วันที่ 22 มีนาคม 2562

ลงชื่อ.....  
(ผู้ช่วยศาสตราจารย์ ดร. ทนตแพทย์หญิงณปภา เอี่ยมจิตรกุล)  
กรรมการและเลขานุการคณะกรรมการจริยธรรม  
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

ลงชื่อ.....  
(แพทย์หญิงสุรีพร ภัทรสุวรรณ)  
ประธานคณะกรรมการจริยธรรม  
สำหรับพิจารณาโครงการวิจัยที่ทำในมนุษย์

หมายเลขรับรอง : SWUEC/X/G-017/2562

ที่ ศธ 6918/ 411



บัณฑิตวิทยาลัย  
มหาวิทยาลัยศรีนครินทรวิโรฒ  
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๙๙ กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน คณบดีคณะมนุษยศาสตร์และการจัดการการท่องเที่ยว มหาวิทยาลัยกรุงเทพ

เนื่องด้วย นางสาวฐิตินาถ ชุณหรัตน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ (วิทยาการการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำปริญญานิพนธ์เรื่อง "What Really Works? A Study on the Applied English Speaking Techniques of Thai English Learners" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาปริญญานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง "The Applied English Speaking Techniques" กับนักศึกษาระดับปริญญาตรีชั้นปีที่ 4 คณะมนุษยศาสตร์และการจัดการการท่องเที่ยว สาขาวิชาภาษาอังกฤษ และสาขา International Tourism Management จำนวน 50 คน / สาขา โดยขอใช้สถานที่ห้องเรียนคณะมนุษยศาสตร์และการจัดการการท่องเที่ยว สาขาวิชาภาษาอังกฤษ และสาขา International Tourism Management ในเดือนมีนาคม 2562 ถึงเดือนพฤษภาคม 2562 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 085 505 7456

ที่ ศธ 6918/ 4๒๒



บัณฑิตวิทยาลัย  
มหาวิทยาลัยศรีนครินทรวิโรฒ  
สุขุมวิท 23 เขตวัฒนา กรุงเทพฯ 10110

๒๗ กุมภาพันธ์ 2562

เรื่อง ขออนุญาตเผยแพร่เก็บข้อมูลเพื่อการวิจัย  
เรียน คณะศิลปศาสตร์ มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี

เนื่องด้วย นางสาวฐิตินาถ ชุณหรัตน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและ  
การจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำ  
วิทยานิพนธ์เรื่อง "What Really Works? A Study on the Applied English Speaking Techniques of  
Thai English Learners" โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขออนุญาตเผยแพร่เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง "The Applied English  
Speaking Techniques" กับนักศึกษาระดับปริญญาตรีชั้นปีที่ 4 คณะศิลปศาสตร์ สาขาวิชาภาษาอังกฤษเพื่อ  
การสื่อสาร และสาขาวิชาการท่องเที่ยวและการโรงแรม โดยขอใช้สถานที่ห้องเรียนคณะศิลปศาสตร์ สาขาวิชา  
ภาษาอังกฤษเพื่อการสื่อสาร และสาขาวิชาการท่องเที่ยวและการโรงแรม จำนวน 50 คน / สาขา  
ในเดือนมีนาคม 2562 ถึงเดือนพฤษภาคม 2562 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าว

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ นายแพทย์ฉัตรชัย เอกปัญญาสกุล)

คณบดีบัณฑิตวิทยาลัย

สำนักงานคณบดีบัณฑิตวิทยาลัย

โทร. 0 2649 5064

หมายเหตุ : สอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 085 505 7456





## บันทึกข้อความ

ส่วนงาน งานบริหารและธุรการ บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ โทร. 12414

ที่ ศร 6918/ 411

วันที่ ๑๖ กุมภาพันธ์ 2562

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน คณบดีคณะศึกษาศาสตร์

เนื่องด้วย นางสาวฐิตินาถ ชุณหรัตน์ นิสิตระดับปริญญาโท สาขาวิชาวิทยาการทางการศึกษาและการจัดการเรียนรู้ (วิทยาการจัดการเรียนรู้ภาษาอังกฤษ) มหาวิทยาลัยศรีนครินทรวิโรฒ ได้รับอนุมัติให้ทำวิทยานิพนธ์เรื่อง “What Really Works? A Study on the Applied English Speaking Techniques of Thai English Learners” โดยมี อาจารย์ ดร.ลอเรนซ์ ฮอนคิส พลาตัน เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการนี้ นิสิตขอความอนุเคราะห์เก็บข้อมูล โดยใช้แบบสอบถาม เรื่อง “The Applied English Speaking Techniques” กับนิสิตระดับปริญญาตรีชั้นปีที่ 4 คณะศึกษาศาสตร์ สาขาวิชาภาษาอังกฤษ จำนวน 50 คน โดยขอใช้สถานที่ห้องเรียนคณะศึกษาศาสตร์ สาขาวิชาภาษาอังกฤษ ในเดือนมีนาคม 2562 ถึงเดือนพฤษภาคม 2562 ทั้งนี้ นิสิตจะเป็นผู้ประสานงานในรายละเอียดดังกล่าว และสอบถามข้อมูลเพิ่มเติมกรุณาติดต่อ นิสิต โทรศัพท์ 085 505 7456

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์ และขอขอบคุณเป็นอย่างสูงมา ณ โอกาสนี้

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