ความสามารถด้านการพูดภาษาอังกฤษของนักเรียนไทยด้วยการเรียนแบบกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียน
THE ENGLISH-SPEAKING ABILITY ON ESA METHOD OF THAI STUDENTS

มีนา ทนคง ฮามิลตัน[1] นวมินทร์ ประชานันท์[2] ชูเกียรติ จารัตน์[3]

Meena T. Hamilton[1] Nawamin Prachanant[2] Chookiat Jarat[3]

มหาวิทยาลัยราชภัฏบุรีรัมย์[1-3]

Buriram Rajabhat University[1-3]

E-Mail : Meenathonkhong@gmail.com

บทคัดย่อ

บทความนี้ผู้เขียนได้กำหนดวัตถุประสงค์เอาไว้ 3 ประการ คือ 1) เพื่อนำเสนอความสำคัญของภาษาอังกฤษที่เข้ามามีบทบาทสำคัญในชีวิตประจำวันในยุคปัจจุบัน 2) เพื่อนำเสนอปัจจัยที่ส่งผลให้เกิดอุปสรรคต่อการพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักเรียนไทยในปัจจุบัน และ 3) เพื่อนำเสนอแนวทางการพัฒนาความสามารถด้านการพูดภาษาอังกฤษของนักเรียนไทยในปัจจุบันโดยใช้วิธีการกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียน ผลการศึกษาพบว่า 1) ภาษาอังกฤษมีความสำคัญอย่างยิ่งในสังคมปัจจุบันที่ต้องใช้ภาษาอังกฤษในการสื่อสารในชีวิตประจำวัน 2) ปัญหาและ อุปสรรคที่ส่งผลต่อการพัฒนาความสามรถด้านการพูดภาษาอังกฤษ ได้แก่ ความไม่ชอบเรียนรายวิชาที่เน้นทักษะการพูดภาษาอังกฤษ การมีส่วนร่วมในกิจกรรมภาษาอังกฤษไม่เพียงพอ การใช้ภาษาถิ่นหรือภาษาแม่มากเกินไปและการที่ผู้สอนใช้กลวิธีการสอนที่ไม่มีประสิทธิภาพ และ 3) การจัดการเรียนการสอนโดยใช้วิธีกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียนทำให้นักเรียนมีทักษะความสามารถด้านการพูดภาษาอังกฤษมากขึ้น ผลของการค้นพบนี้มีความสำคัญต่อครูและนักเรียนในการพัฒนาการเรียนการสอนให้มีประสิทธิภาพโดยใช้วิธีสอนแบบกระตุ้นให้นักเรียนมีส่วนร่วมในการเรียนเพื่อเพิ่มพูนความสามารถในการพูดภาษาอังกฤษ

คำสำคัญ: ความสามรถด้านการพูด, อุปสรรคต่อการเรียนการพูด, การเรียนแบบกระตุ้นให้นักเรียนมีส่วนร่วม

Abstract

This study aimed: 1) to present the importance of English langue in daily life; 2) to find out the problems of speaking activities; and 3) to present the Engage- Study- Activate Approach Effectively to develop the English speaking ability of Thai students. The findings were as follows: 1. In Thailand, the English language is obviously considered one of the most influential languages. Learning the English language is a necessity in daily life. Most international companies in Thailand will expect their employees to be able to converse in English 2. Problems of speaking activities are inhibition, nothing to say, low and uneven participation and mother tongue use. 3. The Engage- Study- Activate method can be one effective teaching approach that teachers and relevant persons who are interested in this technique can apply in their careers to help their students to learn effectively. The findings can be significant for teachers and students to develop effective teaching and learning regarding speaking using the Engage- Study- Activate method to improve speaking ability.

Keywords: Speaking ability, Problems of speaking, ESA

Introduction

English is very essential in both local and global contexts. As in the ASEAN context, the English language has been chosen as the official working language for the community. Moreover, the importance of English can be seen in the region's education and that several countries in ASEAN now use it as a medium of instruction (Kirtpatrick. 2010: 55- 63). With the rapid spread of the English language through trades, education, and information technology, English is considered an international language, which has played an essential role with respect to communication in countries throughout the world. English serves as an extremely important tool for communication and creating an understanding of cultural diversity in the world community (Ministry of Education. 2008: 45). Therefore, English is a vital and most useful language.

Since standard Thai language is considered as the official language of Thailand, the status of English in the country is that of a foreign language

(Parviainen. 2013: 8). In Thailand, the English language is obviously considered one of the most influential languages. Learning the English language is a necessity in daily life. Most international companies in Thailand will expect their employees to be able to converse in English. Hedlund (1999: 11) points out that "for knowledge to be exchanged and combined, there has to be a shared medium of communication. People have to be able to make sense to each other. One aspect of this is shared spoken general language". In addition, Nahapiet and Ghoshal (1998: 254) consider that a shared language may provide "a common conceptual apparatus for evaluating the likely benefits of exchange and combination". Being able to speak and understand the English language helps enrich and open doors for Thai nationals both in their occupational and private domain.

English is among one of the major languages taught in Thai schools and academic institutes (Kaur, Young & Kirkpatrick. 2016: 65). In the education system, English has been part of the curriculum from primary school to the university level. Many responsible bodies have put tremendous efforts into improving the English of Thai learners. For Thai students, English speaking tends to be difficult since English is not a native language (Khamkhien. 2010: 184-200). The Ministry of Education, Thailand (2000) points out that Thai students have studied English for many years but they have difficulty speaking English effectively in real-life situations. Problems emerge such as shyness and inhibitions, unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention their speech attracts. Finding things to say can be difficult even if they are not inhibited, the students complain that they cannot think of anything to say. Providing an interesting topic is not enough. Students need to feel they have something relevant and original to contribute to the discussion and that it is worth making the effort to speak. Regarding the low participation of individuals, only one participant can talk at a time if he or she is to be heard, and in a large group; this means each one will have only very little talking time. An added

problem here is the tendency of some students to dominate, while others speak very little or not at all.

Mother tongue uses in classes where some or all of the students share the same mother tongue, they may fall back to it when they could with a bit more effort to use English. They do so because it is easier and feels more natural to talk to each other in their own language. Occasional mother tongue use is inevitable and indeed can be very helpful in solving specific vocabulary problems as an example. If students spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English. This problem is partly influenced by teaching methods and related to both teachers and learners（Sae-Ong. 2010: 62-74). Most of English lessons are carried out through teacher-centered approaches. Bolt (1986, cited in Muangyot. 2010, Promruang. 2012: 87) indicates that in the traditional classroom, most activities focus on grammar. Thai English teachers generally use too much Thai in the English classroom and do not use enough creative activities that motivate learning.

Definition of Speaking

Speaking is a product of language skill that it is developed in daily life, which is initiated by listening skill, and then speaking ability is produced. So, speaking and listening could not be separated (Tarigan. 1990: 3-4). When we speak, we produce the text and it should be meaningful. In the nature of communication,

the speaker and listener can understand by the meaning of pronunciation which conveys listeners understand easily. According to Harmer (cited in Tarigan. 1990: 56)，teaching speaking or producing skills, three major stages of these would be presented.

1. Introducing new language /teaching vocabulary.

2. Practice

3. Communicative activity.

According to Ladous (cited in Nunan. 1991(2): 279-295), speaking is described as the activity and ability to convey oneself in the situation, or the activity to report

act, the situation in precise words and ability to converse or expressing of ideas fluently.

Rizvi (2006: 92) mentions that speaking is "an interactive communicative process that involves speakers and listeners. In the communicative process, speakers need to learn to adapt their talk to their listener; use a range of ways to express themselves; use talking to clarify their ideas and sustain their talk to develop thinking and reasoning".

All speaking above, it can be summarized that speaking is the process of communication by using ideas, imagination, conceptualizing and following the dialogue forms. It is also the transmission of words or sentences meaningful from speakers to listeners to express their ideas and opinion through the process of interactive communication and understandable by the listeners.

Importance of Speaking

Speaking seems intuitively the most important: people who know a language are referred to as a speaker of the language and assumes that speaking includes all other kinds of knowing. Many, if not most, language learners are mainly interested in learning to communicate orally. Bailey and Savage (1994: 71-81), mention that speaking is a necessary basic skill of communication and an important language skill because the skill of speaking includes purposes, such as expressing feelings sensations, ideas and beliefs. This skill is so important that people perform many of their actions through it (Hasan. 2014: 34(41). Moreover, Nunan (1991: 2) views speaking as an essential process for learning English. In language teaching, the skill of speaking is an important part of the curriculum.

Sounthalavong (2017: 16-17) mentions that to develop spoken language is not simply a matter of learning skills such as pronouncing English sounds or being able to produce single utterances or phrases. The development of speaking is an ongoing and complex process of gaining knowledge and developing skills and strategies to interact with people in social interactions. From the very beginning levels of language learning, students need to:

1. Experience various kinds of spoken texts

2. Develop knowledge about how social and cultural contexts affect the type of spoken language used

3. Learn how to participate in different spoken interactions

4. Expand their knowledge resources and learn to use a range of spoken language strategies

5. Learn how different spoken texts are constructed

6. Develop greater control of the systems of vocabulary, grammar, phonology, and intonation.

7. Develop skills that will enable them to predict what will occur in a conversation.

8. Improve accuracy and fluency.

Functions of Speaking

Various attempts have been made to sort the function of speaking in human interaction. Brown and Yule (1983) make a useful difference among the interactional function of speaking, in which it serves to establish and maintain social relations, and transactional function, which aims to exchange the information. According to the workshop of the teachers to design materials, Brow and Yule framework

 (Jones. 1996 : Bums. 1998: 3(5) have presented three different types of speaking as follows:

1.Talk as interaction

Talk as interaction refers to what is normally meant by conversation and explain interaction that serves a basic social function. Whenever people meet,

they take part of greeting in small talk, recount present experiences, and so on, because it is the right way to be friendly and to make a comfort zone of socializing with the others. The main point is to introduce themselves to each other than

the message itself. The exchange might be formal or informal, it depends on the situation and nature has been well described by Brow and Yule (1983).

2.Talk as transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. A transaction may consist of a sequence of different functions. Two different kinds of transactions are often distinguished.

One type refers to transactions that occur in situations where the focus is on giving and receiving information, and where the participants focus primarily on what is said or achieved (e.g. asking someone for directions or bargaining at a garage sale).

The second type refers to transactions that involve obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. Talk in these situations is often information focused, is associated with specific activities and often occurs in specific situations.

3.Talk as performance

Talk as performance refers to public speech that transmits information before a spectator, such as welcome speeches, business presentations, class talk or classroom presentations, public announcements, giving speeches or lectures and so on. For example, there will be an opening of a farewell party speech given by

the host, in this party the host will talk to the guests to welcome, he may talk with oral and also follow the script and spoken text.

Problems of Speaking Activities

There are many problems faced by learners in speaking activities. According to Ur (1991: 121) there are four problems faced by the learners in conducting speaking activities.

1.Inhibition

Unlike reading, writing, and listening activities, speaking requires some active responses from the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. They are worried about making

a mistake and afraid of losing face or are simply shy of their unconfident speech.

2.Nothing to say

Even if they are not inhibited, learners often hear learners complain that they cannot think of anything to say. They have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3.Low and uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each one will have only very little talking time.

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4.Mother tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier. It feels unnatural to speak to one another in a foreign language, and because they feel more exposition when they are speaking in their mother tongue. When they are talking in small groups, it can be quite difficult to get some groups of students; particularly the less disciplined or motivated ones, to keep to the target language.

Teaching Methods for Improving English Speaking

The way in solving the problems of teaching English speaking as

the 'Engage-Study-Activate' (ESA) method is a good alternative approach.

The Engage-Study-Activate method has been increasingly modified in recent years and has been recommended as an excellent way of communicative language teaching, including speaking (Harmer. 2002: 30). Engage-Study-Activate can be defined as a method in communicative language learning and in which the process of using language for communication, especially speaking (Harmer. 1984: 50 (1). Therefore, the author is interested in implementing the ESA technique in teaching speaking very much. Through implementing ESA technique, it is intended that the researcher want to show and introduce a new technique of teaching speaking and try to prove that this technique will bring significant changes dealing with English mastery and teaching English techniques. The researcher realizes that there is no perfect teaching technique in this world because every technique has its strengths and weaknesses.

A certain technique is very good applied in certain class but sometimes it is not good applied in another class. That is why the researcher intends to apply the

relatively ne new technique of teaching speaking which is called Engage- Study-Activate (ESA).

The author as a teacher of English, who has been teaching English for 7 years has also found that most students have a variety of learning problems and using English. The students cannot use English in conversation or correspondence with others effectively, especially when speaking. The problems in learning and teaching English especially students' speaking ability at school, where the author has worked, are needed to be improved. The students in grade 6, who are the author's students, have high English scores in writing tests (Communicative English Course Report of Muangsurin School. 2018: 23- 32) but they still cannot speak English effectively. Moreover, there are many foreign teachers at school but the author has observed that the students cannot speak with foreign teachers effectively. The causes of the problems are concerned with the limitation of language background knowledge, lack of awareness of significance in learning the language and the English teachers' inappropriate or ineffective teaching approaches used.

English Speaking Teaching Methods

The teaching of English Language to Thai children in schools is indubitably meaningful as it continues with the natural developmental phenomena of a child and is suitable for that phase of age. However, the entire process becomes successful when the mentor responsible for embedding the English language in a child has adequate knowledge and has mastered the art of transferring the English language to his pupils. Also, the enthusiasm and level of motivation play a great role in teaching English to the young minds, such a teacher might be an asset to the children who successfully acquire English along with their native language or the mother tongue. (Klimova. 2011: 15).

The Engage-Study-Activate method

The author interested in the Engage- Study- Activate method because believed this approach can be considered as the most appropriate, enabling learners to get fully involved in this method.

Definition and Elements of Engage-Study-Activate

According to Harmer (2002: 15), Engage-Study and Activate are elements that are presented in a language classroom to assist students to become knowledgeable.

The details of each word are as follows:

1.Engage

This is the point in a teaching sequence where teachers try to motivate a student's interest, thus involving their emotions. Most people can remember lessons at school which are uninvolving and where they disengage from what is being taught. Frequently, this is because they are bored because they are not emotionally engaged with the subject matter. Such lessons can be contrasted with lessons where they are amused, motivated, stimulated or challenged. It seems quite clear that those lessons involve not only more fun, but also a superior learning outcome.

2.Study

Study activities are those where students are asked to focus on language and how it is constructed. They range from the study and practice of a single sound to an investigation into how a writer achieves a particular effect in a lengthy text. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar autonomously, they can work in groups studying and reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

3. Activate

This element describes exercises and activities which are designed to promote the student's use of the target language as freely and communicatively as their capacity allows. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but for them to use all and any language which may be appropriate for a given situation or topic.

The author selects the Engage-Study-Activate method because she believes that it will be able to solve the problem of students in speaking.

The students are fully involved in this method. They become motivated and can implement learning and grammar in daily speaking activities. Thus, this method needs to be studied extensively to make a better. It has been observed that the method proves to be exceptionally effective in making the students learn English to speak in a limited period. Thus, this method should be implemented in grade 6 students so that the students can actively participate in the English language learning process. As speaking skills are better acquired by practicing, and the ESA method is mainly based on practicing English simultaneously with the learning of grammatical rules and congruent implementation of the rules understanding of how this method can be implemented in Thailand.

However, the most appropriate method used in the study is to Engage - Study- Activate Approach. Teaching English speaking as a second foreigner language, this approach can be considered as the most appropriate, enabling learners to get fully involved in this method. The students become inspired and can implement the language in their daily life activities.

In conclusion, the author believes that this finding will be a guideline for a novice teacher and any persons who is interested in teaching and developing students' speaking ability based on the Engage- Study- Activate method. It can be one effective teaching approach that teachers and relevant persons who are interested in this technique can apply in their careers to help their students to learn effectively.

References

Bailey, K. & Savage, L. (1994). **New Way in Teaching Speaking.** Alexandria, VA :Teachers
of English to Speakers of Other Language (TESOL).

Fithria, M. & Ratmanida, R. (2019). "Using ESA for Improving the Speaking Ability of
junior High School Students." **Journal of English Language Teaching.** 3(6):
10- 15.

Harmer, J. (1998). **How to Teach English**. England, Wesley : Longman Limited.

Harmer, J. (2002). **How to Teach English**. 8th ed. Edinburgh : Pearson Education
Limited.

Hassan. (2014). "Communications of the Association for Information System." **College of Education Journal.** 34(41): 801-816.

Kaur, A., Young, D. & Kirkpatrick, R. (2016). In English Education Policy in Thailand: Why the Poor Results? In A. Kaur, D. Young & R. Kirkpatrick (Eds**.**), **English Language Education Policy in Asia.** (pp. 345-361). New York:

Springer.Khamkhien, A. (2010). "Teaching English Speaking and English Speaking

Tests in the Thai Context: A Reflection from Thai Perspective." **English Language Teaching Journal.** 3(1) : 184-200.

Khoshsima, H. & Shokri, H. (2016). "The Effects of ESA Elements on the Speaking Ability of Intermediate EFL Learners: A Task-based Approach." **Theory and Practice in Language Studies.** 6(5) : 1085-1095.

_____. (2017). "Teacher's Perception of Using ESA Elements in Boosting Speaking Ability of EFL Learners: A Task-based Approach." **Journal of Language Teaching and Research.** 8(3) : 577-587.

Kirkpatrick, R. (2010). **English as an Asian Lingua Franca and the Multilingual Model of ELT**. Cambridge : Cambridge University.

_____. (2012). "English Education in Thailand: 2012." **Asian EFL Journal**. 61 : 24-40.

Klimova, B. F. (2011). "Motivation for Learning English at a University Level." **Procedia-Social and Behavioral Sciences**. 15 : 2599-2603.

Ministry of Education. (2001). **Teaching English for Elementary Level.** Bangkok : Karnsartsana Press.

_____. (2008). **The Basic Education Core Curriculum B.E. 2551(A.D. 2008)**. Bangkok : A Cooperative of Agriculture Assemble of Thailand Press.

Muangsurin School Curriculum. (2013) . **Mini English Program Curriculum of Muangsurin School.** Muangsurin School**,** Surin, Thailand.

Muangsurin School Report. (2018:23-32). **Communicative English Course Report of Muangsurin School.** Muangsurin School, Surin, Thailand.

Nunan, D. (1991b). **Language Teaching Methodology**. Sydney: Macquarie University Press.

Sudarsono, I. (2015). **The ESA to Improve Teaching Speaking on a Job**

Interview. New Delhi: SAGE Publication. Ltd.