



A STUDY OF ENGLISH COMMUNICATION AS A SECOND
LANGUAGE OF THE SECOND YEAR STUDENTS OF
BANSOMDEJCHAOPRAYA RAJABHATUNIVERSITY

MRS. ANITAMONGKOL SOMKITTIKANON

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

Graduate School
Mahachulalongkornrajavidyalaya University
Bangkok, Thailand
C.E. 2016



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The Graduate School of Mahachulalongkornrajavidyalaya University has approved this Thesis of “A Study of English Communication as a Secondlanguage of 2nd Yearstudents at BansomdejchaoprayaRajabhat University” in partial fulfilment of the requirement for the degree of Master of Arts in English (International program).

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Abstract

The purposes of the study are: 1) to study the level of students in English Communication and English language skills of the students of Bansomdejchaopraya Rajabhat University through the teachings methods and techniques; 2) to study the improvement of the students from low level to upper level in English language studies and make a perfect in communication; and 3) to study of the second year students perception after receiving the teaching from the teacher in communication. The study was a quantitative research in nature. The population of the study were totally 100 divided into 85 foreign students and 15 Thai students who studied in the second year of the English program at Bansomdejchaopraya Rajabhat University in the academic year 2015. The samples of the study included totally 50 students divided into 41 foreign students and 9 Thai students got by the purposive sampling method. Statistics for analyzing data included Percentage, Mean and Standard Deviation (S.D.).

The findings of the study were found as follows:

1. The four techniques that teachers have been using teaching English which is consisted of listening, speaking, reading and writing. In addition, there are Sq 3R mean survey, question, reading, recite and review.

2. The second year students at the Bansomdejchaopraya Rajabhat University are able to learn and understand as well dealing with their teacher's techniques according to interview and participant observation.

3. The suggestion of causes for English teaching techniques of the second year students at the Bansomdejchaopraya Rajabhat University adapts the material or

books according to the real situations the second is learnt from speaking imitating and reading as well as writing.

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LIST OF ABBREVIATION AND SYMBOLS

S'	=	Singular
's	=	plural
,	=	Comma
“or”	=	Quotation Marks
:	=	Colon
.	=	Period Full Stop
;	=	Semicolon
()	=	Parentheses or Round Brackets
-	=	Dash or Hyphen
/	=	Slash or Forward Slash

CHAPTER I

INTRODUCTION

1.1 Background and Significance of the Problem

In the age of globalization, English is an international medium which is the most important language for communication. It is acknowledged that English is the predominant language in the world of communication because it is widely used every corner of the world. An approximately, 670 million people around the world used English, both native and non-nativespeakers¹ The important of English is what it is used for, not just the fact that there are many people speaking the language. The world news and information are presented in English as the major language.² Thus, one who has a good command of English has first chance to gain in the information of the world events. Likewise, Maley contends that English is the major language of knowledge inquiry in term of science, commercial activities, international diplomacy, international agencies, the media, tourism, the internet, and global publishing. Nowadays, the majority of information which is surrounding us involves English, that's why it affects our daily life for transferring resource for develop all aspects of information and knowledge from one to other foreign societies, regions countries and continents.³

As mentioned earlier, countries are being developed with technological advancement. Learning English becomes a crucial impetus to drive them to reaching the international agenda in terms of economy, politics, as well as education. In this way, English study is a critical way to qualitatively develop the human resource for developing the country because nowadays it is the age of information technology which requires English as an international medium for the access to learning sources. Without English skills, it is like climbing a great wall to absorb the latest information from different disciplines. Being aware of the influential language, the communicative approach is more emphasized for teaching English in the second year students Bansomdejchaopraya Rajabhat Universitysyllabusin Thailand. More importantly, to

¹ D. Cry, **English as a Global language**. Cambridge: Cambridge University Press, 1997.

² K. Kitao, Why do we teach English ? **The internet TESL Journal**, 2(4), (December 25, 2003), (online). Resource:<http://iteslj.org/agrticles/Kitao-why Teach.html>. (20 August, 2015)

³ A. Maley, **The Future of English: The English Teacher**. 3(2), Pp. 66-72.

realize the importance of English for communication, English is classified as the first foreign language for Thai students to learn in school.⁴ Especially, the second year students who have right and liberties in education. At this point, it aims to study English teaching techniques having an effect on learning skills of the second year students at the Bansomdejchaopraya Rajabhat University in Thailand.

English Language is an international 670 million people around the world used English, both native and non-native speant Language of the world and also second language for communication. Thailand is .1kerthe one of the Asian Country and the Asean group member. English language is the base for communication and to get the knowledge from other Countries, to progress the knowledge of Science and Technology, Social and cultural, philosophy and the Religion, for develop the business relationship So, English language is the most important for Thai Society. Thai education ministry is developing the status of the English communication knowledge through the Schools and through the universities. Bansomdejchaopraya Rajabhat University is one of the famous and oldest university of Thailand and still active to develop the English communication courses for the students. English as a foreign language cannot linguistically functions as a Second Language. What is expected of a English is a second language of learner:

To help the students in maintaining personal relations with the linguistic group

1. To help the student to carry on the social and cultural activities.
2. To help students to feel improvement of speaking with a group or may be the nation.
3. Encourage them to develop their reading, writing, vocabulary, and grammatical knowledge, and linguistic knowledge to better communicate.

Bansomdejchaopraya Rajabhat Uniersity is lacated in Itsaraphaph Soi 15, Thonburi, Bangkok, Thailand. Somdejchaophraya Barom Maha Sri Suryawongwasestablished the significant contributions to the prosperity of Thailand. He is the great inspirational figure for everyone in Bansomdejchaopraya Rajabhat University, There are all main faculties Humanities, Science and technology, Management, Bachelor of Education, Music and Traditional Thai Dance. All faculties have English program for the students. All departments aim is improving English as a second language for all students of Bansomdejchopraya Rajabhat University.⁵

⁴Educational Techniques Department, **Content and Standard in learning** (The English Subject Learning Group). Bangkok: Ministry of Education, 2002.

⁵(Online). Resource:<http://www.bsru.ac.th> (20 August, 2015)

According to D.A. Wilkins, “the common element in those situations which are usually called Second Language situations which are usually called second Language situations is that the language being learnt (the Target Language) is not the Mother Tongue (the Second Language of any group within the country but that it does have some internal, special function”.

Learning a Second Language is defined as “acquiring the ability to use its structure within a general vocabulary under essentially the conditions of normal communication among native speakers at conversational speed”.

According to Brian Harrison, English as a foreign Language or Second Language means precisely that English is a Foreign Language, not used for any national purpose, but used for international purposes.

At the present time English Language study brings to progress and demerits of the various English Teaching methods namely the Direct and the Audio Lingual method, in addition to that the study gives definitions of the terms used it also provides a scientific analysis of the data and the outcomes resulting from it. Teachers use different methods for Teaching English at Bansomdejchaopraya Rajabhat University. There are various reasons for the spread of English Communication far and wide. English is the second leading language of the world. English is spoken listened to read written and broadcast by almost all nations of the world. It is native tongue of the people of the London, the USA, Canada, Australia and New Zealand. For the rest of the world it is either second or Foreign Language. Even china, Japan, Thailand encourage for English Communication.

The Present President of the Bansomdejchaopraya Rajabhat University Mrs. Linda Genma is considering to open new International English program and giving a support, new ideas to all departments to develop a English study skill and try to contact with other countries to open a new project to civilize the English language studies and departments. According to research A Study of English Communication of 2nd year students at Bansomdejchopraya Rajabhat University.⁶

Researcher focused on developing the English Communication Skills, try to know student’s problems in learning English, difficulties in English teaching and learning and try to find New sources to improve English language knowledge. Overall finding a solutions to develop students in the class and make them to be able for perfect not only to learn the English language but also to perfect communicate with others.

⁶
Ibid.

We are surviving in the World of Science and Technology, day by day developing the information technology students can be easily develop their English language through the social media like a TV, News Papers, internet, etc.

Teachers can use many sources to teach students in the class and student can be solve their problems easily only need to support and encourage them to develop their English Language Communication. It's very important to lean English to the progress and development in the fields of scientific research, technology, engineering, medicine, agriculture, commerce, business management, industry, art and literature.

The quality of higher education at the Bansomdejchaopraya Rajabhat University if we found out the students ability the truth will be found out only 1.50 % percent students of university good communicate, linguistically students are not able to communicate, pupil may have advantages which they do not deserve and who have ability in other subjects like a mathematics science, management or sociology, philosophy or political, History etc , may they suffer because they are weak in English language and cannot use effectively as the English medium for the subject. May they good at their English study skill, students may suffer because their English language is weak English medium should content of a courses. Now the problem is how to make students able to study English and to communicate in English. Higher education of learning system of the Bansomdejchaopraya Rajabhat University provides various learning aids, like audio, video, compact discs, language laboratories, libraries, the Television and the computers, the teacher of English must train the learner in using the English language and make positive attitude and positive result.

In the Bansomdejchaopraya Rajabhat University all English Program's Professors and Students are attending International Seminars, Conferences in other native countries for improve the Communication skills every year. Researcher found that English Language is the multi-lingual delegates had only one common English language to communicate.

Now a days English language trade, commerce and administration of the Thailand, not only Thailand but all other Eastern countries also. Education Commission of the Thailand forced on the most of the universities instruct An International English language program for much better knowledge of the world. English language communication and learning for the students. The President of the Bansomdejchaopraya Rajabhat University's aim to progress the English Language study and development in the field of Science Research, Computer Technology,

Medicine, agriculture, commerce, Industry, art, culture and literature and fluently English communication.

The study of 2nd year's students shows that communication skills can be improve by using teaching methods that reading, Writing , improving vocabularies, increasing a confidence for speaking in the Class activities for English communication skills with the foreign teachers or with Thai English teachers, daily English News Papers reading or watching a English program in daily life.

For better English communication students need vocabulary and more practicing and accurate teacher's guidance not only for the 2nd year's students but also for make students perfect in the class still they completing their Bachelor degree from the university.

Researcher, therefore, is interested in English teaching techniques of the Bangkok University for the second year students. This research works concerned to improve English study and communication skills of students at Bansomdejchaopraya Rajabhat University. This research focused on Teachers teaching activities and improving students vocabulary, reading, writing, and communication, necessary to involve students in the many activities and presentation in the class teaching and learning.⁷

At the Bansomdejchaopraya Rajabhat University, there are many sources for the students to study English language study through the Thai English Teachers and Foreign teachers and university provides for the student modern teaching techniques and material and activities, so students can have many chances to improve their English study skills and better English communication. This research considered the problems of teaching and learning system and the solutions also.

There have been a few works focusing on this topic, hence the researcher is interested in the study of English communication as a second language of the second year students of Bansomdejchaopraya Rajabhat University, using the scientific method to find out the level of students in English Communication and English language skills of the students of Bansomdejchaopraya Rajabhat University through the Teachings methods and techniques for the improvement and perception after receiving the teaching from the teacher in communication.

⁷G.A. McGregor, **Teaching English as a Second Language**. Orient Longman,1982.

1.2 Objectives of the Study

1.2.1 To study the level of students in English Communication and English language skills of the students of Bansomdejchaopraya Rajabhat University through the Teachings methods and techniques

1.2.2 To study the improvement of the students from low level to upper level in English language studies and make a perfect in communication

1.2.3 To study of the second year students' perception after receiving the teaching from the teacher in communication

1.3 Statements of the Research Questions

1.3.1 This study is, therefore, designed and conducted in order to investigate how English teaching techniques having an effect on learning skills of students in English Communication and English language skills of the students of Bansomdejchaopraya Rajabhat University through the teachings methods and techniques. There are three main research questions.

1.3.2 How about English teaching techniques of teacher for statements of the research desired to know English learning communication and teaching process and questioners as mentioned in the first chapter most of the students of Bansomdejchaopraya Rajabhat University as the second year students with the lack of reading, comprehension skill, grammatical is the main problem in English communication and lack of confidence to communicate in English in the following.

- 1) What is the level and ways of communicative English learning ?
- 2) How to improve students in the class for more perfection of English language and studies ?

1.4 Scope of the Study

This research is aimed to study English teaching techniques having an effect on learning skills causing anxiety in English communication as a second language of 2nd year students at the four different parts of English usage of Bansomdejchaopraya Rajabhat University, studying the English program at the Department of Foreign Languages, Faculty of Humanities and Social sciences. The study is divided into four scopes as follows:

1.4.1 **The Scope of the Content:** It focuses on the study of English teaching techniques having an effect on learning skills of Bansomdejchaopraya Rajabhat University undergraduate students of the English program, who studying

the second year classes at the Department of Foreign Languages, Faculty of Humanities and Social sciences.

1.4.2 **The Scope of the Area:** It focuses on the second year students of the English program studying at Bansomdejchaopraya Rajabhat University.

1.4.3 **The Scope of the Population:** The population of the study includes 100 foreign and Thai students studying in the second year at the Bansomdejchaopraya Rajabhat University in the academic year 2015. The samples of the study conducted by a purposive sampling method consist of 50 students, i.e., 85 foreign students and 15 Thai students.

1.4.4 **The Scope of the Time:** The study will be completed from the month of November 2015 to the month of February 2016.

1.5 Definition of Terms used in the Study

The definitions of key terms used in the study are listed as follows:

1.5.1 **English communication:** It refers to the speaking skill which is accurate and fluent in communication English as a second language. It focuses on the following of English communication:

- 1) English grammar
- 2) English pronunciation
- 3) English vocabulary
- 4) English oral proficiency

1.5.2 **A second language:** It refers to English as a foreign language for students who are not native speakers but they have to learn English as foreign language.

1.5.3 **The second year students:** It means foreign and Thai students of the English program studying the second year at Bansomdejchaopraya Rajabhat University in the academic year of 2015.

1.5.4 **Anxiety:** It refers to unpleasant emotional condition of BSRU EFL undergraduate students.

1.5.5 **BSRU:** means Bansomdejchaopraya Rajabhat University, the headquarter located in Itsaraphab Soi 15, Itsaraphab road, Thon Buri, Bangkok 10600.

1.6 Expected Benefits

1.6.1 To know the level of students in English Communication and English language skills of the students of Bansomdejchaopraya Rajabhat University through the Teachings methods and techniques.

1.6.2 To know the level of anxiety in English communication of BSRU EFL undergraduate students at the four different parts of English usage.

1.6.3 To know the second year students' perception after receiving the teaching from the teacher in communication.

CHAPTER II

LITERATURE REVIEW AND RESEARCH WORKS CONCERNED

The related literature review is integral to the whole thesis. It is not just a routine step taken to fulfill formal requirements. A researcher needs a good literature review because it demonstrates what the most important issues are and their relevance to the work, the justification of the reason for the study and the establishment of theoretical framework and methodological focus. Therefore, majority areas of this study will be discussed as:

2.1 Concerned Theories and Ideas

2.1.1 Concepts of anxiety

2.1.2 Concepts of language anxiety

2.1.3 English Communication

2.2 Concerned Research Works

2.2.1 Relationships of language anxiety to learner variables

2.2.2 Identification of language anxiety

2.2.3 Communication

2.3 Conceptual Framework

2.1 Concerned Theories and ideas

2.1.1 Concepts of anxiety

Anxiety is generally defined by psychologists as a state of apprehension, a vague fear that is only indirectly connected with an object. As an emotional state, anxiety is related to the arousal of the limbic system. Spielberger cited that there are also definitions which relate anxiety to the autonomous system, for the limbic system is closely related to autonomous system.

The aim of the research is explore literature reviews and research work concerned from other research studies based on English for communication and a study of English Language reading writing, practice, activities, students work points. English language aim not only developing communicative competence of the students it also focus on functional and communicative aspects by methods and techniques of teaching process.

English is an Indo-European language introduced by the three Anglo-Saxon and 5th AD. It was a language spoken by just a million and a half at that time. The Norman conquest to Britain in 1066. 18th century English was still outranked by French, Latin, German, Spanish, Russian and Italian; and European academicians and Now at the present English is the second language of the world.

Carroll found that the students were generally poor at speaking and understanding the language they had been studying for four years in the universities. He also found that the time spent overseas produced results better. Dr. H.H. Stern, who has made an exhaustive survey of the worldwide development in second language English Teaching.¹²

English language is an international medium of communication. All Universities of Thailand, and Thai education system should provide accurate English learning like in India. After British India, Indian society spoke and regarded it as a token of the high status. The independent government of India adopted an English Language policy that encouraged the teaching and learning in India. Even in Thailand is the part of Asian need to more support from the universities, and education's policies and in the Bansomdejchaopraya Rajabhat University too.

As the students cannot get sufficient oral practice because of the circumstances would lack clear ideas; hence a clear communication is impossible. For example students know what to expect when study English in the class but could not express because of lack of communication in daily life.

Or no opportunities for surrounding for talk in English with friends so teacher can have best solution give them a chance for English communication such as reading is the best way for improving the accurate pronunciation. Give them a courage when they study English language can learn easily only the practicing and learning and linguistic comprehension and grammar base is so important for perfect English study skills and better communication.¹³

2.1.2 The Audio - Lingual Method

It was Nelson Brooks of Yale University who suggested the term "Audio - Lingual" for 'Aural - Oral'. This method is called 'Structural Approach' in Britain. The method emphasized speech as the primary mode of expression and was based on some of the characteristic features of linguistics and the Skinnerian model of learning, the basic tenets of which are:

¹²Carroll, **Teaching and Learning English**, (Foreign Language Ann Arbor: University of Michigan press, 1967),P 16.

¹³ibid, P 40.

- 1) Language is speech, not writing.
- 2) A language is what its native speakers say, not what someone thinks they ought to say.
- 3) Languages are different; they have similarities and differences which can be systematically studied.
- 4) Language is behavior and behavior is a matter of habit. Language learning is a mechanical skill and no intellectual process is involved in it. Because it is mechanical, the linguistic behavior can be conditioned. So, in teaching a language the teacher should follow the stimulus - response - reinforcement pattern and in language teaching there should be controlled, spaced, repetition.
- 5) Teach language, not about language.

Linguists described language in terms of certain levels: phonology, morphology and syntax. Audio Linguists believed in the separation of the skills: listening, speaking, reading and writing (LSRW) and the Audio Lingual

Method used certain practical techniques like mimicry, memorization, pattern practice and the language laboratory; it encouraged the use of dialogues and substitution tables. The underlying theoretical assumptions like a scientific approach to the study and teaching of languages, preparing materials based on frequency counts of words and structures, emphasis on selection, gradation, and presentation in a systematic manner, belief in behaviorism etc. constitute the approach.

Within an approach there can be several methods like the audio lingual and the audiovisual developed in France based on visual presentation of scenario etc. that emphasized the social use of language or even the 'bilingual method' advocated by Dodson (1967) which allowed the controlled and judicious use of the first language, the reading method, etc. They can all be brought under what has come to be known as the Structural Approach. Presentation, establishment, and classroom cultivation are matters of technique. Thus, within the broad frame of the Structural Approach, which

emphasized the teaching of vocabulary and structures in a graded sequence that has been arrived at on the basis of an objective description of the language to be learnt, several methods and techniques were advocated.

The Audio - Lingual Method is in part a reflection of the availability of audio technology during the 1950s and the structural views on language. This makes

it an improved version of the Direct Method. The most important aspects of the Audio Lingual Method are summarized by Richards and Rodgers (1986).¹⁴

1) Language teaching begins with the spoken language; the material is taught orally before it is presented in written form.

2) The target language is the language of the classroom.

3) New language points are introduced and practice situation.

4) Vocabulary selection procedures are followed to ensure that an Essential Service Vocabulary is covered.

5) Items of grammar are graded following the principle that simple forms should be taught before complex ones.

6) Reading and writing are introduced when a sufficient lexical and grammatical basis is established.

Anthropologists and linguistic scientists have carried out various researches. One of their findings reveals that the native language is always learned by an infant in spoken form first and “this led to the theory that students acquire a Foreign Language more easily if it is presented in the spoken form before the written form”. This method was developed in the US during the II World War when the Americans realized the necessity of teaching languages to their army in order to have communication with their allies or with their enemy contacts. A quick method was developed, which involved “small classes of native informants, explanation of structure by linguistic experts, and long hours of drilling and active practice with graded materials based on this analysis of structure” to give a high degree of aural - oral skill to their army.⁵ This method which was known as ‘Army Method’ later came to be known as the Audio - Lingual Method or the Aural - Oral Method. An analysis of the principles laid down and summarized by Moulton reveals that a language is learnt in its spoken form first, even before the graphic form is introduced.

This, Rivers observes, is considering the fact that an early introduction of graphic symbols can have a negative impact on the pronunciation of the Target Language as they may have some correspondence to the native language sounds. Thus, it is observed that no language in its graphic form can be introduced to the learners before it is drilled in its oral form to a certain extent.

An advantage of the written form introduced later is that sufficient emphasis can be given to correct articulation and intonation of the sounds of the Target Language. But this does not in any way convey the idea that writing is

¹⁴M. Clay, **Becoming Literate The Construction of InnerControl**, (United States, 1949), P 28.

neglected in this method. In Rivers' view, Moulton's Second principle, 'A language is a set of habits', is a result of the development of the concept of habit formation accepted. Rivers observes further that the early exponents of the Aural - Oral Method were influenced by B.F. Skinner's Operant Conditioning Theory. According to this theory, habits are reinforced with the proper reinforcement of acts. In the Aural - Oral Method, the same principle has been applied whereby learners respond to the language stimuli. Just as we respond in our native language unaware of the structure we are using, we can make the learner respond to the learn and then be made to focus on the structures used. Here also, giving appropriate stimuli necessitates responses in the Target Language.

The Aural - Oral or the Audio - Lingual Method, in contrast to the Grammar - Translation Method, does not involve the cumbersome task of learning Grammar rules and exceptions followed by a wide variety of written exercises. The method, instead, is very much concerned with the oral practices the learners get. In fact, where the Grammar- Translation Method is used, the learners are the least motivated because the very emphasis of the method is on cramming up rules of Grammar. Advocates of the Aural - Oral Method leave the study of Grammar for the more advanced group who show an inclination towards it.

One severe criticism against the textbooks is that they contain abstracts of Classic Literature that are of high intellectual value. This may sound trivial, but this is one of the major reasons behind the learners' incomprehension of texts and inability to use the vocabulary they have learnt. The words and usages in these texts may not be of any relevance to the present day learner, but still they find place in the textbooks just because of their intellectual value. The learners are at sea when confronted with a situation where they are demanded of using any particular phrase in those texts. No retention of learning occurs simply because the learners are not able to associate them with anything concrete. They may rather be given dialogues and phrases that a native speaker would use and the very different and expressions that find place in a native speaker's dialogues. If a contextual explanation is added to this, the learners would know where they might use these foreign phrases or mistakes, in what context and to which audience. In contrast to the Direct Method, which finds no place for the Mother Tongue of the learner, allowances to a certain extent are permitted in the Aural - Oral Method. Rivers observes, "since 'meaning', factual or emotional, of segments of native language discourse is acquired in situations in the native culture, one - to - one equivalents for words in another language can be very misleading". Thus it follows that instead of giving word - to -

word equivalents, versions of dialogues in the Mother Tongue, which contain idiomatic expressions similar to those in the Foreign Language can be given. This would enable the learners to assimilate their cultural significance and use equivalent expressions in the English as a Second Language when situations demand. Rivers goes on to give a detailed study of the techniques of the Aural - Oral Method.

The learners are given oral practice of dialogues, in groups and individually. When they are sufficiently trained in this, applications of the dialogues to the personal situation of the learners are made as they ensure more effective retention. Further, pattern practices are given to drill the structure in those dialogues. The learners are then, only then, permitted to have a glance at the printed material, the oral form of which has been practiced already. Writing is introduced at a later stage, restricting it to short transcriptions at the initial stage and gradually moving to the recombination of what has already been heard and learnt. Graded reading materials are provided at the advanced stage, which are often discussed orally and played on tape prior to it. At all stages, listening and speaking activities are given paramount importance and are never neglected.¹⁵

The Audio - Lingual or the Aural - Oral Method stands unique in its approach as it succeeds in gradual development of all the four language skills, listening, speaking, reading and writing. Even though reading and writing are introduced only later, the method makes sure that the learners achieve proficiency in all these.

As the learners literally use the language at a very early stage the motivation on the part of the learners is very high, as they have the satisfaction that they are able to use the language, which provides further motivation in acquiring the other skills. The method provides ample room for understanding the foreign culture, which makes the learning all the more effective, and complete in its aspects. The period between 1958 and 1964 is called by Stern (1974) the Golden Age of Audio-Lingual. By the end of the decade its theoretical basis was found to be weak, particularly after the attack on Structural Linguistics and Behaviorism Psychology by Chomsky (1959 : 'A Review of Verbal behavior by B.F. Skinner'); empirical research showed that the Audio - Lingual Method was not as sophisticated as it was thought to be and that in the long run the techniques used resulted in boredom among learners.¹⁶

¹⁵Ibid. P 32.

¹⁶Ibid. P 45.

Rivers (46 - 48) visualizes had the dangers of this method are not very serious if teachers remain alert. One danger, according to him, is the result of mechanical drilling of dialogues. The learners tend to mimic and ultimately result in their inability to apply their learning to unfamiliar situations. If this is foreseen by the teachers, they can give ample opportunities for a wider application of the learned dialogues and structures. Further, the monotony of the drill can be avoided if the teacher is imaginative and resourceful enough. By varying the drills and situations, the boredom could be avoided well. To make it more effective, the teacher should be sensitive to the reactions of the students. Danger also lies in the teachers' manipulation of the pattern practice, which if not carefully done, would ultimately lead the learners to be inefficient to work outside the framework of the practice they have obtained

The Audio - Lingual Method is also very much criticized for its "advocated time lag between the presentation of Foreign Language material orally and the presentation of its written form".

As discussed earlier in this chapter, if the written form is introduced at an early stage, there is the danger of associating the graphic symbols in the Foreign Language to the known sounds in their native tongue resulting in interference in the correct articulation and pronunciation of the foreign words. If this is to be avoided, teachers must make sure that the learners have obtained sufficient practice in the oral form of the material and also that oral practice is not stopped at all in any stage of development of skills. The method, observes Wilga. M. Rivers, proves to be very successful with less intelligent learners and also young learners who benefit from oral drills. Learners who are very intelligent may soon get bored of these drills.

They will even prove to be high achievers if they can resist the boredom and get actively involved in the drills and practices. According to Rivers, this method demands very competent teachers for its successful implementation. As dialogues are to be well articulated with a near - native accent and intonation, teachers must be phonetically well trained. In order to maintain a lively atmosphere throughout, teachers are to be intrinsically as well as extrinsically motivated. The method, as a matter of fact, sequences the teaching of four essential language skills in the Second Language in the order that they are achieved in the native tongue. The presumption is that if an atmosphere similar to the learning of the learners' mother tongue is provided to the learners, it will be conducive to the learning of the Foreign Language. Rivers affirms the view that a child learns his native language as his first language when he has not developed any language habits, and when there are no

interference from any previous learning to occur. For a learner of English as a Second Language, the situation is different.

The Target Language is his Second Language and there is always the first language to interfere, not depending on whether the first language has been used or not in the Second Language classroom.¹⁷

Chomsky's (1959 : 'A Review of Verbal Behavior by B.F. Skinner') argument is that the language cannot be learnt through habit formation. According to him, humans have a capacity that is innate in them, which enables them look for basic structures in language. People create and comprehend new utterances like 'sleaped' and 'eated' which they could not have heard from their teachers, actually correct form slept, ate correct words for pronunciation. This illustrates the fact that children do not just repeat what is said to them. These errors could be attributed to a kind of over generalization they make while learning. Pit Corder (1967) in 'The Significance of Learner's Errors' suggested that learners might naturally adhere to a learner-generated or 'built-in' syllabus. The language, the learners spoke was termed an 'inter language' by Selinker (1972) since it was intermediate between the First Language and the Second Language; inter language was considered to be a language in its own right and any point along the inter language continuum was held to be fully.¹⁸

1. Language is not behavior; the use of language is more like writing a play than performing in one; language learning is a process of creative construction that involves cognition and interaction.

2. Any behavior is controlled by cognitive processes; skills are actions which are originally voluntary and which later became automatic.

3. Practice without understanding the basic principles will be meaningless just as the description of a language without meaning is meaningless; mere repetition tends to weaken understanding.

4. Teaching is not conditioning but creating conditions for learning; to learn is to learn the valid generalizations, discriminations and relationships because language is a related system of categories and classes. And learning of any sort is

¹⁷M. Barrs and S.Pidgeon (Eds), "Reading the Difference: Gender and Reading in the Primary School", **Research Report**, (London: Centre for language in Primary Education London Borough of Soutthwark, 1993), Pp.24-25.

¹⁸D. Donald, "Using Newspapers with Remedial Secondary Students to Improve Reading and Writing Literacy", **Reading Horizons**, vol.1, Pp. 41-42.

largely a matter of drawing out what is innate in mind; it is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions.

5. Languages do differ, but they also have a great deal in common, and learning a Second Language is always in some measure repeating an old experience

6. Errors are not something to be avoided, but welcome signs that show learners are actively testing hypotheses; the first language is not a source of interference, but a source of Hypothesis - formation about how the other language functioned. Thus, the assumption that the Mother Tongue always played an interfering role in the Second Language learning process proves to be misleading. Contrarily, in the new perspective, 'Mother Tongue and its influence' is also an aid in the effective learning of English as a Second Language as the learner consciously differentiates the structural differences between the two viz., the Mother Tongue and the Second Language. Applied Linguistics - An Introduction further observe that the focus shall now be changed. Thus, language learning was seen as a cognitive, process with learners ultimately responsible for their own learning. With this shift in focus to the active role of the learner, many factors that affected language learning were studied: social, motivational, affective, experimental, instrumental, biological, and cognitive and factors related to their aptitude and personality.

Since Chomsky first proposed how language learning, which is solely a process of rule formation, takes place, even Second Language researchers working within the frame work of universal communicative approach in English language teaching. The methods adopted in English Language Teaching did not primarily aim at developing a communicative competence in the learners and it was after Dell Hymes. That focus was really shifted to functional and communicative aspects. It was then that the approaches, methods and techniques in language pedagogy witnessed a change. "It was declared that there are 'rules of use, without which rules of Grammar would be useless'; a distinction was made between grammatical rules of usage that enable users to construct correct sentences and the use of language to accomplish some kind of communicative purpose" (Widdowson 1978). 'Sound socio-linguistic principles' became the key phrase in language teaching. The European Common Market played an important role in getting the applied linguists to prepare syllabuses and teaching materials. With increased need for teaching adults the major languages of the European Common Market for increased interaction, the Council of Europe started playing a key role, Widdowson recognizes that the functional - notional approach has shifted the focal point in Foreign Language Teaching to the

Communicative aspects of language, but does not recognize Wilkings' claim that it 'takes communicative facts of the language into account'. According to Widdowson: "Communication does not take place through the linguistic is concepts and functions on self - contained units of meaning. It takes place as discourse, whereby meanings are negotiated through interaction (Widdowson1979). Hence, in this English Communicative Approach as a second language, it is not the 'response' of the learner that counts, but the 'process' of arriving at the response. Krashen and Terrel (1983) advocated basic courses on topics like family, weather, clothing etc. Krashen's Monitor Model of Second Language Development (1981) is an example where both 'processes' and 'conditions' meet because the focus is on the semantic dimension of language. According to Krashen, the adult learner has 'two independent systems 'for developing ability' in a Second Language - 'subconscious acquisition' and 'conscious learning'. Here 'acquisition' means 'picking up the language' in a natural way; that is why? Krashen Calls his method the 'Natural Method'; 'learning' on the contrary, refers to 'conscious' grammar learning, which is 'knowing about' a language, rather than knowing to use the language. He adds that 'conscious learning is available to the performer only as a monitor' and the Monitor works some times before and some times, after the utterance is produced. In Krashen's formulations, there are three conditions for the monitor to operate.

a) the availability to sufficient time,

b) focus of attention on language form or - correctness as against meaning, and

c) knowledge of relevant grammatical rules.

The 'time' condition is a necessary one, not sufficient without 'focus' which is all an important necessary condition. The 'comprehensible input' of Krashan implies that sufficient quantity of exposure is the condition for the process of acquisition to take place.

Conscious memorization is completely rejected by Krashen and his model makes use of 'processes' like habit formation, induction, hypothesis - testing, generalization, etc. and conditions like, human and physical conditions that are conducive for language learning to take place. Some of the Communicative Syllabuses proposed are: Syllabus type Name associated with it. As the emphasis in all these is on 'language for communication', this approach is called 'Communicative

Skills', the major differences between the Audio - Lingual Method and the Communicative Approach.¹⁹

Audio-Lingual Communicative and Language Teaching

1. Attends to structure and Meaning is paramount form more than meaning
2. Demands memorization of Dialogues, if used, structure-based dialogues. Center around corrective functions and are not normally memorized.
3. Language items are not Contextualization is a basic necessarily contextualized Premise.
4. Language learning is Language learning is learning, learning structures, to communicate sounds or words.
5. Mastery, or 'Over-Learning' Effective communication
6. Native-speaker like Comprehensible pronunciation is sought.
7. Grammatical explanation Any device which helps avoided. Learners are accepted varying according to their age, interest, etc.
8. Communicative activities Attempts to communicate only come after a long may be encouraged from the process of rigid drills the very beginning. and exercises.
9. The use of the student's Judicious use of native language native language is accepted wherever forbidden. it is feasible.
10. Translation is forbidden Translation may be used where at early levels. students need or benefit from it.
11. Reading and writing are Reading and writing can start deferred till speech is from the very first day, if mastered, desired.
12. The target linguistic, the target linguistic system will System will be learned be learned best through the through the overt process of learning to teaching of the patterns communication of the system.
13. Linguistic competence Communicative competence is the desired goal.
14. Varieties of language Linguistic variation are recognized but not central concept in materials emphasized. and methodology.
15. The sequence of units is Sequencing is determined by determined solely by any consideration of principles of linguistic content, function, or complexity. meaning which maintains interest.

¹⁹M. Rowe, Y. Ozuru & D.s. Mcnamara, "Deep-Level Comprehension of Science Texts", **Topics in Language Disorders**. vol.25 No1: Pp. 65-66.

16. The teacher controls the Teachers help learners in learners and prevents them anyway from doing anything that conflicts with the theory.

17. Language is habit; so Language is created by through at all costs, trial and error.

18. Accuracy, in terms of Fluency and acceptable formal correctness, is language is the primary the primary goal. goal: accuracy is judged not in the abstract but in the context.

19. Students are expected to Students are expected to interact with the interact with other people, language system, either in the flesh, through embodied in machines or pair or group work, or in controlled materials. their workings.

20. The teacher is expected to The teacher cannot know specify the language that exactly what language the students have to use. students will use.

21. Intrinsic motivation will be Intrinsic motivation will spring from an interest spring from an interest in the structure of the what is being communicated language. by the language.

In short, in Communicative Approach a learner is motivated when he knows that he is working on communicative skills. He learns to communicate by communicating, by interacting with his teachers and peers. Language testing is as important as language teaching. For that matter, any teacher's techniques, a dictation exercise, a translation task, a cloze, a reading assignment, a question - answer session, a writing chore, a dialogue, role-play, an oral interview - any tool for evaluation will serve the purpose. But, tests of any type, should be for assessing the level of the learner in the learning process, not for justifying marks or grades. In fact, tests have to be an integral part of classroom management. "Good Language tests are instructional, managerial, motivational, diagnostic (focusing attention on specific - teaching- learning problems), curricular (defining curriculum as a whole) in function". The conventional language tests are just 'surface tests' as they test only surface problems in language. For instance, the learners are asked to supply correct verb forms in blanks. These tests test only the learner's ability to recall what he has memorized. In the Communicative Approach, we have numerous possibilities, as it aims at testing the learner's ability to communicate. Framing a story from an outline, or from a given episode, or based on a picture, continuing a conversation, writing a reply (response) to a letter, reporting a piece of news - all these can test the learner's ability to communicate.

In fact, it is not a single method or approach that a teacher of English adopts in his classroom, but an eclectic method on the whole. Mackey in 'Language Teaching Analysis' (1965) points out:

Such terms on 'the Direct Method', 'the Simplification Method' 'the Situation Method', 'the Natural Method', 'the Film Method', 'the Conversational Method', 'the Oral Method', 'the Linguistic Method', can only be vague and inadequate because they limit Themselves to a single aspect of a complex subject, inferring that aspect alone is all that matters. The same stands true even now. Michael Swan in 'A Critical look at the Communicative Approach' twenty years later (ELT Journal 1985)' says: During the last few years, under the influence of the 'Communicative Approach', the language teaching seems to have made great progress. Syllabus design has become a good deal more sophisticated, and we are able to give our students a letter and more complete picture than before of how language is used. In methodology, the change has been dramatic. The boring and mechanical exercise types which were so, common ten or fifteen years ago have virtually disappeared, to be replaced by a splendid variety of exciting and engaging practice activities. All this is very positive, the 'communicative revolution' is little different from its predecessors in the language teaching field. Along with its many virtues, the Communicative Approach has most of the typical vices of an intellectual revolution.²⁰

This research takes a survey of the Knowledge on communication skills which have been collected before. It is based on significant part of the research in reviewing the research work that is related to the concept of 2nd year's students at Bansomdejchaopraya Rajabhat University for English communication subject. The major sources and materials from the text book of learning English Language, research, journals, dissertations, thesis, practical presentation of the students, meetings, and activities and many sources of information to be investigated the problems of the learning and teaching which utilize the significant parts in planning to do this study and for developing the process of Learning and Teaching at Bansomdejchaopraya Rajabhat University. The research works concerned can be divided into following major points:

- 2.1 English reading, Writing, vocabulary, grammar practicing, in the class
- 2.2 Communication Development
 - 2.2.1 English Text structure

²⁰ **Better Your English.** London Press, 1957, P 31.

2.2.2 Development of reading and pronunciation

2.2.3 Vocabulary comprehension

2.2.4 Oral reading, Linguistic comprehension and communication activities

This following theories and research works concerned related to a Study of English Communication as a second language of 2nd year's students at Bansomdejchaopraya Rajabhat Univeristy.

2.1 English reading, Writing, vocabulary, grammar practicing, in the class

English reading Writing, Vocabulary, Grammar practicing all these process are an important process for the teaching and learning in the class. Teacher is the main role for the developing students English language standard level still end of the semester.²¹

In the present there are many sources for teaching through Medias and the Websites and the many projects and activities of English improving skills are available online and the through using text books for the study for the 2nd year's students. It is the positive result for English Learning can be improve or can be develop English reading, Writing, vocabulary, grammar practicing, in the class.²²

In the class English language proficiency achieved by students a better in a natural environment in the classroom activities. Generally Students were generally poor at English Speaking and understanding the language even they had been studied before. Teacher should involve in English language improving study skills, and vocabularies and reading structure and grammar.

2.2 Communication Development

2.2.1 English reading, Writing, vocabulary, grammar practicing, in the class, students using dictionary to improve vocabulary in reading a topic from the text and linguistic base for improve the pronunciations of English words.

In Sweet's methodology, Mother Tongue as the frame of reference is abandoned language materials and audio-visual aids are applied to develop various linguistic skills. Today we refer the linguistic base for improve our communication

²¹Kohli, **Techniques of Teaching English in the New Millennium**, (New Delhi, India, 1999), P30.

²²W.E. Lambert, "Development Aspects of Second Language Acquisition", P 47.

skill. English language Teaching focus on communicative aspects, then the approaches, methods and techniques in English language learning, without grammar would be useless to learn English’: “Grammatical rules of usage that users to construct correct sentences and the use of English Language to accomplish some kind of communicative purpose”

2.2.1 English Text structure

English text is the most valuable to improve the English language knowledge according to our major subject like a Business Management using business English structure books, Science department using English for science books, and Humanities using different books structure for giving a proper knowledge of English study skill and communication methods.

2.2.2 Development of reading and pronunciation

Listening and speaking or The Audio Lingual or the Aural method stands unique in its development of reading and pronunciation even listening and speaking activities are very important to the learner communication development.

2.2.3 Vocabulary comprehension

English language communication depends upon improvement of vocabulary comprehension so reading and writing must important for improve vocabulary. If students vocabulary is in progress or strong communication perfect and accurate and everyone can be able to talk in English language communication and interpretation.

2.2.4 Oral reading, Linguistic comprehension and communication activities.

Oral reading practice can be improve correct pronunciation and vocabulary through using dictionary. In the class teacher using oral reading practice for the student and the Audio Lingual methods unique in gradual development of all the language skills, listening speaking reading and writing makes the learner achieve proficiency in all these. As the literally use the language at a very early stage the motivation for students is very high. Phonics are main in term of understanding language communication.

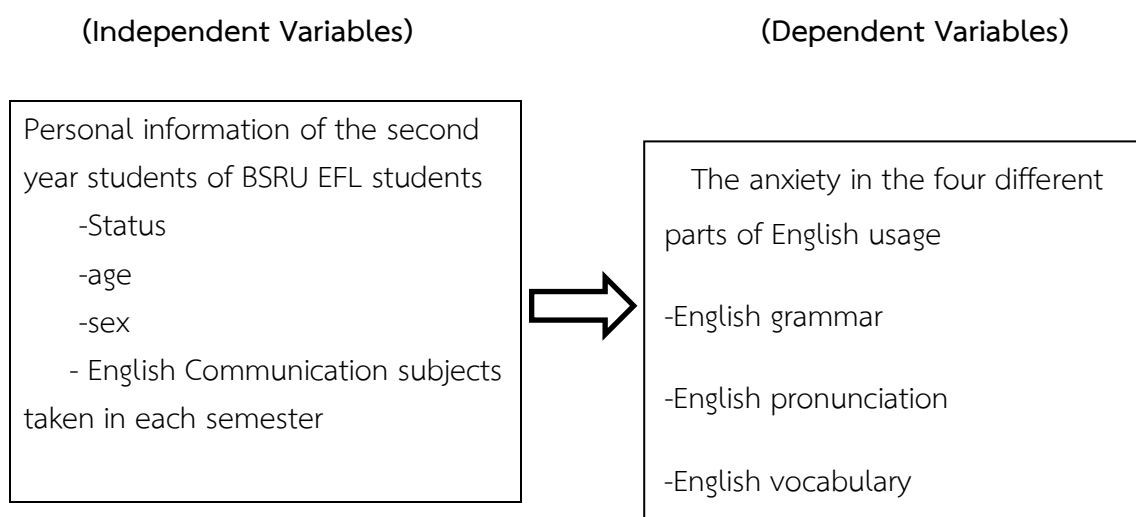
2.3 Conceptual Framework

The conceptual framework of the study was formed by independent variables and dependent variables as follows:

2.3.1 Independent variables include the anxiety of BSRU EFL of the second year students including status, age, sex, and English Communication subjects taken in each semester.

2.3.2 Dependent variables are the anxiety in the four different parts of English usage.

Figure 2.1 Illustration of Conceptual Frameworks



CHAPTER III

RESERCH METHODOLOGY

The research methodology helps readers know why the researcher wants to do this work in a particular way. It helps readers know that the researcher knows what he is doing so that readers can understand the significance of what the researcher has done and makes sense of how it all worked. Therefore, the procedures of the research methodology of this study are as follows.

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Tools of Data Collection
- 3.4 Methods of Data Collection
- 3.5 Data Analysis

3.1 Research Design

This study is quantitative in nature. It focuses on a study of the communication level and the improvement of the second year student's English language skills at Bansomdejchaopraya Rajabhat University through teaching methods and experience and English language study skills to their condition. Therefore, the study will focus on the following.

1. The development of the student's understanding of the communicative process.
2. Teachers' providing opportunities for learning and practicing English communicative process in the class.
3. The development of the student's accurate and effective oral, aural, reading and writing skills .
5. The development of the student's grammar by teachers' arranging exercises for reading writing and speaking.
6. The providing of practicing methods and reports and participation of group discussion and debates.

3.2 Population and Sample

Population of the study consists of 100 second year students studying Bansomdejchaopraya Rajabhat University in the academic year of 2015, who are both Thai and Foreign students whose subjects of English Communication course were offered as a required course.

The sample group of the study refers to 50 students out of 100 foreign and Thai second year students who are majoring in English got by a purposive sampling method. The number of 50 respondents purposively selected for answering the questionnaire demonstrated below.

Table 3.1 A number of 50 samples of 100 second year students studying at Bansomdejchaopraya Rajabhat University for the second year students classes.

S.No.	Second Year Class	Population	Sample
1.	Foreign students	85	41
2.	Thai students	15	9
	Total	100	50

3.3 Tools of Data Collection

The tool of data collection is a questionnaire which is an important tool when examining people's opinions, feelings and behaviors on issues that concern them directly or indirectly. The questionnaire used in this study contains the important information as follows.

3.3.1 Students' general information of status, age, sex and the numbers of English communication subject students study in the said academic year;

3.3.2 The level of students in English Communication and English language skills of the students of Bansomdejchaopraya Rajabhat University through the Teachings methods and techniques;

3.3.3 The improvement of the students from low level to upper level in English language studies and make a perfect in communication; **and**

3.3.3 The second year students' perception after receiving the teaching from the teacher in communication

In the examination of the questionnaire design questions are based on improving English talking and communication and other part is the writing, reading, consulted with the course syllabus and course text.

3.4 Methods of Data Collection

3.4.1 To collect a data at Bansomdejchaopraya Rajabhat University tried to understand the student's problems and their language skills and explain the objectives of research including their practiced and H.W., presentation of communication discussion, interviews and introduction, questionnaire and participant in English conversation, and observation in the 2nd year's class on improving their English language study skills and communication and perfect conversation in English.

3.4.2 After students work improving than last, researcher give them reading text practice for perfection in English pronunciation, call them in front for give a presentation of English topic, improve their vocabulary by reading practice by using dictionary, interview with English professors to know their teaching methods, give students group work, ask them their difficulties pre-test or mid-term is the way to know the students English language skills and after evaluation try to make them perfect than last. All the teacher's teaching methods and techniques are useful for data collection for research.

3.4.3 Firstly observation of the students in the class so dull but after 4 weeks can see the better improvement in English conversation. Check their work every week make corrections in their mistakes from 60 can found at least 20 student's best performance in the class and improvement every week in class students still the end of the semester.

3.4.5 Final test after mid-term in every week 20th in order to measure the lever and the improvement in reading and communication, 10th students are middle in range and left other students need to practicing more. All observation is so helpful for collection the data for research work and evaluation can help the analysis the will be started the result.

Moreover, the collection of data is also conducted as follows.

1) Primary data is directly collected from the research group which is consisted observation on class students interviews, presentation, debates, group work and pre-test, post-test examination in front of the researcher, finding their opinions about the English study skills and try to improve them every weak and valuate them in the class. And for in-depth interviewed two English professors and one scholar from the Bansomdejchaopraya Rajabhat university.

2) Secondary data is collected from the documentary, survey like a

thesis books, academic books, articles journals. These things are used for develop the research work and to provide a new vision and version and also different from the previous study.

3) The 50 students activities in the 2nd year's class for major subject English communication Bansomdejchaopraya Rajabhat University has four semesters course The data collected every semesters of one year in the 2015. The form of the English coordinated under the English program of Bansomdejchaopraya Rajabhat University. students first data collection for this and analyze their problems and difficulties of English communication. The data has been collected direct by the researcher.

4) Data collected by the researcher in the every class of the weeks through the teaching and learning process and through the questions and through the each 64 students in the class. explaining the topic according to subjects and reading, writing. Assignments, H.W, group discussion, interviewed, and pre and post-tests, communication practicing in the class. The researcher collected data directly.²³

5) The expectations of the teachers and the study of research included their majors of results and points for mid-term and final-term. Collected data is used to help the research project and methodology. This research should provide teachers and the students an integration views and the data interviews, instructor questionnaires, and the university's traditional practices involving curriculum and methods of teaching development and change to improve the English language study skills and communication and the course curriculum. Determine the significant difference in mean scores of pre -test, post-test, and the final test.²⁴

3.5 Data Analysis

3.5.1 After checking the absolute tense of the research Questionnaire, the research started to analyze all data through a statistical sciences program and descriptive statistics of percentage, mean and standard deviation (S.D.) are used in this research study.

Firstly, percentage is used in the personal information of respondents to find out the results.

The formula of statistics used in this research study.

²³ Better Your English. London: University Press, 1957, P 51.

²⁴ Kohli, Techniques of Teaching English in the New Millennium. New Delhi: India,

1) The statistical formula of percentage

$$P = \frac{X \times 100}{N}$$

P means Percentage

X means questionnaire respondents

N means The number of population

2) The statistical formula of mean

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} means Mean

$\sum x$ means the sum of respondents

N means The number of population

3) The statistical formula of Standard Deviation

$$S = \frac{\sqrt{N \sum fx^2 - (\sum fx)^2}}{N(N-1)}$$

S means Standard Deviation (S.D.)

$\sum fx$ means the sum of respondents

N means the number of population

3.5.2 Data analysis causes of anxiety in English communication of the second year students at studying at Bansomdejchaopraya Rajabhat University there are four different parts of English Communication usage. Descriptive statistics of mean (\bar{X}) and standard deviation (S.D.) are used to analyze the obtained data in order to measure causes of anxiety in English Communication from the highest to the lowest level, namely;

4.50 – 5.00 means the highest level of anxiety.

3.50 – 4.49 means high level of anxiety.

2.50 – 3.49 means moderately high level of anxiety.

1.50 – 2.49 means low level of anxiety.

1.00 – 1.49 means very of anxiety.

3.5.3 Comparative analysis of the participants' ideas towards English Communication anxiety at the four different parts of English usage, classified personal information including gender, age, year of the study and English Communication subject taken in each semester. T- test was run in this section.

3.5.4 Comparative analysis of the participants' ideas towards English Communication anxiety at the four different parts of English usage, classified personal information including gender, age, year of the study and English Communication subject taken in each semester by one way analysis of variance. F-test.

3.5.5 Problems/suggestions, open-ended questions about the causes of anxiety in English Communication. In this point, the results would be analyzed by the content analysis techniques.

After collecting 50 questionnaires from 50 students data can be analyzed on their ability of English studies in the English language skills in the English program of the Bansomdejchaopraya Rajabhat University, and also one of English scholars and two English teachers and one proficient reader by questionnaire are discussed to collect the basic ideas for reliably analyzing collected information.

CHAPTER IV

RESULTS

In this chapter, the researcher presented the results of the study from analyzing the obtained data. After getting back all research questionnaires from respondents, the analysis to find out the level of anxiety in English public speaking at the four different parts of English usage. Nevertheless, quantitative was used as research tools. On the other hand, there are many statistical symbols which are related to each process at different meanings, all symbols will be explained first for the right understanding as follows:

\bar{X}	refers to	Mean
S.D.	refers to	Standard Deviation
n	refers to	Sample
N	refers to	Number
F	refers to	F-test(One Way ANOVA)
t	refers to	T-test
Sig.	refers to	Statistical significance
*	refers to	Statistical significance at 0.5

The researcher will use statistical tables in explanation of data analysis for more understanding. The results of this research are divided into parts, namely;

- 4.1 The results of personal information of the participants
- 4.2 The results of causes of anxiety in English Communication of Bansomdejchaopraya Rajabhat University EFL undergraduate students at the four different parts of English usage
- 4.3 The results from a comparative analysis of causes of anxiety in English Communication between foreign students and Thai students of Bansomdejchaopraya Rajabhat University.
- 4.4 The results from the analysis of problem and suggestion of causes of anxiety in English Communication at the four different parts of English usage
- 4.5 Cognitive of the study

4.1 The Results of Personal Information of the Respondents

This part presents the frequency and percentage of the background information of the participants including status, age, sex and the number of English speaking subjects taken in each semester. In this part, a statistical science program is used to analyze the obtained data.

Table 4.1 Status of the Respondents

Status of participants	Frequency	Percent
Foreign students	41	82.00
Thai students	9	18.00
Total	50	100.00

Table 4.1 reveals that in English Program of Bansomdejchaopraya Rajabhat University the majority of respondents is foreign undergraduate students, consisting of 41 respondents or 82.00 %, while the minority is Thai undergraduate students, consisting of 9 participants or 18.00 %.

Table 4.2 Age of the Respondents

Age	Frequency	Percent
18-21	15	30.00
21-24	29	58.00
24-27	4	8.00
27-30	2	4.00
Total	50	100.00

Table 4.2 shows that most of the age of respondents are during 21-24, consisting of 29 ones or 58.00%, continuously, respondents during the age of 18-21, consisting of 15 respondents or 30.00% and during 24-27, consisting of 4 respondents or 8.00% respectively, while the age of students during 27-30 years old are only 2 respondents or 4.00%. It indicates that the most foreign and Thai students who are studying English Program at Bansomdejchaopraya Rajabhat University are during 21-24 years old.

Table 4.3 Sex of the Respondents

Sex of the Respondents	Frequency	Percent
Male	35	70.00
Female	15	30.00
Total	50	100.00

Table 4.3 illustrates that the most respondents are male students which are 70.00 % and the female students studying English communication in the second year class of the academic year 2015 are 15 ones or 30.00 %. It indicates that male foreign and Thai students are interested in the study of English communication more than female students.

Table 4.4 The number of English communication subjects taken in each semester

English Communicative Subject	Frequency	Percent
Three subjects or more	30	60.00
Two subjects	20	40.00
One subject	-	-
Total	50	100.00

Table 4.4 shows that the number of English Communication subjects that the respondents had taken in each semester. The most of respondents had taken Three or more English Communication subjects, consisting of 30 people or 60.00%. However, 20 respondents or 40.00% had taken two subjects and there were no any respondents who have taken less than two English Communication subjects in English Program at Bansomdejchaopraya Rajabhat University.

4.2 The Results of Causes of Anxiety in English Communication of Bansomdejchaopraya Rajabhat University EFL Undergraduate Students at the Second Year Classes at the four different Parts of English Usage

In this part the research is aimed to investigate the cause of anxiety in English Communication of BSRU EFL Undergraduate Students at the Second Year Classes at the four different Parts of English usage, namely, English grammar, English pronunciation, English vocabulary and English oral proficiency, asking participants to rate the causes of anxiety that affected their English Communication. At the same

times, descriptive statistics of mean (\bar{X}) and standard deviation (S.D.) are used to analyze the data through a statistical science program.

Table 4.5 Mean(\bar{X}) and standard deviation (S.D.) of participants who have different ideas in English communication anxiety at the four different parts of English usage.(N = 50)

	English Communication at four different parts of English usage	\bar{X}	S.D.	Interpretation
1	English grammar	3.00	1.050	Medium
2	English pronunciation	3.16	0.974	Medium
3	English vocabulary	3.31	0.980	Medium
4	English oral proficiency	3.47	0.651	Medium
	Total	3.23	0.913	Medium

Table 4.5 explains that the comparative level of anxiety in English public speaking at the four different of English usage According to the above, most of participants have moderate anxiety at part of English oral proficiency at (\bar{X} =3.47), followed by English vocabulary at (\bar{X} =3.31), English pronunciation at (\bar{X} = 3.16), and English grammar at (\bar{X} = 3.00), As we can see, the participants show a moderately high level of anxiety while expressing their English Communication.

Table 4.6 Causes of anxiety in English Communication at English grammar part

	Statement	\bar{X}	S.D.	Interpretation
1	I can use English grammar correctly while performing a public speech.	3.06	1.150	Medium
2	When English Communication in public, I can make people understand about my English grammar.	3.02	1.020	Medium
3	I have self-confidence to use English grammar properly.	3.02	1.020	Medium
4	I feel comfortable when I have to use English grammar in front of a group of people.	3.00	1.010	Medium
	Total	3.00	1.050	Medium

Table 4.6 describes the level of anxiety in English Communication in the part of English grammar. It is found that most of the participants agree with all statements asking them about English grammar in English Communication anxiety. It has been shown that they can use English grammar while performing a public speaking at a moderately high level ($\bar{X}= 3.06$), and they can make people understand in their English grammar ($\bar{X}= 3.02$),

Moreover, they also have self-confidence in English grammar usage while performing an English public speaking ($\bar{X}= 3.02$), and when performing a speech in front of a group of people they also feel comfortable to use English grammar at ($\bar{X}= 3.00$).

Indeed, the overall mean score for English grammar part of participants in this study is ($\bar{X}= 3.00$). Therefore, in English Communication anxiety of English grammar part is a moderately high level.

Table 4.7 Cause of anxiety in English Communication at English pronunciation part

	Statement	\bar{X}	S.D.	Interpretation
1	When performing an English public speech, someone can understand my English pronunciation.	3.10	0.953	Medium
	My English pronunciation is good enough for English communication	3.20	0.969	Medium
2				
3	I am not worried about my English pronunciation while performing an English public speech.	3.22	0.932	Medium
4	I do not fear that someone blames me after using English pronunciation.	3.12	1.043	Medium
	Total	3.16	0.974	Medium

Table 4.7 shows that the level of English pronunciation in English Communication. It is found that most of the participants agree that the participants are not worried about their English pronunciation when they have to perform **English Communication in public** ($\bar{X}=3.22$). and they have a good English pronunciation at the moderately high at ($\bar{X}=3.20$). Moreover, the participants agree that they do not fear of blaming from someone ($\bar{X}=3.22$), while the understanding of English language of people at ($\bar{X}=3.10$).

At the result, the overall mean score of level of anxiety at English pronunciation part (\bar{X} =3.16).Which can be interpreted that the participants show the moderately high level of anxiety.

Table 4.8 Causes of anxiety in English Communication at English vocabulary part

	Statement	\bar{X}	S.D.	Interpretation
1	I know English vocabulary which is used in English Communication speech. I can recall my English vocabulary while	3.24	1.021	Medium
2	performing an English Communication speech.	3.32	0.978	Medium
3	I can select the formal words used in English dictionary, when performing an English Communication speech.	3.32	0.957	Medium
4	English vocabulary is not my problem in English Communication.	3.38	0.967	Medium
Total		3.31	0.980	Medium

Table 4.8 presents the level of English vocabulary used in English Communication. The finding revealed the most of participants agree that English vocabulary is not their main problem when they have to perform English Communication speech in front of group of people (\bar{X} =3.38), followed by they can recall English vocabulary while performing an English public speech (\bar{X} =3.32). and another point is they can select formal English words used in public speech at (\bar{X} =3.32). However, participants can select formal English words used form English published dictionary when they have to English speak in front of group of people (\bar{X} =3.34). The overall mean score for English vocabulary of participants in this study is (\bar{X} =3.31), it can be interpreted as a moderately high level of anxiety.

Table 4.9 Causes of anxiety in English Communication at English oral proficiency

	Statement	\bar{X}	S.D.	Interpretation
1	I can use my English Communicative skill properly while performing a speech.	3.52	0.707	High
2	I can speak English fluently in front of a group of people while performing a Communicative speech.	3.50	0.678	High

Table 4.9 (Continue)

	Statement	\bar{X}	S.D.	Interpretation
3	when performing an English Communicative speech, I can make an audience understand what I have said.	3.44	0.611	Medium
4	My English Communicative skill is quite good for English Communication.	3.44	0.611	Medium
	Total	3.47	0.651	Medium

Table 4.9 illustrates the level of English oral proficiency anxiety in English Communication. The study results reveal that most of participants agree that they can use English Communicative skill properly while performing English speech (\bar{X} = 3.52) and they can speak English fluently in front of a group of people respectively (\bar{X} = 3.50). However, making an audience understand what they have said while performing public speech is (\bar{X} =3.44), while the equality of participants at (\bar{X} =3.44) felt confident in English public speaking skill. As a result, it can be seen that the level of anxiety in English public speaking at English oral proficiency is (\bar{X} =3.47), which is interpreted as being at a moderately high anxiety level.

4.3 The Results from a Comparative Analysis of Causes of Anxiety in English Communication between Foreign Students and Thai Students of Bansomdejchaopraya Rajabhat University

A comparative analysis is used in hypothesis testing part, the researcher will classify personal status of participants, namely; status, age, sex of participants and the number of English Communication subjects taken in each semester. On the other hand, this part the statistics of mean (\bar{X}), standard deviation (S.D.) and t-test are used to analyze the data collected.

Table 4.10 A comparative analysis of causes of anxiety in English Communication at the four different parts of English usage classified by the respondents' status

The four different parts statement	Status of the participants				t	Sig.
	Foreign Students (41 participants)		Thai Students (9 participants)			
	\bar{x}	S.D.	\bar{x}	S.D.		
1.English grammar	2.93	1.001	3.41	1.118	1.270	0.210
2.English pronunciation	3.10	0.943	3.38	0.839	0.818	0.418
3.English vocabulary	3.25	1.020	3.58	0.414	0.939	0.353
4.English oral proficiency	3.44	0.579	3.61	0.485	0.798	0.429
Total	3.18	0.885	3.49	0.714	0.956	0.352

Table 4.10 describes the results from a comparative analysis of causes of anxiety in English Communication at the four different parts of English usage classified by the participants' status. As the result, the overviews of the research study are not different at 0.05.

Table 4.11 A comparative analysis of causes of anxiety in English Communication at the four different parts of English usage classified by the respondents' age.

The four different parts statement	Age of the Respondents								F	sig
	19-23 29 students		24-28 15 students		29-33 4 students		34-38 2 students			
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.		
1. English grammar	3.81	1.010	3.22	09.82	3.34	0.996	3.39	0.576	1.145	0.41
2.English Pronunciation	2.95	1.022	3.20	0.877	3.36	0.833	3.61	0.549	0.599	0.619
3. English vocabulary	2.18	1.280	2.56	0.898	2.62	1.108	3.25	0.500	0.965	0.417
4. English oral proficiency	3.00	0.000	3.12	0.176	3.87	0.176	4.00	-	1.323	0.279
Status	2.28	0.828	3.02	0.733	3.29	0.778	3.56	0.541	1.008	0.431

Table 4.11 shows the results from a comparative analysis of anxiety in English communication at the four different parts of English usage classified by age of participants. As the result, the overviews of the r study are not different at 0.05.

Table 4.12 A comparative analysis of causes of anxiety in English communication at the four different parts of English usage classified by the respondents' sex.

	Sex of the Respondents				t	Sig.
	Male (35 Students)		Female (15 Students)			
	\bar{x}	S.D.	\bar{x}	S.D.		
1.English grammar	3.36	1.092	2.69	1.092	2.415	
2.English Pronunciation	3.32	0.990	3.00	0.990	1.231	
3. English vocabulary	3.40	1.035	3.40	1.035	0.631	
4. English oral proficiency	3.51	0.583	3.51	0.583	0.436	
Total	3.39	0.925	3.15	0.925	1.178	

Table 4.13 A comparative analysis of causes of anxiety in English communication at the four different parts of English usage classified by a number of English Communicative subject taken in each semester.

Statement	English Communicative subjects taken in each semester						t	Sig.
	One subject		Two subjects 20 Students		Three subjects or more 30 Students			
	\bar{x}	S.D.	\bar{x}	S.D.	\bar{x}	S.D.		
1.English grammar			3.36	1.092	2.96	0.854	2.415	0.020
2.English Pronunciation			3.32	0.990	3.00	0.841	1.231	0.224
3. English vocabulary			3.40	1.035	3.23	0.859	0.631	0.531
4. English oral proficiency			3.51	0.583	3.44	0.550	0.4369	0.665
Total			3.39	0.925	3.09	0.776	1.178	0.360

Table 4.13 elucidates the results from a comparative analysis of causes of anxiety in English communication at the four different parts of English usage

classifying by a number of English Communicative subjects taken in each semester. As the results, the overviews of the research study are not different at 0.05.

4.4 The Results from the Analysis of Problem and Suggestion of Causes of Anxiety in English Communication of Bansomdejchaopraya Rajabhat University EFL Undergraduate Students at the Second Year and Third Year Classes

This part is aimed to explain the results from the analysis of the problem and suggestions that cause students' anxiety in English Communication at the second year and the third year classes. The statistical table will be shown to support the explanation of causes of anxiety in English Communication at the four different parts of English usage.

Table 4.14 The problems that causes student's anxiety in English communication at the second year and the third year classes at the English grammar part.

No.	Problems	Number of participants	Percentage
1	Participants have no confidence of using English grammar in front of a group of people.	22	44.00
2	Participants feel nervous when they have to use English grammar in front of a group of people.	7	14.00
3	Participants forget the usage of English grammar, while performing English Communicative speech.	13	26.00
4	Participants fear of incorrectness used in English grammar.	8	16.00

Table 4.14 explains about the participant's anxiety in English Communication in the part of English grammar. From table 4.14, most of participants lack confidence of using English grammar in front of a group of people consisting of 22 participants or 44.00%, followed by participants forget the usage of English grammar while performing English Communicative speech for 13 participants or 26.00% While 8 participants or 16.00% do fear of incorrectness used in English grammar. However, only 7 participants or 14.00% feel nervous when they have to use English grammar in front of a group people.

Table 4.15 The suggestions of causes of student's anxiety in English Communication at the second year and the third year classes at the English grammar part.

No.	Suggestions	Number of participants	Percentage
1	Participants should know English grammar before making a real English Communicative speech.	17	34.00
2	Participants should understand the way how to use English grammar correctly.	11	22.00
3	Participants should encourage their own of using English grammar while speaking English in public.	8	16.00
4	Participants should get rid of the fear using English grammar in front of people.	14	28.00

Table 4.15 shows the majority of participants and suggestions of the factors affecting anxiety in English Communicative speech that participants should know English grammar before making areal English Communicative speech consisting of 17 participants or 34.00%, while 14 participants or 28.00% are the participants who suggest to get rid of the fear in using English grammar in front of people.

Furthermore, 11 participants or 22.00% give the idea that they should understand the way how to use English grammar correctly, while 8 participants or 16.00% come from the suggestions of participants that they should encourage their own of using English grammar while speaking English in public.

Table 4.16 The problems of causes of student's anxiety in English communication at the second year and the third year classes at the English pronunciation part

Number	Problems	Number of participants	Percentage
1	Participants cannot make the audience understand what they have said because of their pronunciation.	15	30.00
2	Participants cannot pronounce some English words correctly.	9	18.00

Table 4.16 (Continue)

Number	Problems	Number of participants	Percentage
3	Participants get tense when they have to pronounce English words in front of people.	5	10.00
4	Participants are worried about their English pronunciation in public speech.	21	42.00

Table 4.16 reveals that 21 participants or 42.00% are the majority of the participants who agree that participants are worried about their English pronunciation in public speech. At the same time, 15 participants or 30.00% cannot make the audience understand what they have said because of their pronunciation. However, 9 participants or 18.00% agree that participants cannot pronounce some English words correctly. Moreover, 5 participants or 10.00% get tense when they have to pronounce English words in front of people.

Table 4.17 The suggestions of causes of student's anxiety in English communication at the second year and the third year classes at the English pronunciation part

No.	Suggestions	Number of participants	Percentage
1	Participants should imitate English sound from native speakers before performing a real English public speech.	11	22.00
2	Participants should practice English sound through phonetic sound.	17	34.00
3	Participants should have self-confidence of pronouncing English words.	16	32.00
4	Participants should rehearse their English sound before making a real speech.	6	12.00

Table 4.17 shows the suggestions of participants in English Communicative anxiety that 17 participants or 34.00% should practice English through phonetic sound while 16 participants or 32.00% suggest that participants should have self-confidence of pronouncing English words. As we can see, 11 participants or 22.00% agree to imitate English sound from native speakers before performing a real English

communicative speech. Additionally, 6 participants or 12.00% of participants should rehearse their English sound before making a real speech.

Table 4.18 The problems that causes student's anxiety in English communication at the second year and the third year classes at the English vocabulary part

Number	Problems	Number of participants	Percentage
1	Participants know less English words.	11	22.00
2	Participants cannot recall English words while speaking in front of the public.	4	8.00
3	Participants cannot select English words formally used in public speech.	19	38.00
4	Participants have no confidence of using English words in the public.	6	12.00

Table 4.18 illustrate the participant's problems towards English Communicative anxiety that 19 participants or 38.00% cannot select English words formally used in public speaking. Subordinately, 11 participants or 22.00% know less English words while 6 participants or 12.00% have no confidence in using English words in the public. However, there are only 4 participants or 8.00% that cannot recall English words while speaking in front of people.

Table 4.19 The suggestion of causes of student's anxiety in English communication at the second year and the third year classes at the English vocabulary part

Number	Suggestions	Number of participants	Percentage
1	Participants should know more English vocabulary before making a real public speech.	17	34.00
2	Participants should use easy words when they have to perform English public speech.	11	22.00
3	Participants should have a good decision-making of using English words before making a real speech.	13	26.00

Table 4.19 (Continue)

Number	Suggestions	Number of participants	Percentage
4	Participants should have self-confidence in using English vocabulary.	9	18.00

Table 4.19 illustrate the suggestion of participants in English Communicative anxiety in the second year and the third year classes. It is found that 17 participants or 34.00% should know more English vocabulary before making a public speech followed by 13 participants or 26.00% should have a good decision-making of using English words. However, participants should use easy words when they have to perform an English speech in public, consisting of 11 participants or 22.00% and 9 participants or 18.00% come from the participants who should have self-confidence in using English vocabulary.

Table 4.20 The problems of causes of student's anxiety in English communication at the second year and the third year classes at the English oral proficiency part

Number	Problems	Number of participants	Percentage
1	Participants cannot use their English speaking skill confidentially.	19	38.00
2	Participants cannot speak English language properly while performing a speech.	11	22.00
3	Participants cannot pronounce English language fluently when speaking in front of the audience.	12	24.00
4	Participants have less practice of English speaking skill.	8	16.00

Table 4.20 illustrate the number of participants giving suggestions in English Communicative at the second year and the third year classes. The most number of participants is 19 participants or 38.00% that cannot use their English speaking skill confidentially. While 12 participants or 24.00% cannot pronounce English words fluently when speaking in front of the audience. Furthermore, 11 participants or 22.00% cannot speak English properly while performing a speech. Last

but not least, there are only 8 participants or 16.00% who are from less practicing of English speaking skill.

Table 4.21 The suggestion of causes of student’s anxiety in English communication at the second year and the third year classes at the English oral proficiency part

Number	Problems	Number of participants	Percentage
1	Participants should practice their own English oral skill before having a real public speech.	15	30.00
1	Participants should practice their own English oral skill before having a real public speech.	15	30.00
2	Participants should speak slowly when performing an English speech.	10	20.00
3	Participants should listen to English accents from native speakers then gradually move on to imitate their sounds.	2	4.00
4	Participants should have confidence of using English oral skill in front of a group of people.	23	46.00

Table 4.21 illustrate the suggestion of participants in English Communicative anxiety. It is found that most of 23 participants or 46.00% agree that they should have confidence of using English oral skill in front of a large of people. At the same time, 15 participants or 30.00% should practice oral skill before making a real public speech. Moreover, 10 participants or 20.00% believe that they should speak slowly when performing an English speech. While the minority of this suggestions are 2 participants or 4.00% who are guided that they should listen to English accents from native speakers then gradually move on to imitate their sounds.

4.5 Cognitive Of the Study

In addition, according to a research topic entitled “A Study of English Communication as a Foreign Languages of the Second Year Students at Bansomedejchaopraya Rajabhat University” the new knowledge from this research is as follows:

The conclusion of causes of anxiety in English Communication at the four different parts of English usage: English grammar, English pronunciation, English vocabulary, and English proficiency is the following:

4.5.1 English grammar

Most students in English grammar agreed that “they should know English grammar before making a real English communication”.

4.5.2 English pronunciation

The majority of students in English pronunciation believed that “they should practice English through phonetic sound”.

4.5.3 English vocabulary

In English vocabulary part, students described that “they should know more English vocabulary before making a real English communication”.

4.5.4 English oral proficiency

It is found that “students should have confidence of using English oral skill in front of a group of people”.

Therefore, each part of English usage according to causes of anxiety in English Communication as a second language of 2nd year students at Bansomedejchaopraya Rajabhat University reveals the results at moderately high level.

This chapter reports the results of data collections and the data analysis, from the 2nd year students of Bansomedejchaopraya Rajabhat University and the English teachers and the scholar.

Sheets of the survey were distributed to the students by their teachers first, 10 students responses (5 male, 5 girls), after improving the number of students or more than 10 all total in the subject of English communication of 2nd year total students were 50, this survey were completed in fall of 2015.

The students mean all individual survey items can be together in the chart below.

Table 4.22 Fig.1-a: Students' score/population and about learning and teaching providing their score average of all students from this research of communication with three groups of level, i.e., 1 strongly , 2 satisfied, 3 perfect

Students	Statement	Group1	Group2	Group3
1	Good in English communication	3.5	2.7	3.4
2	Usually English communication with grammatically perfection	3.0	2.8	3.7
3	The most important prediction in second language acquisition is motivation	2.5	2.9	3.5
4	Vocabulary learning through reading	3.2	3.5	2.9
5	Students activities in group	3.6	3.7	3.2
6	Students Pronunciation in English as a second language	3.7	3.4	3.7
7	Students body language and development in the communication skills	3.6	3.3	3.9
9	Students behavior, habits	3.4	2.5	2.9
10.	Pre-test ,Post-test	3.5	3.7	3.9

General information of 2nd year Students at Bansomedejchaopraya Rajabhat University

In this part it represents the population of the students who studied in the 2nd year class in English Communication as a major subject. The number of their population and the score status are as below:

Table 4.23 Fig. 2: Statements of the total research improvement for pre-test and post- test

Status of 2nd year students	pre-test	post – test)
14	47/100	76/100
18	49/100	79 /100
18	59 /100	80/100

As this study uses the method of pre-test and post-test and check their level of score and their level improvement can be found in the post-test, Post-test score level increases than pre-test,

Shortly, English Language teaching and learning process is motivated by students. Students made interacting with their teacher in every class and communicating by practicing. English Language testing is important as a language

learning process. Teachers not only justify the grades but In fact tests also have to be integral part and system in the classroom management. Good English Communication or English Language tests are instructional and managerial, motivational, diagnostic (attention on teaching-learning problems) defining the curriculum as a whole semester.

The conventional language test is only for surfacing the problems in language. Teachers have a number of facilities to possibilities to test the aims of English communicative skills. It can be based on a continuing practice of the English conversation, watching a English programs and news on the television. All this testing is for improving the English proficiency .

Overall the direct methods, situation, natural methods or Audio-lingual methods, conversational methods and oral methods as well as the Linguistic methods can be the aspects of language learning process.

4.1 Native and Non-Native Instructors

The students of Bansomdejchaopraya Rajabhat University, specially students who use Thai Language in daily life. They always face the problems in English Communication English and teachers who are non-native speakers of English have been graduated in English major, even though their Knowledge of English grammar and syntax is usually quite extensive they typically have a lack of pronunciation skill and the lexical resource to speak fluently in the English Language. This problem is pointed out with the interest by many administrators of the Bansomdejchaopraya Rajabhat University and to hire native speakers as the teachers of English Communication and the process has been hired according to their qualification and the English Language skills.

To teach English as a Second Language, the researcher now looks into how this can be implemented in the classroom. If the teachers aim at a ‘mastery’ of the language, they must not only employ various methods as and when necessary, but also insist on ‘correctness’ of the language in the learner’s utterances and expressions. In order to be ‘correct’, the learners must attempt to imitate the forms, the structures and the mode of utterance of the native speakers of the language. Besides that, the learners’ errors have to be corrected in the most gentle manner so as not to hurt the learners. Systematic instruction can be provided produce errors of redundancy and they oversupply grammatical morphology.

Observation that the teaching of Grammar can help develop implicit Target Language knowledge or learning. It can also facilitate the intake of unknown features of the Target Language Grammar by bringing about awareness.

1. Need for Evaluation

2. Evaluation Techniques

The evaluation techniques used must bring about accurate expressions and utterances. Such techniques should require the best effort for the teachers to carry out correction and for the learners to register the correction. Various Evaluation Methods When we come to Evaluation, it is a sensitive area and hence evaluation has to be executed sensitively. The evaluator must make sure not to embarrass the learner by his evaluation. The errors should be made to appear as slips and correction as incidental. Correction should be non-threatening:

a) form of correction. The teacher should give 'wait-time' to the learner for self-correction.

b) Another way of non-threatening correction that can be achieved in class is for the correction to be aimed at the whole class rather than singling out individual students.

c) In the correction of spoken errors, the more sensitive the learners, the more gentle should be the correction.

d) Computer technology offers a further way to make correction less traumatic by delivering it in a private rather than a social. The final reformulation gives the correct construction. The learners, thus corrected, learn and correct their output according to a fixed program that gradually approximates their knowledge of Target Language norms. The learners not only understand their errors, but interpret them and make a Contrastive Analysis of their Source Language versions with their Target Language versions becoming Contrastive Analysts. Thus, they develop Language Awareness which is a very important aspect of Language Learning.

The Syllabus and the Teaching Material

The syllabus for implement English Language Teaching for communication should incorporate various language tools and materials that would cater to the needs of a Second Language learner. The language items should be carefully selected and graded in a sequential manner and the aids to teaching such items must be systematically constructed. The fundamentals of the Language have to be taught as a set of habits for oral production and reception. The repetition of the patterns produced by a native speaker is the most economical way of thoroughly learning the structure of a language.

From among a variety of methods of English Language Teaching, the teacher must select the best method to teach a certain aspect of the Language. The teacher is at liberty to incorporate and conjoin any method so as to make the lesson a success. On the whole, a Second Language Learner has to acquire mastery over vocabulary, sentence patterns, correct stress, intonation patterns and idiomatic use of the Language so as to use correctly and without thought or effort, appropriate sentence patterns and phrase patterns.

Teaching Strategies

Teaching of Sounds

Teaching of Sounds to Second Language Learners is essential as normally the Second Language Learner does have an ambiguity in pronouncing his Second Language. This is because the Thai learner of English has a Mother Tongue where each letter in the alphabet corresponds to a particular sound. This is not the case with English. Here a mere 'a' can stand for a wide

variety of sounds as in:

English	Thai
study	sa- study
inter	inthā
university etc.	universithi

Here we cannot use the Grammar-Translation Method as an oral practice of sounds, as such and with words so as to produce the correct utterances. A language laboratory and Audio Compact Discs with sounds and examples can be of great help. The teacher should focus on those sounds that the students find difficult or make mistakes in pronunciation without being aware of it. The teacher may follow the following steps:

1) To say the sound clearly and in isolation and in one or two words and the students should be made to repeat the sound in chorus and individually. Play the Audio CD that drills the students on the particular sound and make the students repeat the sound in chorus.

2) If the students are confused regarding the two similar sounds, such sounds should be contrasted so that the students can understand the difference clearly. e.g. advice for make the projects.

3) Students usually find it difficult to produce certain sounds because they do not exist in their Mother Tongue. In such cases, the teacher should demonstrate how that particular sound is produced and in what context. The teacher can give a

list of minimal pairs and ask the students to say them separately and then in comparison bringing out the contrast.

Teaching grammar

Articles could be related to the teaching of Sounds. Teaching of Tenses Even though teaching of ‘tenses’, as such without any relation to the lesson in question is not advisable, we must teach it as and when we arrive at it. For this, we may follow the Direct Method, and not the Grammar-Translation Method. Instances of serious errors, if taught in the Grammar-Translation Method can be seen in the Data (students’ examples). In order to teach the ‘tense’, the forms of verbs should be taught in phrases.

Translation Method have a tendency to use the continuous form when a single large form is required. The Second Language teacher should be very careful, the learners should be warned against using the continuous forms of the Verbs of Perception when they are involuntarily used.

Teaching of Word Order

The data collected from students shows that ‘Word Order’ is an area where a considerable number of errors occur. This researcher suggests the teaching of word order in a detailed manner, a comparative and contrastive study of structures in English and Thai study of the Word Order.

4.2 Questionnaires for the Study

A researcher interviewed questions by the responds of Bansomdejchaopraya Rajabhat University views as follows:

Q.1. How do you teach English communication in the class?

The two respondents answered to this questions that they make their own lesson plans and methods of teaching according to the text book offered by the English program of Bansomdejchaopraya Rajabhat University.

Q.2 Do you helping students to learn the English Communication as a Second Language?

Two respondents suggested that there was a lack of English learning desires, All students of the majoring this subject must work hard and English class of English communication learning do not take serious because many students they can be familiar with the teachers and classroom is the most productive for English communication.

Q.3. How Does your knowledge of second language curriculum at Bansomdejchaopraya Rajabhat University ?

They considered to developed their own curriculum and lessons, administration forced and support and providing standard level of English learning as a second language programs and select more English text books according to major subjects.

The quantitative data gained from the surveys with the instructors, Professors, and the students of and the qualitative information gained from the interviews with the instructors, and the teachers and the professors of Bansomdejchaopraya Rajabhat University. From the interviews responses were mixed results except statement 10 where all other students were the greatest motivation, provided interesting insight in instructors and students beliefs because the item was so close, friendly, and positively responses, instructors believe pronunciation is not as important meaning as their lessons are constructed to as meaning of their course lessons, students can try to improve

Their English as a second language can be define through their ability. Teachers of Bansomdejchaopraya Rajabhat University might want to provide limited and more material of learning, class size, being to large by having students of different levels of English proficiency in their classes and to authentic material. Material is better but context and teaching methods might be developed in the future.

Information from the interviews also help to explain differences between students and the professors in the university. In the Bansomdejchaopraya Rajabhat University motivation of English Language learning, attitudes towards curriculum and materials, textbooks and teaching methods are so important to improve the English Language and communication skill. Professors are always facing difficulties with teaching a large class size. Students behavior, expectation of the students for their teachers and with regard motivation in the class the most important part of learning process. Student need proficiency levels in English Communication, the gap between professors and students upon behaviorist leading statements of this research.

These following tables present the result of English Communicative skill and pre-test and post- test for measuring the level and improvement of English communication skills teaching and learning process for the 2nd year students at Bansomdejchaopraya Rajabhat University.

Table 4.24 The result of English Communicative skill and pre-test and post- test for measuring the level and improvement of English communication skills teaching and learning process

Item	Statement	Pre-test		Post-Test	
		level	Score	Level	Score
1	Teachers are usually correct students when they mistakes in the communication.	good	2.99	very Good	3.99
2	Highly Intelligent students are good for language learning in the university	good	3.33	very good	3.49
3	The most important professors of the university success in second language teaching and motivation	good	5.49	good	6.69
4	Most of the students in the class make a due to interference from the first language.	satisfied	2.75	good	3.90
5	It is essential for learners to be able to pronounce all the students sounds in English language	good	2.77	good	3.40
6	Teacher should present familiar rules one at a time and students should practice examples of each before start other lesson.	good	2.97	good	3.69
7	Teacher should teach simple language structures first.	good	3.35	good	3.96
8	Student's mistakes should be corrected and observe their habits every class of English learning	very good	3.99	very good	5.99
9	Teacher should provide materials for English language structure according to the course syllabus	good	3.75	good	3.97
10	students must freely interact (for example, in pair, or group work)	good	7.69	good	7.98
11	Students learn whatever teacher taught	good	7.77	good	9.96
12	Students can learn English language communication and academic content	good	3.99	good	5.59

CHAPTER V

COCLUSION, DISCUSSION AND SUGGESTION

This chapter presents the conclusion of the study, discussion and suggestion of causes of anxiety in English Communication as a Second Language of 2nd Year Students at BSRU. At the first page, objectives of the research study will be shown as follows:

1. To explore the anxiety of A study of English Communication as a Second Language of 2nd year Students at BSRU undergraduate students at second year classes.

2. To investigate the levels of anxiety in English Communication as a Second Language of 2nd year Students at BSRU undergraduate students in English Communication at second year classes.

3. To examine cause of anxiety in English Communication as a Second Language of 2nd year Students at BSRU undergraduate students in English Communication at second year classes.

A total population of this research study is 100 BSRU undergraduate students in English Communication at second year classes while only 50 BSRU undergraduate students in English Communication at second year classes tools in collecting data. Therefore, a statistical sciences program is used to analysis frequency, percentage, mean \bar{x} and standard deviation (S.D.). On the other hand, t-test and f-test also are used in comparison the two differences to find out least significant difference (LSD). After that the research starts to analysis obtained data by using context content analysis techniques respectively.

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

5.1 Conclusion

This research study is conducted to examine the levels of anxiety in English Communication at BSRU undergraduate students in English Communication at second year classes. The four different Research provided great support to complete this research work, students and the professors only the part of the research, students believed that they have to English Communication proficiency whereas

their teachers, However, the great part of this research in English as a Second language of communication, The purpose of research project was to explore the Language learning beliefs of students, their problems of teaching and learning language and improvement of the students English Language skills at Bansomdejchaopraya Rajabhat University.

It was wonderful experience and interesting research work and successful task. The pattern of learning is most important in English as a second language of learning and English language communication environment also provide a chance to develop our English language communication with others or with native speakers, group discussion, pure vision more influence to the result of English Communication. 2nd year students of English Language learning at Bansomdejchaopraya Rajabhat University following the professors and administrators instructions as they set in their regular study curriculum for their English Language program of that particular subjects in all faculties.

Now a days Thai government education commission pressure to implements and improvement, change and provide a new structure of English Language programs in all universities in Thailand. It is within this context that the researcher acquired all data for this project.

The result of different groups showed the single individual responses. They were opened minded, perfect communication with the responses, and there were no disagreements. The professors and the students only agreed on the survey item. They disagreed 2 other items together. All 65 students in the class survey items find out class discussion, their pair and the group work and their exercise every class of the week.

However, the greater part of research work at Bansomdejchaopraya Rajabhat University responses, the result of the project of the ongoing research in English as a second language of communication: The purpose of the thesis project was explore the language learning beliefs of the students and the teacher, the problems of teaching and learning process and difficulties, and the way to bring the development in English studies and communication skills, improvement of teaching methods and technics. The most important to the results all the students of 2nd Year majoring the subject for English communication group Teachers and the administrator should set the curriculum for their English proficiency program. and consider the lack of authentic teaching material outside a structurally based on textbooks, build up the attitude of learning English studies and communicative skills.

Bring them some general knowledge of English from many sources, improve some knowledge of communicative techniques.

As all mentioned earlier, the key objective of the study was to a study of English Communication as a second language of 2nd year students of Bansomdejchaopraya Rajabhat University to evaluate the communication skills and English speaking level at Bansomdejchaopraya Rajabhat University.

The population considered at first 16th students of 2nd year class. All total 64 students and evaluate them every week overall 64 students evaluate for this research. Samples of this research study are 50 BSRU undergraduate students of the second year students at Bansomdejchaopraya Rajabhat University. Most of them are Foreign and Thai students for English Communication subjects are offered in their classroom.

5.1.1 Personal information of the participants

Majority of questionnaires respondents are 41 students or 82.00 % during the age 22-25 is 29 participants or 58 % at each class. Additionally, three or more of English Communication subjects have been taken in each semester, consisting of 30 participants or 60 %.

5.1.2 The findings towards causes of anxiety in English Communication at the four different parts of English usage of BSRU undergraduate students at the second year classes are:

1) English grammar level of anxiety in English Communication of BSRU undergraduate students at the second year classes of English grammar is at the moderately high level.

2) English pronunciation level of anxiety in English Communication of BSRU undergraduate students at the second year classes of English pronunciation is at the moderately high level.

3) English vocabulary English pronunciation level of anxiety in English Communication of BSRU undergraduate students at the second year classes of English vocabulary is at the moderately high level.

4) English oral proficiency English pronunciation level of anxiety in English Communication of BSRU undergraduate students at the second year classes of English oral proficiency is at the moderately high level of anxiety.

5.1.3 The analytical result of causes of anxiety in English Communication at the four different parts of English usage.

The comparison result of causes of anxiety in English Communication towards BSRU undergraduate students at the second year classes. At this point, status

of the participants, age of participants, year of the study, and English Communication subject taken in each semester are identified leading to answer of the research hypothesis questions as follows:

1) Status of participants

A comparative analysis illustrates the findings from a comparative analysis of the causes of anxiety in English Communication at the four different parts of English usage classified by the participants' status. As the result, the overviews of the research study are not different at 0.05.

2) Age of participants

A comparative analysis illustrates the findings from a comparative analysis of the causes of anxiety in English Communication at the four different parts of English usage classified by age of the participants. As the result, the overviews of the research study are not different at 0.05.

3) Year of the study

A comparative analysis illustrates the findings from a comparative analysis of the causes of anxiety in English Communication at the four different parts of English usage classified by year of the study. As the result, the overviews of the research study are not different at 0.05.

4) English Communication subject taken in each semester

A comparative analysis illustrates the findings from a comparative analysis of the causes of anxiety in English Communication at the four different parts of English usage classified by the number of English Communication subject taken in each semester. As the result, the overviews of the research study are not different at 0.05.

5.1.4 The conclusion of problem and suggestion of the causes of anxiety in English Communication at the four different parts of English usage.

From the study, the finding are found that problem and suggestion of participants towards causes of anxiety in English Communication at the second year classes are:

The problem from the causes of anxiety in English Communication of BSRU undergraduate students at the second year classes.

1) English grammar

The findings showed that 22 participants or 44.00 %of BSRU undergraduate students at the second year classes have no confidence of using English grammar in front of a group of people.

2) English pronunciation

The findings revealed that 17 participants or 34.00 % of BSRU of BSRU undergraduate students at the second year classes are worried about their English pronunciation in public speech.

3) English vocabulary

The findings illustrated that 19 participants or 38.00 % of BSRU of BSRU undergraduate students at the second year classes cannot select English words formally used in public speech.

4) English oral proficiency

The findings described that 19 participants or 38.00 % of BSRU of BSRU undergraduate students at the second year classes cannot use their English speaking skill confidently.

The suggestion from the causes of anxiety in English Communication of BSRU of BSRU undergraduate students at the second year classes.

1) English grammar

The findings showed that 17 participants or 34.00 % of BSRU undergraduate students at the second year classes should know English grammar before making areal English communicative speech.

2) English pronunciation

The findings revealed that 17 participants or 34.00 % of BSRU undergraduate students at the second year classes should practice English through phonetic sound.

3) English vocabulary

The findings illustrated that 17 participants or 34.00 % of BSRU undergraduate students at the second year classes should know more English vocabulary before making areal communicative speech.

4) English oral proficiency

The findings described that 23 participants or 46.00 % of BSRU undergraduate students at the second year classes should have confidence of using English oral skill in front of a group of people.

5.2 Discussion

5.2.1 The findings of this research study are found that opinion of the participants in English Communication at the four different parts of the English usage: English grammar, English pronunciation, English vocabulary and English oral proficiency are in a moderately high level.

1) English grammar

It is revealed That causes of anxiety in English Communication of BSRU undergraduate students at the four different parts of English usage are at a moderately high level. It is shown that participants have medium confidence of using grammar in front of a group of people or native speakers. It may be their fearfulness of using grammar mistake. Most of undergraduate students still have a problem with English grammar for 44.00 % or 22 participants, they have no confidence in using English grammar correctly. That means they are fear of incorrect used of English grammar. English grammar is very important for students who are trying to perform an English speech in communication.

According to Taveer, who mentions that EFL learners experienced some difficulties with grammatical issues when trying to speak a foreign language. Therefore, the suggestion also reveal that all undergraduate student who need to perform a communication they have know English grammar first. Anyway, English grammar is only the structure of speaking field but BSRU undergraduate students at the second year classes still have to learn for the accuracy of English grammar.

2) English pronunciation

It is shown That causes of anxiety in English Communication of BSRU undergraduate students at the four different parts of English usage are at a moderately high level. The pronunciation is one of the most influential things which good English communicative speaker have to be fluent before making a communicative speech. Seventeen participants or 34.00% are worried about their English pronunciation before making a speech. That means BSRU undergraduate students have no self-confidence in their English pronunciation. Lots of undergraduate students have learnt English pronunciation through their English teachers. As a result, the suggestion of this parts is they should learn English through English phonetic sound may cause anxiety in English communicative speaking.

3) English vocabulary

It is found That causes of anxiety in English Communication of BSRU undergraduate students at the four different parts of English usage are at a moderately high level. An usually, vocabulary is the fundamental thing of English communicative speaking but 19 participants or 38.00% cannot select English words formally used in communicative speech. It has been shown that BSRU undergraduate students are worries about English words which is used in communicative speech. Therefore, the suggestion in this part is English communicative speakers should

know more English vocabulary before making a real speech. For 17 participants or 34.00% agreed that suggestion.

According to Macintyre and Grander citing that EFL students might experience more anxiety in English communicative speaking, if they have known less English vocabulary.

4) English oral proficiency

It is illustrated that causes of anxiety in English Communication of BSRU undergraduate students at the four different parts of English usage are also at the moderately high level. It means a parts of BSRU undergraduate students could use their English oral proficiency while they have to perform an English communicative speech but 19 participants or 38.00% cannot use their English communicative speaking skills. Regarding to the result, BSRU undergraduate students in this study experienced some foreign language to speak English in the communication. It might be possible that students worries about their English oral proficiency that might not be good enough to do English communicative speech. By the way, in this suggestion the finding reveals that they should have confidence of using oral skill in front of a group of people.

5.3 Suggestion

5.3.1 Suggestion

From the topic entitled as “A study of English Communication as a second languages of 2nd year students at Bansomdejchaopraya Rajabhat University” the research are appreciated to present the issues of the four different parts of English usage that would be benefit for future research study:

1) English grammar

(1) BSRU undergraduate students should know English grammar before making English communicative speech.

(2) BSRU undergraduate students should get rid of the fearfulness in using English grammar.

2) English pronunciation

(1) BSRU undergraduate students should practice English sounds through phonetic alphabet.

(2) BSRU undergraduate students should have self-confidence of pronouncing English words in front of a group people.

3) English vocabulary

(1) BSRU undergraduate students should know more English vocabulary which using in English communicative speaking.

(2) BSRU undergraduate students should have a good decision-making of using English words.

4) English oral proficiency

(1) BSRU undergraduate students should have confidence of using English oral skill.

(2) BSRU undergraduate students should practice their own English oral skill.

5.3.2 Suggestion for the future research study

1) The number of participants is limited to only 50 of BSRU of BSRU undergraduate students who are study of English Communication as a second language of second year students. Therefore, participants should be increased more than this and tryout with groups of people who are EFL learners.

2) The future study should be extended other parts of English usage more than four.

3) This research study explored only causes of anxiety in English Communication by using research questionnaires. Anyway, future study should create other research tools in collecting data.

Discussion will be found in chapter no.4: students Behavior in the English language learning class, communication, Grammar portion research between 10 to 12 students finding in 50 students, Teaching methods research and socio-cultural activities with the ASEAN groups of members in the university's motivation with 3 members and intelligence research members 3 and 5. Finally research question will be discussed with reference to the qualitative data collected and made this project at the Bansomdejchaopraya Rajabhat University.

English as a second language activation process through all human beings of the Native speakers works out on input and productive grammar subconsciously process of English Language communication so grammar learning is the main part of English communication skill.

The research indicates that 'earlier is better' for improvement of English as a second language students. If the native speaker proficiency is wanted to improve English communication the qualification of the native speaker is must considered by administration and education system that can be goal for development in English language studies and communication matters. The result of the informal research and interviews were taken at Bansomdejchaopraya Rajabhat University. Interviews

with professors of English as a second language communication classes provided insight the facts and most important information of the English communication courses and description about the teaching and the student's activities in the class and their communicative approach for the future. Some teachers they provide the conversational activities for the students to help the students freely in the class. None of the teachers mentioned that in communication analysis or explicit instruction in spoken by using a standard grammar, although instruction in standard grammar must be addressed.

5.3.3 Grammar

English as a second language Teachers should present familiar with the rules of grammars and the sentences even through the natural order of English speaking grammatically structures proceed in a observation of English communication learning process, students should understand the rules of grammar is most important so teacher reform the testing of grammatical comprehension in English language speaking.

5.3.4 Teaching Methods

The best way to learn the vocabulary is through reading', Reading is one of the best way of advancing vocabulary through the lessons, knowledge can be improve and can be represented either implicitly or explicitly and can be achieve the conscious act through the vocabulary and lexis so teacher should provide more lessons for improve their vocabulary in the class.

For developing the English as a second language of learning in the university teachers should linguistically description explain in the class for improve student's pronunciation skills, such as phonology, phonetics, vowels and consonants sounds and their distribution patterns of rhythm (i.e. timing of syllable length, syllable stress, and pauses), phonetics is a science that describes all the sounds in language, phonology is the way speech sounds form systems and patterns, its important because it permits speaker to produce sounds to know the foreign accents easily.

5.3.5 Motivation

A study of English Communication as a second language of 2nd year students of Bansomdejchopraya Rajabhat University means motivation of English language learning as a second language improve the level of learning and teaching process. The targets of the English Departments culture and the people would like to identify with particular culture because Thailand is a member of ASEAN community, so need to develop our personality and attitude to present to other community. The

motivation for learning English as a second language has defined as either a goal, success, a reward, will or desire and for improve the level and rank of the Bansomdejchaopraya Rajabhat University as an international level.

Finally, teachers should motivate students in many ways to help them overcome challenge of learning a second language like a teacher to be a main behavior to setting a relaxed atmosphere and make classes interesting and most helpful motivation, extra pressure of an upset or angry teacher as this would have negative effect upon student motivation because classroom atmosphere as well. so for teacher behavior and motivation most important for teaching process, and students motivate to improve our learning skill through the study hard. First the professors, and administrative requirements and lack of resources for make the extra English conversation and communicative courses at the university. Professors use the free communication approach however teaching conversation general English language proficiency and speaking composition, Oral correct pronunciation and communication improvement through the English studies.

Four professors interviewed indicated that the large levels of the students in the class was more challenge in instruction, more advanced students in each class would benefit from the type of instruction in the conversation Norms and the difficulties to explain, each class may have English proficiency level activate for all majoring subject of communication. Grammar instruction and vocabulary through the reading would develop in the students.

The most of the teachers at Bansomdejchaopraya Rajabhat University could not conversation in English, but other oral skills as well as vocabulary, reading, listening, and writing should be taught concurrently. The English as a second language of communication approach focuses specifically on conversation skills, the free communicative approach integrates content and allows teachers for the students to work on general language proficiency through speaking.

Classroom teaching materials are concerned, all of the teachers with deficiency in English language textbooks by either other supplements providing a grammar text with other materials such as website, literature, short paragraph reading, and textbook at all. Now a days internet is one of the effective resources in the eyes of professor, they find out especially news and video sites, helpful in the class.

Research founded Students desired much conversation in the class, text materials are helpful in learning conversation but did not the target materials as

highly, communication skills is not enough to justify the lack of instruction in conversational norms.

Conversation data, including transcripts, audio recordings, and audio -visual recording of real conversations is not communication created for teaching purposes. These data are available in a variety of places (like a television, research collections, internet videos, group discussions, talk shows) in real conversation. As mentioned before language texts and materials of English language insufficient to provide students.

It is recommendation that the Bansomdejchaopraya Rajabhat University to hire a more qualified professors, even the foreign professors also. In other hand with regards to their curriculum development, provide in English second language communication programs, it is suggested that they hire educators and knowledgeable in the field of English second language communication, having the ability and flexibility to expand students potential through the using of different teaching methods and procedures, friendly and freely and make a English communicative atmosphere in a English Language as a second language of communication class.

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APPENDICES

APPENDIX A
Assessors of the Research Questionnaire

ASSESSORS OF RESEARCH QUESTIONNAIRE

1. Asst. Prof. Dr. Chollada Phongphattanyothin, Dean of Faculty of Humanities and Social Sciences, BSRU.

2. Assoc. Prof. Dr. Preecha Kanetnog, instructor of English Language and English Linguistic Subject, Department of Foreign Languages, Faculty of Humanities, MCU.

3. Assoc. Prof. Nilratana Klinchan, instructor of English Language and English Linguistic Subject, Department of Foreign Languages, Faculty of Humanities, MCU.

APPENDIX B
The Result of Index Objective Congruence (IOC)

Questionnaire for the Study
Topic

**A Study of English Communication as a Second Language of the
Second Year Students at Bansomdejchaopraya Rajabhat University**

No.	Statement	Three Assessors			Conclusion and Interpretation		
	English grammar	1	2	3	Total	IOC	Interpretation
1	I can use English grammar correctly while performing public speech.	1	1	1	3	1.00	Useable
2	When speaking English in public, I can make people understand about my English grammar.	1	1	1	3	1.00	Useable
3	I have self-confidence to use English grammar properly.	1	1	1	3	1.00	Useable
4	I feel comfortable when I have to use English grammar in front of a group of people.	1	1	1	3	1.00	Useable
	English Pronunciation	1	2	3	Total	IOC	Interpretation
1	When performing an English communicative speech, someone can understand my English.	1	1	1	3	1.00	Useable
2	My English pronunciation is good enough for English communicative speaking.	1	1	1	3	1.00	Useable
3	I am not worried about my English pronunciation while performing an English communicative speech.	1	1	1	3	1.00	Useable
4	I am not fear of someone blames me after using English pronunciation.	1	1	1	3	1.00	Useable

English Vocabulary		1	2	3	Total	IOC	Interpretation
1	I know English Vocabulary which is used in English communicative speech.	1	1	1	3	1.00	Useable
2	I can recall my English vocabulary while performing an English communicative speech.	1	1	1	3	1.00	Useable
3	I can select the word formally used in English dictionary, when performing an English communicative speaking.	1	1	1	3	1.00	Useable
4	English vocabulary is not my problem in English communicative speaking.	1	1	1	3	1.00	Useable
English Oral proficiency		1	2	3	Total	IOC	Interpretation
1	I can use my English communicative skill properly while performing a speech.	1	1	1	3	1.00	Useable
2	I can fluently English communication in front of a group of people while performing a communicative speech.	1	1	1	3	1.00	Useable
3	When I performing an English communicative speech, I can make audiences understand what I have said.	1	1	1	3	1.00	Useable
4	My English communicative skill is quite good for communicative speaking.	1	1	1	3	1.00	Useable

APPENDIX C
The Research Questionnaire

Questionnaire for the Research Study
BansomdejchaoprayaRajabhat University, Major in English
On
A Study of English Communication as a Second Languages of 2nd Year
Students at BansomdejchaoprayaRajabhat University.

Explanation

1. This research study is aimed to investigate causes of anxiety in English communication as a Second Language of 2nd Year students at BansomdejchaoprayaRajabhat University.

2. The research materials are divided into three parts, are:

Part 1: Personal information of the participants.

Part 2: The research questionnaire measures the level of anxiety in English communicative speaking at the four different parts of English usage.

Part 3: Open-ended question which cause problem and suggestion in English communicative speaking to BSRU. Undergraduate students at the second year classes.

3. This research questionnaires are requested for participants to rate maincauses that affected their anxiety in English communicative speaking according to the four different parts of English usage, namely, English grammar, English pronunciation, English vocabulary and English oral proficiency. The participants can be assured that all of the personal information will be kept strictly confidential. Your personal information and other identifications will not appear on this research. Moreover, this research questionnaire will not affect you and you education.

Hopefully, the research questionnaire will get real information from you and thank you for your times.

Mrs. Anita MongkolSomkittikanon
Master's degree student, Major in English
Mahachulalongkornrajavidyalaya University.

Questionnaire for the Research Study

Part 1: Personal Information of Respondents

Direction: Please mark √ in the box below.

1. Status

Thai Foreign

2. Age

17-21 22 – 26
 27 - 31 32 – 36

3. Sex

Male Female

4. English Communicative Subjects taken in each semester

One subject Two subjects
 Three subjects or more

Part2: Level of anxiety in English Communication at the four different parts of English usage.

Direction: Please mark √ in the box below to investigate the level of anxiety in English Communicative speaking at each stage.

5 means Strongly agree

4 means Agree

3 means Undecided

2 means Disagree

1 means Strongly disagree

No.	Statement	Level of opinion				
		5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
English grammar						
1	I can use English grammar correctly while performing a					

	communicative speech.					
2	When communicative English in public, I can make people understand about my English grammar.					
3	I have self-confidence to use English grammar properly.					
4	I feel comfortable when I have to use English grammar in front of a group of people.					
English pronunciation						
1	When performing an English communicative speech, someone can understand my English pronunciation.					
2	My English pronunciation is good enough for English communicative speaking.					
3	I not worried about my English pronunciation while performing an English communicative speech.					
4	I am not fear of someone blames me after using English pronunciation.					
English vocabulary						
1	I know English vocabulary which is used in English communicative speech.					
2	I can recall my English vocabulary while performing an English communicative speech.					
3	I can select the word formally used in English dictionary, when performing an English					

	communicative speech.					
4	English vocabulary is not my problem in English communicative speaking.					
	4.English oral proficiency					
1	I can use my English communicative skill properly while performing a speech.					
2	I can fluently speak English communicative in front of a group of people while performing a communicative speech.					
3	When I performing an English communicative speech, I can make audiences understand what I have said.					
4	My English communicative skill is quite good for communicative speaking.					

Part 3: Open-ended questions which cause problem and suggestion in English
Communication as a Second Language of 2nd Year students at BSRU.

1. Problem/ obstacle in English grammar

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Suggestion

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2. Problem/ obstacle in English pronunciation

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Suggestion

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3. Problem/ obstacle in English vocabulary

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Suggestion

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4. Problem/ obstacle in English oral proficiency

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Suggestion

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Thank you for your kindness

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M.A. Sociology, M.BA.Human
Resources, M.A. English (International Program), Studying
at MCU.Thailand.
Work Experience :Teaching at Bansomdejchaopraya Rajabhat University and
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