



AN ANALYTICAL STUDY OF ENGLISH SPEAKING SKILLS OF CAMBODIAN
STUDENTS OF PREAH SIHANOUK RAJA BUDDHIST UNIVERSITY
BATTAMBANG BRANCH

Ven. Teng Chamnan

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

Graduate School
Mahachulalongkornrajavidyalaya University
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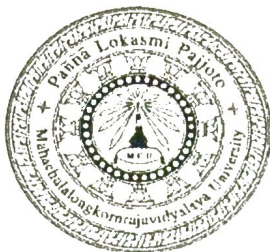
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(Phramaha Somboon Vuddhikaro, Dr.)
Dean of Graduate School

Thesis Examination Committee:	Chairperson
	(Assoc.Prof.Dr. Wilaisak Kingkham)	
	Member
	(Dr. Samorn Ketsom)	
	Member
	(Asst.Prof.Dr.Veerakarn Kanokkamalade)	
	Member
	(Assoc. Prof. Nilratana Klinchan)	
	Member
	(Asst.Prof.Dr.Methaphan Phothitheerarot)	
Thesis Supervisory Committee:	Assoc. Prof. Nilratana Klinchan	Chairperson
	Asst. Prof. Dr.Veerakarn Kanokkamalade	Member
Researcher:	
	Ven. Teng Chamnan	



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Member

Researcher:

Ven. Teng Chamnan

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Researcher : **Ven. Teng Chamnan**

Degree : Master of Arts in English (International Program)

Thesis Supervisory Committee:

: Asst. Prof. Dr. Veerakarn Kanokkamalade, B.A. (English), M.A, Ph.D. (linguistics)

: Assoc. Prof. Nilratana Klinchan, B.A. (English), M.A. (Politics)

Date of Graduation : March 13, 2018

Abstract

The purposes of this study are 1) to study the problems of Bachelor of Arts Students' English speaking skills of Preah Sihanouk Raja Buddhist University Battambang Branch, 2) to propose the guideline of improving English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch in order to develop their effective speaking skills, and 3) to analyze the improvement of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch. The study is both quantitative and qualitative. The tools used for collecting data were questionnaire and interview. A group of final year B.A. students at SBUBB was the target of this study, and the data was analyzed by using percentage, means, averages and standard deviation (S.D).

The result of this research was found that:

The data shows that among 20 students, there are 5 female students with 25%, and 15 male students with 75 %. Most of them are in the rank of age of 21-30 years, 15 person with 75%. And other 5 students are in the rank of age of 30-up years with 25%. They are all in fourth year. The purpose of their English studying is for communication with 75%, and for Education with 25%. 50% of them like speaking skill, 25% like listening skill while another 15% prefer reading skills.

The problems with English speaking skills were at high level. They were as the following: 1) Causes of problems with English speaking found from students' motivations. 2) Causes of problems with English speaking found from teacher's teaching techniques. 3) Causes of problems with English speaking found from English

environments. 4) Causes of problems with English speaking found from students' lacking of times to speak English.

The final important part of this study was getting the priceless ideas and invaluable suggestions to solve the problems of English speaking skills from some English teachers and scholars who were accordingly interviewed in this study. Most of interviewees gave virtually the same answers related with causes that make EFL learners difficult in speaking English that the problems come from learners themselves who do not make an effort to practice speaking after class. Being shy to take a risk of speaking is also the biggest obstacle in the way to reach speaking ability. Furthermore, lacking of vocabulary is the main impediment to speaking progress as well.

In addition, they correspondingly gave invaluable ways to enhance the ability of speaking English that EFL learners should pay attention on building up daily used vocabulary, and practice speaking English as much as they can. In the bargain, EFL learners should listen to English conversation every day since listening can make them able to speak English naturally and smoothly.

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Ven. Teng Chamnan

.....,, 2018

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List of Abbreviation and Symbols

MCU	= Mahachulalongkornrajavidyalaya University
SBUBB	= Sihanouk Raja Buddhist University, Battambang Branch
USA	= The United States of America
UK	= The United Kingdom
e.g.	= Exempli gratia
etc.	= Et cetera
EFL	= English as a foreign language
s'	= Singular
's	= Plural
()	= Bracket
:	= Colon
;	= Semicolon
“ ”	= Quotation mark
.	= Full stop
,	= Comma
'	= Apostrophe
-	= Hyphen
!	= Exclamation mark
?	= Question mark
&	= Ampersand
/	= Solidus
%	= Percent
\bar{x}	= Average
S.D.	= Standard Deviation
Sb	= Somebody
Sth	= Something

Chapter I

Introduction

1.1 Background and Significance of the Problem

Although, nowadays, there are many Cambodian people learning English all over the Country, countryside and towns, most of them say that speaking English is a difficult task: They understand the language and know a lot about its grammar and lexicon, but when they have to speak, it seems to be at a loss for words for them. Thus, the fourth year students of Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB) are chosen to be involved in this study which are representatives of B.A students of SBUBB. They all have already studied from the 1st year up to the 4th year, therefore; researcher chooses only 20 - fourth year students. In questionnaire, students are asked among four skills: Listening, Speaking, Reading, Writing, which one they like the most, and the result shows that the most English skills desired by them is speaking skill with 50%. Some students, with 25%, like listening skills while other students with 15%, prefer reading skills.

Talking about problems of English speaking skills, A.J. HOGE said that most schools, everywhere in the world, use the grammar translation method. The focus of this method is on grammar analysis and the memorization of translated vocabulary. This method breaks English into an endless series of grammar formulas to memorize. This is an epic failure of education system.¹ Many EFL learners know a lot of vocabularies and grammars, but they cannot speak English well.²

Preah Sihanouk Raja Buddhist University is one of many universities in Cambodia which is a Buddhist university providing educations to both monks and lay people. It was founded on 1st July, 1954 under the royal patronage of King-father

¹ A.J. HOGE, **Effortless English: Learn to speak English like a native**, (Effortless English LLC, USA, 2014), p. 11.

² Henna Paakki, "Difficulties in Speaking English and Perceptions of Accents: A Comparative Study of Finnish and Japanese Adult Learners of English", **Master's thesis**, (University of Eastern Finland, 2013), p. 1.

Norodom Sihanouk, the king of Cambodia. It was the only educational institution providing higher Buddhist education to student monks. Ven. Huot That was the first Director, who held the ecclesiastical title as Samdech Bodhivamsa (Rajagana First Class), and who was also the Director General of Buddhist Education. The founding of this Buddhist University was the direct result of the Ven. Huot Tath's proposal to the King about the re-organizing of Buddhist education after the country regained national independence on 9th November, 1953.

The Buddhist University began by providing Buddhist upper-secondary education to student monks and continued to offer Bachelor's degree program while still maintaining the former. With admission of only 40 students of each academic year, the University was able to maintain high academic standard. The graduates possessed so good knowledge of Pali that some of them had also played an important role in the Tripitaka Translation Commission which undertook the herculean task of translating Pali Tripitaka into khmer language. However, the translation was successfully done in 110 volumes, one page in Pali and another page in khmer. The publication task which was undertaken by the Buddhist Institute, Phnom Penh, was completed in total in 1969.

Unfortunately, after civil war broke out following the coup d'état on March 17th, 1970, the Buddhist university like other institutions in the country faced unexpected hardship and difficulties. It is that collocated budget was not provided and in due course conditions became so dire that it had to be closed down in 1972. During the Khmer Rouge regime (1975-1979), the Buddhist University, met with the worst period of its existence; it received heavy losses and destruction.

The present structure of the University started in 1997, eight years after the first Buddhist primary school was re-established. The University began by offering the Buddhist upper- secondary education, and proceeded to offer Bachelor's degree in 1999.

On January 23rd, 2006, Preah Sihanouk Raja Buddhist University was upgraded by a sub-degree of the Royal Government of Cambodia to be a full- fledged university with the addition of two more Faculties and a Center.

The Buddhist University is offering students Bachelor's degree program in four majors of study such as Buddhist Philosophy, Education, Pali Language and Khmer literature. For all these majors, Vinaya Pitaka , Suttanta Pitaka and Abhidhamma Pitaka are compulsory subjects, especially in first year and second year. Besides the subjects according to the majors, other relevant subjects are also taught. They are: Introduction to Philosophy, Introduction to Sociology, Introduction to Economics, Introduction to

Political Science, Introduction to Psychology, and Introduction to law, English language and French language.³

As the number of student monks who completed the Buddhist upper-secondary education is increasing year by year, Preah Sihanouk Raja Buddhist University, Battambang Branch is established by Prakas 175 on the 4th of February, 2008.⁴

Prakas is about establishing a branch of Preah Sihanouk Raja Buddhist University in Battambang and it has been named Preah Sihanouk Raja Buddhist University of Battambang Branch (SBUBB). SBUBB is located in Wat Damrey Sor (White Elephant Pagoda), Kammakor Village, Svaypor Commune, Battambang Town and Province.

Battambang is a province of Cambodia located in the far northwest with a population of 1,036,523, it ranks as the third most populous province. In land area, Battambang is the fifth largest province of Cambodia. It is one of the provinces included in the Tonle Sap Biosphere Reserve. Battambang is established as an important trading city. The province's fertile rice fields have led to a mostly agricultural economy giving rise to the moniker "**the Rice Bowl of Cambodia**". The province features a range of cultures as well as natural resources. Seventy five percent of the area is jungles and mountains. The area has a tropical climate. It remains the hub of Cambodia's northwest, connecting the region with Phnom Penh and Thailand. The city is situated on the Sangkae River, a tranquil, small body of water that winds its way picturesquely through Battambang Province. As with much of Cambodia, French Colonial architecture is a notable aspect of the city, with some of the best-preserved examples in the country.⁵

Wat Damrey Sor (White Elephant Pagoda) where Preah Sihanouk Raja Buddhist University located in is one of the frequently accessed tourist spots that is situated in the city center area. This famous temple is located in one of the busy districts of the city which can be convenient to access making this temple one of the prime Battambang attractions. It is a temple which is known for its elaborate architectural structure. If you are to visit this popular tourism destination, you are to take one of the roads known to be Road 2 or Road 3. Road 2 is comparatively busier

³Brang Smoeun, Yim Chhyleang, etal, "Enhancing Effective Reading" **B.A. degree**, (Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia, 2016), p. 33.

⁴Nuon Sovanda, Chhim Boramy, etal, "Building Capacity For Writing Skill" **B.A. Degree**, (Preah Sihanouk Raja Buddhist University, Battambang Branch, Cambodia, 2015), p. 11.

⁵ Wikipedia, the free encyclopedia, **Battambang Province**, (3 December, 2017), (Online) Resource, https://en.wikipedia.org/wiki/Battambang_Province, (17 December 2017)

than Road 3. There are road side shops and eateries that you will be getting as you take one of the two roads. Also, being located close to the city center area, there are many hotels and lodging destinations that you will be getting in this part of the city. So, it is quite easy for the tourists staying in this region to pay a visit to this temple. The best time to visit the White Elephant Pagoda in Battambang is during the time of Khmer New Year festival. It is during this time that the temple and the adjacent streets are particularly decorated with various colorful accessories making it more beautiful. You will like to take part in this important festival of the place as well as enjoy the gorgeous artistic sculptures and brilliant architectural designs. These elaborate designs make it one of the really worth visiting sites in Cambodia. Conclusively, tourists should come to this place especially during the time of Khmer New Year festival in order to enjoy a tour to this White Elephant Pagoda in Battambang as well as take an active participation in the festival.

SBUBB has run and trained many student monks and lay students in higher education complying with training program of the main location, Preah Sihanouk Raja Buddhist University in Phnom Penh, the Capital city of Cambodia. In accordance with the most Ven. Prof. Dr. Khy Sovanratana, acting rector of Preah Sihanouk Raja Buddhist University, he said that there are three locations of Preah Sihanouk Raja Buddhist University: The headquarter is mainly located in Pnhom Penh, the capital city of Cambodia, the second place is at Kompong Chhnang province, and the last one is sited at Battambang province, a petty southwestern town of Cambodia.⁶

Khmer language is the official language of Cambodia, yet English is considered as second language which plays a crucial and dynamic role in business and study in Cambodia. Therefore, among many important majors, English literature which is a part in the faculty of Pali-Sankrit and Foreign Language is also taught in SBUBB in order to help both student monks and lay students in their study and business.

Speaking is fundamental to human communication, yet Cambodian English learners, no matter how much they know about the English language, they still face lots of speaking difficulty. Having been through many years of English studying, the researcher knows clearly that the English speaking skill has largely been neglected in

⁶ Interview with the most Ven. Prof. Dr. Khy Sovanratana, acting rector of Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia, the 2nd of December, 2017.

the classrooms. Most of teachers focus only on grammatical analyses, reading the texts, writing the sentences and playing the audio tapes for the students and do exercise or quiz in the classrooms, and so on. Thus, students don't have much chance to practice and sharpen their speaking skills.

Four skills, speaking, listening, reading and writing, are all important for English non- native learners. But Speaking Skill is the most important one because nature has already taught us that when we were born, we spoke first, before going to school to learn to read and write, we have already learned to speak. So, it is not appropriate to train English language learners only in reading and writing because every one of them don't get ample chances of meeting native speakers or visiting foreign countries.

In other words, lacking of vocabulary is also a big part of English speaking problems. For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If you do not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. Vocabulary is the key to English speaking, and a rich vocabulary makes the skills of speaking easier to perform. Without a sufficient understanding of words, students cannot understand others or express their own ideas. Vocabulary is important across the curriculum from language arts and social studies to mathematics and science. It is intimately connected to both effective reading and writing skills, and these skills in turn are necessary for doing well in school.

EFL teachers should encourage students to pay attention on studying English vocabulary as much as possible, and teachers are also the most needed factors in developing students' ability of learning and using vocabulary in order to enhance English speaking skill. If students are not good at vocabulary, it is very difficult for them to speak English fluently.⁷

Additionally, knowing only individual words is not rich enough for EFL learners to speak English smoothly and naturally. They should learn English words in phrases, not individual words because when we speak, we hardly ever speak only a word; we speak in sentences coming together with phrases, such as phrasal verbs, collocations, idioms and so forth. Learning and using English vocabulary for speaking are included with fixed word collocations, phrasal verbs, idioms, but those words are used differently between British and American styles. Some books are used with British style while some books are used with American style. Thus, English teachers should also teach their

⁷ Henna Pakki, "Difficulties in Speaking English and Perceptions of Accent", **M.A. Thesis**, (Faculty of Humanity, Major of English language and Culture, University of Finland, 2013), p. 86.

students about that. Some English experts say that there are roughly 4000 words in every speech that are used differently.⁸

In agreement with Dr. Mahendra Saraswat, he said that in natural way, after we were born, we speak before we learn to write. We try to speak in written way of English. The natural way of learning is to speak first, then write. Have you ever thought why you are most competent to speak your mother tongue fluently? Because you learnt to speak first and you also succeeded in managing efficiently the written part of your mother tongue. We have learnt to write English first in our homes, in our schools, and in our tutorials. That's why we always endeavor to speak in the written style. So we fail to succeed in gaining the speech fluency in English."⁹

Furthermore, some English Schools, Institutes, Organizations and Monasteries, in Cambodia, they teach English in Khmer language- giving explanation in Khmer language. It is easier for the students to understand the explanation in their mother tongue in class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process- English language.

Moreover, most of English learners are often inhibited about trying to say thing in English language in classroom: worried about mistakes they might make in grammar when they speak out or simply shy to speak because they lack confidence of English pronunciation: English words can be difficult for them to pronounce; and when speaking English, they have to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence, therefore, they devoid of confidence to speak English.

One more thing about the problem of the disability of English speaking is that students are not given enough motivation about English speaking. Most of English teachers frequently focus only giving explanation in their lesson, giving homework or assignment, etc., therefore students are lack of English speaking motivation. According to Mary Lou Brandvik, students with learning disabilities are unmotivated and the key to overcoming their disability is to improve their motivation. We're in error if we believe that if we push these students hard enough, they can learn along with everyone else. The experience of many students with learning disabilities is of being the only students

⁸ Christopher Davies, **Divided by a Common Language: A Guide to British and American English**, (Houghton Mifflin Harcourt, Boston Company, New York, USA, 2005), pp. 1-2.

⁹ Dr. Mahendra Saraswat, **Speak English Fluently**, (UPKAR PRAKASHAN 2/11A, Swadeshi Bima Naga, India, 2003), pp. 1-3.

in a classroom who can't do something. Many have difficulty with reading comprehension, motor coordination, and oral expression.¹⁰

Knowing grammar, having a great ability of remembering English vocabulary, and being good at listening are not good enough, yet pronunciation is also precisely essential for speaking. One of the problems that the learners of English are facing with is how to utter speech with correct sounds of it. We speak a language in order to communicate with others, but if our pronunciation is hard to be understood, it is useless. However, it does not mean that we have to have a perfect pronunciation like those English native speakers, but at least our pronunciations have to be correct and clear enough when conversing with native speakers or other foreigners.

Non-native English teachers are key factors of impacting on EFL students' pronunciation.¹¹ Therefore, English is also the big part of English speaking problem.

Where there is a question, there must be an answer. J. K. GANGAL gave very helpful and useful ideas to sharpen English speaking ability that you should construct a few connected sentences of your own on the need for acquiring speaking skills for achieving success in human life. After that, repeat that sentences as many times as possible. Place the sentences you like most above your study table to be able to read them as when you have a chance to look at them. Then, after remembering them, ask your learning partner to observe you speak out those sentences and seek his or her comments for your discussion.

Besides, observe your favorite teacher, role model of English speaking for about 10 minutes, and reproduce five sentences that you like most in that speech. Then repeat each of these sentences five times in your ideal speaker's style, or till such time you can reproduce them exactly like your favorite teacher or speaker. Speak out five sentences of your own on a similar subject, using the same style as the one used by your favorite teacher or speaker.¹²

As some problems mentioned above, the researcher decides to choose Preah Sihanouk Raja Buddhist University of Battambang Branch located in Battambang town,

¹⁰ Mary Lou Brandvik Katherine, **The English Teacher's Survival Guide**, (Jossey- Bass A Wiley Imprint 989 Market Street, San Francisco, 2011), p. 59.

¹¹ Phra Sinphasith Chantapanyo, "A Study of English Pronunciation: A case Study of Primary School Students Grade 4-6 at Wat Maiyainui School in Bangkok", **M.A. Thesis**, (Faculty of Humanity, Major English (International Program), Mahachulalongornrajavidyalay University, Thailand, 2016), pp. 9-11.

¹² J. K. GANGAL, **A PRACTICAL COURSE IN EFFECTIVE ENGLISH SPEAKING SKILLS**, (Asoke K. , M.96, New Delhi, India, 2012), pp. 5-6.

Cambodia in order to study and investigate about how Bachelor of Arts students of SBUBB majoring in English Language, experience the difficulties of English speaking, and questions will be asked to SBUBB's students and 5 teachers for suggestion to help the development of speaking comprehension skill. 5 lecturers who teach the B.A, fourth year students are also representatives of professors of SBUBB who have English speaking skills better than other lectures teaching other subjects. So, they can give the answers about the problems of their students have in English speaking skills.

The study is very crucial to both English teachers and students since teachers can know more about what problems they have in their English teaching, speaking. For students, they can also know about their weak points of English speaking; they can adapt new strategies of English speaking given in this study to enhance their speaking skill.

1.2 Objectives of the Study

1.2.1 To study the problems of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch.

1.2.2 To propose the guideline of improving English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch in order to develop their effective speaking skills.

1.2.3 To analyze the improvement of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch.

1.3 The Statements of the Research Questions

1.3.1 What are the problems of Bachelor of Arts Students' English speaking skill of Preah Sihanouk Raja Buddhist University?

1.3.2 What is the guideline of improving English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch in order to develop their effective speaking skills?

1.3.3 How is the improvement of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch?

1.4 The Scope of the Study

1.4.1 The scope of the content focuses on the study of speaking comprehension to improve speaking skill of Bachelor of Arts students who take Major in English language in Preah Sihanouk Raja Buddhist University.

1.4.2 The scope of the area focuses on Preah Sihanouk Raja Buddhist University, Battambang Branch, Kammakor, Svaypor, Battambang, Cambodia.

1.4.3 The scope of the population focuses on Bachelor of Arts students who take Major in English language in Preah Sihanouk Raja Buddhist University, Kammkor, Svaypor, Battambang, for 20 persons.

1.4.4 The scope of the time focuses on taking the time to study within the October 2017 – February 2018.

1.5 Definition of Terms Used in the Research

5.1 **Speaking skills** means the ability of Bachelor of Arts students actively and fluently used for communicating with speech- pronunciation, enunciation, clarity, pace, and expression.

5.2 **Bachelor of Arts students** refers to the fourth year students who take Bachelor of Arts, in English language in the year of 2017-2018, Faculty of Pali-Sankrit and Foreign Languages, Preah Sihanouk Raja Buddhist University, Battambang Branch.

1.6 Expected Benefits of the Study

After doing the research, the following advantages and outcomes can be obtained as the following:

1.6.1 Understanding the problems of Bachelor of Arts students' English speaking skills.

1.6.2 Improving the ways to solve the problems of Bachelor of Arts students' English speaking skills of Preah Sihanouk Raja Buddhist University, Battambang Branch in order to improve effective English speaking skills.

1.6.3 Knowing the improvement of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch.

Chapter II

Literature Review

This research takes a survey of the knowledge on speaking skills which is a very vital part of the research work related with the problems of English speaking skills and also the techniques to solve those difficulties. The foremost sources of information are involved with books, research journals, dissertations, thesis, and many other informational sources related with English speaking problems and how to deal with them.

This study not only focuses on investigation about the problems of Cambodian Bachelor of Arts Students' English Speaking Skills of Preah Sihanouk Raja Buddhist University, Battambang Branch, but also on ways to deal with the difficulties of speaking skills and some techniques for teachers to teach English speaking skills.

The theories of studying in this research work are divided into six key points as the following:

- 2.1 Definition of Speaking Skills
- 2.2 The Importance of Speaking Skills.
- 2.3 Speaking Problems
- 2.4 Collocations Development for Speaking Skills
- 2.5 English Phrasal Verbs for Speaking Development
- 2.6 Strategies for Teaching Speaking Skills

2.1 Definition of Speaking Skills

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. Speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. And, speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening.

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which we find ourselves:

1. Interactive,
2. Partially interactive, and
3. Non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker, nevertheless, can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. In all the above explained conditions speaking is always a headache for most of the people. Although the fear of speaking is common, studies show that ability to speaking can be enhanced by improving speaking skills.

Desi (2015) mentioned that speaking is always considered as the most complex language skill for foreign language learners. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.¹³

Hayriye (2006) also gave the meaning of speaking that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It is a crucial part of second language learning and teaching.¹⁴

¹³ Desi Surlitasari Dewi, "Corrective Feedback in Speaking Class", **Journal Anglo-Saxon VI**. (August, 2015): p. 4.

¹⁴ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", **The Internet TESL Journal**, Vol.12, No.6,(17 November, 2006): 12-16.

The word 'Speaking' means the action of conveying information or expressing one's feelings in speech. It is an interactive process of constructing meaning of information; a key element of learning a language, and one of the main ways that people communicate with each other by using voice or sound with understandable meaning. Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language.¹⁵

Moreover, the term 'Skill' is generally given the meaning that it is an ability to do something well, especially because ones have learned and practiced it. In order to be the great English learners, EFL learners need to have four effective skills: Reading, Listening, Writing and Speaking. And, those four skills are traditionally from having gone through sufficient training. Therefore, speaking skill, English, is the art of clear, expert speaking or generating words that can be easily understood by listeners.¹⁶

Additionally, speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.¹⁷

2.2 The Importance of Speaking Skills

British Council (2009) stated about the importance of English speaking that speaking is the most important skill since we can't live without it. One of the main reasons given the majority to the importance of speaking is that it is a key element of learning a language. Speaking is one of the main ways people communicate (although not the only way) and, as the aim of most English classes is to help students to communicate in English, speaking should feature quite highly.

Speaking is a tool for communication. We communicate with each other to express our ideas, and to know others' ideas as well; therefore, communication takes place, only where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. And the great

¹⁵ Hina Amir. **Speaking Skills**, (2 August, 2013), (Online) research https://www.slideshare.net/zeal_eagle/speaking-skills-24884424 (04 August, 2017).

¹⁶Loem Sokvournng, Lim Lihour, Thiet Sokunthea, Chhem Nara, "Enhancing Student's Speaking Skill", **B.A. Degree**, (SBUBB. University, Cambodia, 2016), P. 5.

¹⁷ Dr. Ahmed, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", **International Journal of Humanities and Social Science Invention**, Vol.5, No.12, (December, 2016): 99.

speakers of a language need to be especially and purposefully trained in the skill of speaking. Speaking skills can also enhance one's personal life.¹⁸

Moreover, Shaik Riyaz Ahmad (2016) said that most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively. After we have sufficient ability of speaking skills, ones will inform any kinds of information with oral ways successfully. Work as a reporter, he or she, must be good at using speech. That is why speaking is very vital for informing any information, to persuade people, and also to build up relationships with others.¹⁹

2.3 Speaking Problems

There are some speaking problems that EFL learners come across in English speaking. Penny Ur (1966) stated that problems that the English learners often encounter are shyness and Inhibition, lack of topical knowledge. She also suggested in her another English teaching book that teachers need to come across in getting students to talk in the class room. There are problems of inhibition, low or uneven participation of activities.²⁰

Commonly, unlike reading, writing and listening activity, speaking requires some degree of real-time exposure to an audience. Whenever students try to say things in a foreign language in the classroom, they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face.

Moreover, even if they are not inhibited, learners often complain that they cannot think of anything to say when chosen topics are given to them for speaking in classes since those topics are not suitable for him or her to speak. It is not easy for many students to respond when the teachers ask them to say something in a foreign language according to the given topics.

Another problem is that low participation of individual. In a large group, each student has very little talking time because only one participant can talk at a time so that the others can hear him/her. In one class, there are many students, and some learners can get opportunity to speak very little or not at all.²¹ Many people claim that

¹⁸ British Council, **Language Improvement for English Teacher: A methodology and Training Book**, (British Council, UK, 2009), pp. 48-50.

¹⁹ Shaik Riyaz Ahmad, "Importance of English communication skills", **International Journal of Applied Research**, Vol.3, No.7, (23 February, 2016): 478-479.

²⁰ Penny Ur, **A Course in Language Teaching Practice and Theory**, (Cambridge Teaching and Training Development, Cambridge University Press, U.K, 1996), P. 120.

²¹ Penny Ur, **A Course in English Teaching**, (Cambridge University press, UK, 2012), p. 118.

they can understand a language but they cannot speak seaming that almost EFL learners around the world are experiencing the same difficulties in English speaking skill.²²

Moreover, according to A.J. Hoge, a founder and the director of Effortless English LLC (2014), identified about the problems of English speaking skill that it is also related with schools' problems. Most of students are bored, frustrated, stressed, and nervous whenever they are asked to speak English as they do not feel comfortable or confident to speak it out even after years of studying English. He sets the questions to find out the roots of English speaking problems that "What is the cause of all these misery and failure? Why do so many people fail to speak English despite years of study?" And the roots of English speaking problems are as the followings.

The first and most obvious problem with schools is the way in which they teach English. Most schools, everywhere in the world, use the grammar translation method. This method breaks English into an endless series of grammar formulas to memorize. It doesn't work. In real conversations, there simply is no time to think about grammar formulas and their exceptions. So, students cannot speak English naturally when they think too much about grammar rules.

The second problem is called 'Passive Activity'. In schools, students are trained to be passive, not active. They sit in chairs, in rows. When they are young, they are told to be quiet and obey the teacher. As the teacher lectures, the students take notes. Later, they are told to memorize these notes in preparation for a test. The message is clear — learning is a passive activity. You listen to the teacher, you take notes, memorize the notes. The problem is that speaking English is not a passive activity. You must connect with other people. You must constantly ask and answer questions. You must communicate ideas, emotions, and descriptions. You must be ready for the unexpected. You must be spontaneous. You must actively interact. English is not something you passively study, it's something you do.

And the third one is fear of mistakes. This is one of the most negative and traumatizing messages taught in schools. How is the fear of mistakes taught? Through tests and corrections. In nearly every school all over the world, teachers regularly give quizzes and tests. The teacher asks questions and the students must provide the one right answer. Of course, the one right answer is always the teacher's answer. What happens if the student provides a different answer? They are punished with a lower score. When the teacher corrects these mistakes, the student is embarrassed and

²² Mark Tatham and Katherine Morton, **Methodology in Language Teaching: An Anthology of Current Practice**, (Edinburgh University press, U.S.A., 2014), p. 273.

becomes even more nervous. Eventually, most students try to avoid speaking English because the situation is so painful. By punishing and correcting mistakes, schools punish risk taking. Little by little, they train students to avoid risk and avoid doing anything they can't do perfectly. Yet there is no perfection with English speaking. Even native speakers make mistakes. They make grammar mistakes, mispronounce words, and forget vocabulary words. It doesn't matter because they focus on communicating, not on tests and grades.

You will make many mistakes as you improve your English speaking. There is no need to be upset by this. The truth is, most native speakers don't care. They don't care if you make grammar mistakes. They just want to communicate with you. They want to share thoughts, ideas and feelings. They want to communicate with you as a human being, not as an "English student." To communicate effectively, you must forget the idea of perfection and learn to be flexible.²³ Once more, motivation, self-confidence and anxiety are also the main roots of problem.²⁴

Additionally, in line with Nualsri (2012) also found the causes of problems with English speaking that the first problem is a lack of proficiency in English, the second is the fear of making mistake, and unwillingness to take a risk.

A lack of proficiency in English inhibits effective English learning. It is difficult for students to understand the teacher; and as a result, they cannot effectively answer the question. Some students want to ask teacher to say something they cannot catch, but they don't dare as they afraid that other students would think that their English standard is unprofessional and poor. Therefore, those students keep silent and let teacher conclude the lesson even they don't understand.

And the second main root of problem with English speaking skill is fear of making mistake. Mostly, students feel uncomfortable and frightened when they have to speak English in front of the class. They are afraid of making mistake or getting negative feedback from their classmates and teacher. This kind of fear and being laughed at by their classmates prevent them from speaking English in the class.

The last one is being unwilling to take a risk in speaking English. No matter they are in class or outside the class, they don't have any willingness to speak English- this problem block their progress in English speaking skill. If students dare to take a risk

²³ A.J. Hoge., **Effortless English: Learn to Speak English like a native**, (Effortless English LLC1702 A. Street, Ste. C Sparks, NV 89431, USA, 2014), pp. 11-14.

²⁴ Stephen D Krashen, **Principle and Practice in Second Language Acquisition**, (University of California, Pergamon Press inc, USA, 1982), p. 10.

in speaking English, they will definitely enrich their speaking skill, but most of them are reluctant to take risks that is the main obstacle for their Speaking skill.²⁵

In addition, Lui (2007) mentioned that lack of vocabulary is also the main problem making EFL learners feel uncomfortable to speak English or do not dare to speak English in the class.²⁶ Vocabulary is central to English language because without sufficient vocabulary, students cannot understand others or express their own ideas. Making mistake a little bit in grammar, sometime, it is okay for students to further their speaking; without vocabulary they will not able to continue their speaking.

2.4 Collocation Development for Speaking Skills

2.4.1 What is Collocation?

M. Martynska (2004) said that the term ‘Collocation’ originates from the Latin verb ‘collocare’, which means to set in order or arrange.²⁷ Shayna (2013) gave the definition to the word ‘collocation’ that collocations are the typical or common combinations of words we use together. E.g. **Take a picture, not ~~do a picture or make a picture~~. Have a quick shower not ~~have a fast shower~~.**

Many EFL learners, when they learn a new word, commonly they try to learn only individual word, word by word, not a phrase with collocation. That is why it is hard for them to speak English fluently. Collocation is the combination of words that link words together, so when we speak English by using collocation, we do not need to think word by word. On contrary, if we just learn English vocabulary word by word together with its meaning, it will be very difficult for us to speak English naturally and fluently.

If you are rich in collocations and practice them as much as possible, you will be able to speak English skillfully because collocations can help you speak more naturally and fluently.²⁸

Similarly, Michael McCarthy (2005) said about collocation that collocation is a pair or group of words that are often used together. Learning collocations is an

²⁵ Naulsri Khamprated, The problems with English listening and Speaking of students studying at a private vocational school in Bangkok, Thailand, **M.A Thesis**, (Srinakharinvirot University , Thailand, 2012.), pp. 17-20.

²⁶ Lui, M., “Anxiety in English Classroom: A case study in China, Department of Foreign language, Beijing China”, **Indonesian Journal of English Teaching**, Vol. 3 No.1, (2007): 119-137.

²⁷ M. Martynska, **Do English learners know collocation?** , (Linguisticae, Poznan, India, 2004), p. 2.

²⁸ Shayna, **1000 English Collocations in 10 Minutes a Day**, (EspressoEnglish.net, Uk, 2013), pp. 1-3.

important part of learning the vocabulary of a language that make you speak more smoothly and naturally, e.g. you must make an effort and study for your exams (Not do an effort) Did you watch TV last night? (Not look at TV). McIntosh also gave the meaning of ‘Collocation’ that “The way words combined in a language to produce natural sounding in speech and writing is called a collocation”²⁹

A good knowledge of collocations (typical word combinations) is essential for fluent and natural-sounding English. Using collocations will improve your spoken English, and knowledge of collocations is often tested in examinations such as Cambridge FCE, CAE, CPE and IELTS. Learning correct word combinations will also help you avoid common errors. The first linguist who was known as the father of collocations stated that “Collocations are the statements of habitual or customary places of that words”³⁰

2.4.2 How to learn English Collocation

Jon Marks (2007) mentioned about the collocation, its advantages and how to learn it that when we learn and practice English collocations correctly, our English will sound natural and more like a native speaker’s English. Jon gave three steps of learning English collocations: Learning and recording new collocations, Review Collations and using them.

EFL learners should have a habit of learning and recording new vocabulary or collocations that are interesting in their notebooks in order to enhance the ability of their vocabulary. When you read the book that have collocations, you should read only one or two pages per day because it is helpless to finish many pages with remembering nothing from that book.

Then, EFL learners had better find a suitable time to review vocabulary collocations they have learned regularly or they will forget them eventually. If collocations are reviewed frequently, they will become active vocabulary. It means that the more you review, the more you remember. Learning without reviewing, it is easy to forget what you have learned. Some English learners like reviewing their vocabulary in the morning while some like doing it before sleeping. It depends on their habits.

After learning and remembering the vocabulary, EFL learners must apply the collocations they have learned into a real practice with native speakers or the other

²⁹ C. McIntosh, B. Francis, **Oxford Collocations Dictionary for students of English**, 2nd Edition, (Oxford University Press, U.K, 2012), p. 5.

³⁰ J.R. Firth, **A Synopsis of Linguistic Theory**, (London, Longman University, U.K, 1968), p. 181.

people who can speak English in order to make sure or to measure how much progress of English speaking ability they have made so far.³¹

Nicholas (2015) described about the importance of collocations and how to learn that just to know the word and understand the meaning is not enough. It is necessary to know what words can be combined with it which is called ‘collocation’. The more collocations you know and can use, the more fluently you will be able to speak. The more collocations you know, the easier it will be to understand native speakers. Nicholas also gave the five steps for improving speaking skill as the followings:

1. Self-Talk
2. Repeat
3. Ask Questions
4. Try a new approach
5. Try to say more

1. Self-talk

The great English learners always develop their English by speaking to themselves in English. If you don’t feel confident to speak English to a native speaker or other English learners; therefore, it is good to start speaking to yourself in English alone; speak in mind or speak wherever you are alone by using phrases or collocations you have learned. You can try this ways:

When you see someone whom you are really interested in, you can speak in your mind ‘You are **a cool guy!** Is it possible if I want to **make friend with you?**’ One more thing, try choosing about five phrases that you like and write them down in your notebook in a day such as ‘I have a **loving family**. I am **a carefree man**. Though I don’t know who my **birth-parents** are, I extremely love my **adoptive parents**’. When you say to yourself like this, nobody can hear you or see you speak, so you are not shy to speak. It is fun and very helpful.

2. Repeat

Great English learners always repeat what they have learned. You can remember something much greater if you say it a lot. As you have known the phrase “**Don’t trust your memory; write it down**”. It teaches us to learn to write some phrases we like down and repeat or review them as much as possible. This time, you

³¹ Jon Marks, Alison Wooder, **Check Your Vocabulary for Natural English Collocations**, (38 Soho, Square, London, UK, 2007), pp. 1-4.

don't need to say it alone, you can write something you like such as lover, personality, health, etc. Then, repeat what you have written to your friends or family by reading it.

3. Ask Questions

You will also be able to make much progress with English speaking when you ask a lot of questions and listen to answers. Write a few questions in your note book every day and try to ask a few people you meet with the same question you like such as, **"Can you tell me how to learn English, Why smoking cigarette is bad for ourselves and others?"** The more questions you ask, the more opportunity to speak English you will have.

4. Try A New Approach

The best English learners will try new ways of learning. It is important to try new ways of learning. This can give us new ways of thinking and fresh power of learning. Usually we learn English in class, read the text book, do homework and so on. But, this time, you should try using new ways such as close your book and listen to English song, lie down on your bed and enjoy watching movie in English with English subtitle. You can listen to native speakers' sound and repeat after them. It can help sharpen your voice as well.

5. Try To Say More

Commonly, good English learners always improve their ability of speaking English by keep talking. They dare to take risks in speaking. You can read newspaper, read short English story and try thinking about it and make conclusion then retell those events again to others English learners. To do this, it can also make you think more about making sentences and review phrases or collocations you have already known again. The more you speak, the more you get improve in speaking.³²

Mihael McCarthy stated that good knowledge of collocations (typical word combinations) is essential for fluent and natural-sounding English. Using collocations will improve your spoken English, and knowledge of collocations is often tested in examinations such as Cambridge FCE, CAE, CPE and IELTS. Learning correct word combinations will also help you avoid common learner errors.

Learning collocations is not so different from learning any vocabulary item. The key things are: To regularly revise what you want to learn, then practice using what you want to learn in contexts that are meaningful for you personally. After that, learn collocations in groups to help you fix them in your memory. You might group together collocations relating to the same topic. Or you might group collocations based on the

³² Nicholas Charles Gee, **FLUENCY SECRETS: How to learn English quickly and easily**, (Nicholas Charles Gee, UK, 2015), pp. 1-12.

same word, for example: I must find a way to help him. Can you find your way back to your house? I learnt the hard way that Jack can't be trusted. Please tell me if I'm getting in your way. You must give way to traffic from the left. I've tried every possible way to get him to change his mind.

The following are most common used English collocations in daily life. They are:

Make	
Collocation	Example
Make arrangements for	The school can make arrangements for pupils with special needs.
Make a change / changes	The new manager is planning to make some changes .
Make a choice	Jill had to make a choice between her career and her family.
Make a comment / comments	Would anyone like to make any comments on the talk?
Make a contribution to	He made a useful contribution to the discussion.
Make a decision	I'm glad it's you who has to make the decision , not me.
Make an effort	Joe is really making an effort with his Math this term.
Make an excuse	I'm too tired to go out tonight. Let's make an excuse and stay at home.
Make friends	Karen is very good at making friends .
Make an improvement	Repainting the room has really made an improvement .
Make a mistake	They've made a mistake in our bill.
Make a phone call	I've got to make some phone calls before dinner.
Make progress	Harriet is making progress with all her schoolwork.
Do	
Collocation	Example
Do your best	All that matters in the exam is to do your best .
Do damage	The storm did some damage to our roof.
Do an experiment	We are doing an experiment to test how the metal reacts with water.
Do exercises	We'll do some exercises practicing these collocations tomorrow.

Do someone a good turn / do someone a favor	Scouts and guides are supposed to do someone a good turn every day
Do harm	Changing the rules may do more harm than good.
Do your hair	No, I'm not ready. I haven't done my hair yet.
Do your homework	My son has to do his homework straight after school.
Do the ironing/shopping/	I'll do the washing if you do the ironing .
Do some work	We'll do some work on our project and then we'll go to the cinema.
Have	
Collocation	Example
Have an accident	Mr. Grey had an accident last night but he's OK now.
Have an argument / a row	We had an argument / a row about how to fix the car.
Have a break	Let's have a break when you finish this exercise.
Have a conversation/chat	I hope we'll have time to have a chat after the meeting.
Have difficulty	The class had difficulty understanding what to do.
Have a dream/nightmare	I had a nightmare last night.
Have an experience	I had a frightening experience the other day.
Have a feeling	I have a feeling that something is wrong.
Have fun / a good time	I'm sure you'll have fun on the school trip.
Have a look	The teacher wanted to have a look at what we were doing.
Have a party	Let's have a party at the end of term.
Have a problem / problems	Ask the teacher if you have problems with the exercise.
Have a try/go	I'll explain what to do and then you can have a go/try .
Take	
Collocation	Example
Take a holiday Take a trip Take a bus Take a risk Take an interest	Hi, Jean, We decided to take a holiday here. Yesterday we took a trip to the mountains. First we took a train to a little town and then we took a bus going to various villages and got off when we saw

Take a photo Take a chance Take a dislike to Take advantage of Take action	<p>one that we took a liking to. Of course, we were taking a risk as we didn't know exactly what we'd find there. We were lucky. Some kids took an interest in us and; showed us some great places. We took a lot of photos.</p> <p>Have you done anything yet about your job? I'd take a chance and leave if I were you. No point in staying somewhere where the boss has taken a dislike to you. Take advantage of being in London - there are always plenty of jobs there. You'll soon find something else, so take action, that's my advice. Good luck!</p>
Pay	
Collocation	Example
Pay attention	You must pay attention to the teacher.
Pay a compliment	I was trying to pay her a compliment but she misunderstood.
Pay your (last) respects	At a funeral people pay their last respects to the person who has died
Pay tribute [formal]	When Jack retired, his boss made a speech paying tribute to all he had done for the company.

These English collocations are very useful for daily use because they can: give you the most natural way to say something, give you alternative ways of saying something, which may be more colorful/expressive or more precise: instead of repeating It was very cold and very dark, we can say It was bitterly cold and pitch dark. They can also help you improve your style in writing: instead of saying poverty causes crime, you can say poverty breeds crime; instead of saying a big meal you can say a substantial meal. You may not need or want to use these in informal conversations, but in writing they can give your text more variety and make it read better.³³

2.5 English Phrasal Verbs for Speaking Development

2.5.1 What is phrasal verb?

³³ Mihael McCarthy, *English Collocations in Use: How words work together for fluent and natural English, self-study and classroom use*, (Cambridge University Press, UK, 2005), pp. 18-20.

RAFIDAH KAMARUDIN (2013) gave the definition of phrasal verb that generally, Phrasal Verbs (PVs) are defined as a combination of two lexical elements: a verb and a particle. A number of researchers use the term 'phrasal verb' to refer to the combination of lexical verb or a phrase which consists of a verb in combination with a preposition or adverb or both; e.g. Don't look down on yourself. My sister has to look after me, etc.³⁴

Lamont, G. (2005) stated that a phrasal verb in ,Present-Day English, is a verb that takes a complementary particle, in other words, an adverb resembling a preposition, necessary to complete a sentence. For example, "I put up with you long enough. The police men are going after a theft. I really can't stand with that man anymore" The phrases 'put up with, going after and stand with' are phrasal verbs.³⁵

Due to Ron Cowan (2008) Phrasal Verbs consist of verb and particle that together have meaning of a single verb. There are two type: Transitive and intransitive phrasal verbs. E.g. He picks up some milk in the market. Wake up! It is late.³⁶

Similarly, Jackendoff (2010) said that English phrasal verbs consist of a verb paired with a particle that is homophonous with an English preposition.³⁷ It is very vital for EFL learners to learn English Phrasal verbs for their English speaking skill.

R.M.W Dixon (2008) also gave the definition of Phrasal verb that a verb that linked together with preposition is called 'Phrasal verb'. Example: Every one stood up when teacher came in. I tried to look for you at the party. ³⁸ Moreover, Junyu Chen (2007) stated that a phrasal verb is a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the

³⁴ RAFIDAH KAMARUDIN, "A STUDY ON THE USE OF PHRASAL VERBS BY MALAYSIAN LEARNERS OF ENGLISH", **PhD. Degree**, (Department of English School of English, Drama and American and Canadian Studies College of Arts and Law, University of Birmingham, 2013), pp. 27-32.

³⁵ Lamont, G., **The Historical Rise of the English Phrasal Verb**. (Online) Research <http://homes.chass.utoronto.ca/~cpercyc/courses/6361lamont.html> (9 September, 2017)

³⁶ Ron Cowan., **The Teacher's Grammar of English: A Course Book and Reference Guide**, (32 Avenue of Americas, New York, USA, 2008), pp. 170-174.

³⁷ Jackendoff, Ray, **Meaning and the lexicon: the parallel architecture**, (Oxford University Press, UK, 2010), p. 228.

³⁸ R.M.W Dixon, "The grammar of English Phrasal Verbs", **Australian Journal of Linguistics**, Vol.2 (August, 2008): 1.

meaning of its separate parts: 'look after', 'work out' and 'make up for' are all phrasal verbs.³⁹

2.5.2 How to develop English phrasal verbs

Atlas (2013) and Kenneth (2017) gave very useful ideas about how to develop the ability of phrasal verbs as the following:

1. Learn phrasal verbs by topic
2. Personalise them
3. Read the short story full of phrasal verbs.

1. Learn phrasal verbs by topic

It is very helpful for you to learn phrasal verbs that are related with each other in one topic. Let us imagine you are learning about phrasal verbs talking about one topic:

“Everyday Activity

My typical morning starts quite early, because I don't like **getting ready** in a hurry. My alarm clock **goes off** at 6:30, then I **get out of** bed and go down stair in my dressing room. I make a cup of tea and have breakfast. Then I have a shower and clean my teeth. After that I get dressed, **put on** my make-up. I never watch TV. Usually leave house by 8:30” Those highlighted words are phrasal verbs that be linked together in one topic.

2. Personalise them

After having studied some phrasal verbs, you must make them to be your own phrases or sentences.⁴⁰ For example you learn the words '**give up**', then you make the sentences by relating it to your own self such as “I know English is difficult, but I will never ever give it up” When you change phrasal verbs you learned into your own life, you will remember them easily.

3. Read the short story full of phrasal verbs

³⁹ Junyu Chen, “On how to solve the problem of the avoidance of phrasal verbs in the Chinese context”, *International Education Journal*, Vol.8, (February, 2007): 348.

⁴⁰ Atlas, *5 ways to learn phrasal verbs*, (July 31, 2013), (Online) Research <http://atlaslanguageschool.com/5-ways-to-learn-phrasal-verbs/> (24 June, 2017).

If ESL learners want to make progress with phrasal verbs for their speaking ability, they should read the short story that are abounded with phrasal verbs.⁴¹ When you read such a story, do not forget to figure out which phrases are with phrasal verbs. And the following is a sample short story with phrasal verbs:

“Once upon a time there was a young boy called David. He worked with a girl called Rina. David and Rina **got on** very well. He thought she was kind and funny, and she thought he was great too. After a while they started to **fall for** each other. David was a bit nervous, but one day he summoned up the courage to **ask** Rina **out**. After that, they became girlfriend and boyfriend. David was so happy; he couldn’t believe that he was finally **going out** with Rina, the girl of his dreams.

After a few months they decided to **move in** together. But, then they started to argue, and they often **fell out**. One day, things got so bad that they decided to **split up**. David tried to start his life again without Rina, but he could not **get over** her. He was always thinking about her and he thought there would never be anyone else for him. One day, when he was walking in the park, David bumped into Rina. They chatted and went for a coffee. They decided to **make up**, so David and Rina **got back** together. And this time they were very happy; they lived happily forever”⁴²

Carl W. (1999) also explained and showed some useful ways of learning English phrasal verbs for ESL learners. There are many kinds of phrasal verbs that English learners have to learn and practice for the benefits of their speaking skill. But, here you are invited to focus on two kinds of phrasal verbs; they are:

1. **Separable Phrasal Verbs**
2. **Non-separable Phrasal verbs**

1. **Separable Phrasal Verbs**

Separable phrasal verbs are the verb and the preposition that can be separated, putting the object in the middle. They can be separated when we used them with objects. This means that we have a choice. We can put the object between the verb and the preposition, or we can put the object at the end. Let's look at some following examples of separable phrasal verbs:

Take off: Please **take** your shoes **off**, or **Take off your shoes**, please.

⁴¹ Kenneth, **Introducing Phrasal Verbs to ESL Students**, (April 25, 2017), (Online) Research <https://www.thoughtco.com/introducing-phrasal-verbs-to-esl-students-1211029> (July 28, 2017).

⁴² Linda Gorezi, **A love Story with phrasal verbs**, (July 3, 2013), (Online) Research <https://www.youtube.com/watch?v=zXdYd4BINdA> (June 25, 2017).

Put on: She **put** a blanket **on**, or she **put on** a blanket.

Pick up: You must **pick** this bottle **up** right now, or you must **pick up** this bottle right now!

Tear down: They are **tearing** the old building **down**, or they are **tearing down** the old building.

2. Non-separable phrasal verbs

Non-separable phrasal verbs are the verbs that have object come at the end because the verb and the preposition must stay together. It means that when we want to use an object, it must always come after the complete phrasal verb. Here are some examples: **Run into:** Yesterday I **ran into** a tree, not yesterday I ~~ran a tree into~~. **Bump into:** I **bumped into** my ex-wife at the party, not I ~~bumped my ex-wife into~~.

Come from: She **comes from** Cambodia, not ~~she Cambodia comes from~~.

Look after: They **look after** my mom, not I ~~look my mom after~~.

Unfortunately, there is no rule that will help you to look at phrasal verbs and always know if it is separable or non-separable. Therefore, ESL learners must learn with patience and practice it step by step.⁴³

One phrasal verbs has more than one meaning. The following are the common used English phrasal verbs for daily conversation.

They are:

Come from	
Meaning	Example
When you talk about the place you were born	I come from Cambodia.
When you talk about the result caused by something.	I feel awful. I think that it comes from eating too much.
Figure ...out	
To finally understand something or someone, or find the solution to a problem after a lot of thought	That man is so hostile all the time. I can't figure him out
Give ...back	
To return something to the person who gave it to you	Can I use your pen? I will give you back after the test.
Look for	
When you look for something or someone, you try to find them	I looked for you at the party, but I didn't see you

⁴³ Carl W. Hart, **The Ultimate Phrasal Verbs Book**, (Hauppauge, New York, USA, 1999) pp. 1-9.

Put...on	
When you place something on your body	I put on sun lotion to protect my skin from getting sunburn.
When you place something on another surface	I put the book on the table
When you put weight on, you gain weight.	I need to go on a diet. I've been putting on a lot of weight lately.
When put people on, you kid or tease them.	Don't put me on , tell me the truth.
Run into	
When you are driving and hit another vehicle or something near the road.	A drunk driver ran into a child yesterday.
When you meet people unexpectedly or unintentionally	I owe my friend \$100, so I hope I will not run into him.
Show up	
To arrive or appear somewhere.	I asked my pen girlfriend for a blind date, but finally she did not show up
When you show sb up, you make him/her feel ashamed or embarrassed.	I wish you wouldn't show me up in front of my parents by getting so drunk
Take...off	
When you remove something from your body.	He took his clothes off and took a shower.
When you take time off, you spend time away from work.	I can't work tomorrow. I have to take a week off for celebrating The New Year at my hometown.
When an airplane leaves the ground and flies into the air	Put on your seat belt, please! We are going to take off now.
When you reduce the price of something that is for sale.	The price of this house is too high. You should take off at least 10,000 off.
Doze off	
When you fall into a light sleep.	I used to doze off while driving, but now I don't.
Fall for	
When you believe in something that someone deceives you, you fall for it.	I feel like an idiot. How could I fall for her lies?
To suddenly have a strong romantic feeling about somebody.	When I saw my Thai classmate, I fell for her in a big way.
Stay off	
When you stay off something, you don't walk or sit on it	You kids can play in the living room, but stay off the rug.

To not drink, eat or take something that is bad for you.	He is trying hard to stay off drugs.
Throw up	
To vomit	I have been thrown up all morning.
Go along with Sb or Sth	
To agree with people or agree with what they are saying.	She does not like me so it's hard to persuade her to go along with my idea.
Look forward to Sth or Doing Sth	
To feel pleased and excited about something that is going to happen	It's been four years since my brother went overseas. I am looking forward to seeing him again.
Put up with	
To accept or continue to accept an unpleasant situation or experience, or someone who behaves unpleasantly.	He's so moody - I don't know why she puts up with him.
Talk down to sb	
To talk to someone as if they were less intelligent than you are or not important	My mother always explains things to me. She never talks down to me.
Cheat on	
If you cheat on your husband, wife or usual sexual partner, you secretly have a sexual relationship with someone else	Can you believe it? She was cheating on me with my best friend.
When you do something dishonest so that you can do better on a test, you cheat on the test.	If she didn't cheat on the test, she would never pass the exam.
Wrap up	
To cover or surround something in paper, cloth or other material	I have to wrap this gift up before going to the party.
To conclude or finish something	I wrapped up the meeting at 4:00 and went home.
Break down	
If a machine or vehicle breaks down, it stops working	I was late for work because my car broke down .
To end up relationship	After he started to drink heavily, their marriage started to break down
To be unable to control your feelings and to start to cry	When we gave her the bad news, she broke down in tears.
To use force to go through by hitting something such as a door or wall	The police broke the door down and arrested the bank robbers
Call in sick	

Phone to say that you are too ill to go to work.	She called in sick very often so she was fired.
Pile up	
To form a pile, or to put a lot of things into a pile.	The snow piled up so high that I could not drive a car to work.
If work, problems pile up, they increases to a level that is too much for you to deal with.	My Chinese vocabularies are piling up day by day, and it is hard for me to remember all of them.
Go back on one's word	
To fail to keep a promise, or to change a decision or agreement	My father is a reliable person. He will never go back on his word if he promises to do something.
Fight back	
To defend yourself when someone attacks you or causes problems for you	Don't be chicken! You must fight back when he treats you like dirt.
Try not to cry	I tried to fight back tears and gave her a big hug.
Break out	
To escape from prison	They broke out of prison and fled the country.
If something dangerous or unpleasant breaks out, it suddenly starts.	The fighting broke out in a bar, and two ladies were shot dead.
Tear sth down	
To intentionally destroy a building or other structure because it is not needed any more or is not safe.	They're going to tear down the old hospital and build a new one.
Get along with sb	
To have a good relationship with sb	She usually argues with her neighbors. She does not get along with them.
Give up	
To stop doing something before you have finished it, usually because it is too difficult	If you are tired, just take a rest. Don't give up .
Give yourself up	
To allow the police or an enemy to take you as a prisoner	A burglar was tired of hiding from the police, so he gave himself up .
Give up sth or doing something.	
To stop doing something that you think it is useless or bad for you:	I decided to give up Facebook since I thought that it wasted my time.
Lay sb off	

To stop employing someone, usually because there is no work for them to do	Next week I will be laid off since the company is not successful.
Try sb out	
To get someone to do some work for you for a short time before deciding whether to employ him/her or not.	My boss tried me out for one week before she hired me to work for her.
Wake sb up	
To make someone stop sleeping	My mom always wakes me up at 5:30 A.M.
When something wakes you up, it makes you understand the truth about sth or sb.	I used to smoke, but when my best friend died of lung cancer, it really wakes me up!
Work out	
To exercise in order to improve the strength or appearance of your body	I want to be well-built, so I must work out every day
Believe in sth	
To think that something is true, correct or real	Do you believe in ghost?
Believe in sb	
To trust someone because you think that they can do something well or that they are a good person.	You must believe in yourself that you can do it.
Carry On	
To continue doing something	I must carry on studying though I am so poor.
Count on sb	
To be confident that you can depend on someone	I count on you, my love!
Get back at sb	
To do something unpleasant to someone because they have done something unpleasant to you	I will get back at her for embarrassing me in front of my friends.
Go on a diet	
Plan to lose weight.	I need to go on diet because I look so heavy now.
Stay up	
To go to bed later than usual	Don't stay up late- tomorrow is a school day.
Settle down	
To feel calm down or comfortable	Why are you nervous about the test? Settle down, it'll be okay.

When people settle down, they start to live a less active life and may get married, buy a house and start a family.	I am not ready to settle down and start a family yet.
Drop out	
If a student drops out, they stop going to classes before they have finished their course.	Three of my classmate dropped out since he could not afford for school fee.
Break off	
To end a relationship	She was so mad at me that she decided to break off our engagement.
Blow up	
To suddenly become very angry	Yesterday I blew up when I saw my girlfriend dancing with another man.
keep (sb) off sth	
To not eat, drink or use something that can harm you, or to stop someone else from doing this	The doctor told me to keep off smoking.
Run around	
To be very busy doing a lot of different things	I'm exhausted - I've been running around all morning.
Stressed out	
To be worried and nervous	I was really stressed out before the exam.
Bump into	
To meet someone you know when you have not planned to meet them	I bumped into my ex-wife at the supermarket last night.
Talk sb out of sth or doing sth	
To persuade someone not to do something	My mom is trying to talk me out of going abroad.
Brush up on sth	
To improve your knowledge of something already learned but partly forgotten	I gave up English for ages. I must brush up on it.
Pay Sb back	
To pay someone the money that you owe them	Can you lend me ten dollars? I'll pay you back tomorrow.
To do something unpleasant to someone because they have done something unpleasant to you	He swore I'll pay him back for all he has done to me.

2.6 Strategies for Teaching Speaking Skills

2.6.1 Prepared Talks

Jim Scrivener said that teachers are key factors of helping students enrich their speaking skill. But, it is not helpful if teachers just come to class and assign students to speak immediately by giving topics which are not interesting, and not prepared well by students. Teacher must make sure that all students have opportunities to participate in talking. One more teachers should not speak too much in class. The more teachers talk in class, the less space there is for students to talk. Moreover, they should give times for students to prepare their topics. To do so, students will have confidence in speaking because they have already prepared well.⁴⁴

Jeremy (2001) said that when students are performing their speaking or expressing ideas, they cannot avoid making mistakes. In general, teachers' job is to point out and help correct students' mistakes, but teachers must be careful in correcting their mistakes. Teacher should not correct mistakes by saying directly to students' mistakes.⁴⁵

Simon and Stave (2005) similarly said it is generally agreed that correction is part of the teaching/learning process, but that over-correction and poor correction techniques can be demotivating for the learner and may lead to a reluctance to try out new language or even to speak at all.⁴⁶

Jo McDonough (2003) also stated that the prepared talks is very vital for speaking. Teachers should let students choose their own topics; and prepared their own speaking style with short notes to make sure if they do not speak out of the point. When they prepared well, the presentation would be definitely interesting.⁴⁷

⁴⁴ Jim Scrivener, **Learning Teaching: The Essential Guide to English Language Teaching**, (©Jim Scrivener, Spain, 2011), pp. 11-12.

⁴⁵ Jeremy Harmer, **How to Teach English: An Instruction of Practice of Language Teaching**, (VVP, Malaysia, 2001), pp. 62-63.

⁴⁶ Simon Mumford and Steve Darn, **Classroom management: speaking correction techniques**, (30 May, 2005), (Online) Research <http://www.classroom-management-speaking-correction-techniques/146455.article> (27 July, 2017).

⁴⁷ Jo McDonough, Christopher Shaw, Hotomi Masuhara, **Materials and Method in ELT: A Teacher's Guide**, (Blackwell Publishing Ltd, UK, 2003), p. 274.

2.6.2 Storytelling

Suksan (2012) mentioned that story learning plays an important role in students' language development. All kinds of interesting storytelling are used in different situation which depend on the suitable of students' ages and situation; and using storytelling in English classroom is one of good activities to encourage students to study English. Storytelling also can help ESL learners become more self-confident to express themselves spontaneously and creatively. Moreover, the storytelling is not only assisting to stimulate students' imagination, but also in developing their speaking skill.⁴⁸

The story that is going to be told must be three to five minutes in length when retold orally. If it is under three minutes, you will not have a passing mark, and if it is over five minutes, you will loss marks. It is important to practice your story to see how long it takes you to complete it. If your story is over five minutes, it might be too long to retell. If your story is under three minutes, it might be too short or you are retelling it too quickly. You cannot have your story with you when you are retelling it, nor can you have notes. The audience will be listening to your story and not helping you retell it.

Choose a story you wish to retell. It can be a true story, a ghost story, a fairytale, a legend or a child's story (example: Barbar, Berenstein Bears, etc.). It cannot be a rhyming story such as Dr. Seuss. Do not retell a novel! It must be a published story, not one from the internet or one that you or a friend wrote. It also cannot be a common fairytale like The Three Little Pigs, Cinderella, or Goldilocks and the Three Bears. You may use a book from Robert Munsch. Speak to your teacher to confirm that the story you have picked is acceptable. Choose a story that you like and you think your audience would enjoy hearing. Don't forget to tell your audience the title and author of the story you are retelling before you begin.

Then, decide how you are going to retell it. Are you going to tell the story in the past or present tense? Are you going to tell it in the first person ("I") or in the third person ("she" or "he")? Are you going to use a prop to help retell your story? Are you going to use different "voices" to represent different characters in the story? What kind of facial or hand gestures are you going to use? What will be the tone of your voice? If it is a funny story, your voice should reflect that. If the story is sad, your body language and voice must express the sadness. You don't need to cry. Leave that for your

⁴⁸ Manussanun Somdee & Suksan Suppasetseree, "Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites", **M.A Thesis**, (Suranaree University of Technology, Thailand, 2012), p. 168.

audience to do. Have a slight pause after you have come to a funny part to give your audience a chance to laugh. Speak clearly.

After that, keep in mind that the people in the back of the classroom must be able to hear you retell the story. It is important that you keep eye contact with your audience. If you speak to the floor, the audience will not hear you. Focus your eyes in front and not on your teacher. Furthermore, posture is important. Stand straight and don't lean against the blackboard. You will be standing in front, not sitting. If you are using gestures, make sure they are appropriate. There should be limited movement at the front of the class. Be careful that as you move, the audience can still hear the story.

One point that you must remember is that don't panic if you miss something. Keep going. The only one who will really know is you. Avoid saying "okay...." at the beginning of each sentence. Sometimes people do this because they are nervous. Practice so that you are only retelling the story. Moreover, don't rush your story. Try to show that you are enjoying retelling it (even if you're not). Memorizing is not always a good option. Sometimes when you are nervous, you forget a word or two, and that can stop you cold. Know it as if you are going to retell it to a friend or young child. The more you practice retelling it, the better you will get. Try telling your story in front of a mirror. Practice in front of family and friends and ask for their advice on how you can improve. Learn to visualize your story so you will be able to replay it in your mind as you say it.

Finally, when you are finished your story, be clear with your ending. You may have something serious to say at the end of the story and the audience should sense that. There might be a punch line or a funny word at the end which your audience should laugh at. Maybe you are retelling a ghost story and you have to scare your audience at the end. It could just be a simple ending and you will only need to say, "the end".

Additionally, Pravamayee (2014) also gave the ideas about teaching English storytelling that teachers have to prepare the outlines of stories and writes them separately on colored papers and hangs them with the help of a thread on the white board. And then, form students into groups; each group is asked to pick up a paper from the white board. After that, give times to each group around 15 minutes time to develop a story from the given outline. They are then asked to come along with their

group members and narrate the story before the class. Finally, the best group is awarded.⁴⁹

2.6.3 Role Play

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation. Imaginary people – The joy of role-play is that students can 'become' anyone they like for a short time: The President, the Queen, a millionaire, a pop star -the choice is endless. Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme. Moreover, imaginary situations – Functional language for a multitude of scenarios can be activated and practiced through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons: It's fun and motivating, quieter students get the chance to express themselves in a more forthright way, the world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities, help students to understand that there are casual relationships between people's behavior and the outcomes of events. This understanding is enhanced because the consequences of behaviors can be immediately observed and self-image. It also enables students to explore their values and appreciate the consequences of their values based actions, enables students to identify options and solutions, enables students to manage conflict. And, students who will at some point travel to an English-speaking country are given a chance to rehearse their English in a safe environment.

Role playing can be used with students of most ages. The complexity of the role situations must be minimized in using the method with children. But if we keep it simple for their limited attention spans, role playing can be used even in teaching preschoolers.

Role playing allows people to make mistakes in a nonthreatening environment. They can test several solutions to very realistic problems, and the application is immediate. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation. A positive climate

⁴⁹ Pravamayee Samantaray B.Ed, M.phil, "Use of Story Telling Method to Develop Spoken English Skill", *International Journal of Language & Linguistics*, Vol.1, No.1, (June, 2014): 41-42.

often results in which one can see himself as others see him. The involvement of the role playing participants can create both an emotional and intellectual attachment to the subject matter at hand. If a skillful teacher has accurately matched the problem situation to the needs of his group, the solving of realistic life problems can be expected.

Feng (2009) stated that role-play is an effective technique to animate the teaching and learning atmosphere. It is fun and can make students feel fresh and happy by acting and speaking with their classmates as actors.⁵⁰

Rich (2016) gave the 11 ways to form role plays, but researcher chooses only one example to put in this work. The topic is **“Having Dinner”**

Firstly teacher has to choose three students: Student A acts as an American student, and then ask student B to act as another international student. After that, tell student C to act as a waitress in the restaurant where the students have come to have dinner together. The scene begins with the waitress welcome A and B students, show their table and introduce some dishes from the menu. The two will then talk about what to eat and then order. To add more the scene, the waitress could bring the wrong food or forget to bring cutlery to the table.⁵¹

Additionally, Gail L. (2002) talked about the importance of teaching role-playing that role-playing allows students to practice applying their new knowledge before they have to face the real world. Role-playing also enhances students practice public speaking in a more relaxed format than a formal classroom presentation. In addition, role-playing also gives students an opportunity to speak, act and respond to many questions. It helps students to learn from various courses as well as from their work experiences. Role-playing classes employ active learning and should engage all of the students in this work. Teachers should also take on a role with students that can make them feel happy and warm in acting.⁵²

⁵⁰ Feng Liu & Yun Ding, “Role-play in English Language Teaching”, **Asian Social Science Journal**, Vol.5, No.10, (October,2009): 10.

⁵¹ Rich, **11 Role Play Scenarios that Encourage English Students to Build a Complete Story**, (14 June, 2016), (Online) Research <https://11-Role-Play-Scenarios-that-Encourage-English-Students-to-Build> (30 June, 2017).

⁵² Gail L., Schumann, **Enhanced Learning through Role-Playing**, (21 February, 2002), (Online) researched <http://www.apsnet.org/edcenter/instcomm/TeachingNotes/PagesPlaying.aspx> (30 June, 2017).

2.6.4 Speaking Contest

Toastmaster (2016) said that speaking contest is also the way to sharpen the ability of English speaking of EFL learners. It is an important part of educational program that provide an opportunity for EFL students to gain speaking experience.⁵³

Mordern (2017) also showed necessary key ways of preparing and teaching the speech contest that speech contestants organize their own thoughts and words on the topic. And, they must make sure that their speaking is good enough. For this kinds of lesson, teachers should let the students know two weeks before to let them get ready well.

For giving the scores, 100 points should be in general system; 40 points for well preparing such as structure, content, logic, and so on. And another 40 points are for delivery and presentation such as voice, pronunciation, enunciation, gestures and poise. After that, the last 20 points are for overall effectiveness (Impression and effect).⁵⁴

Sara Mckattare (2015), gave the methods of teaching speaking skills related with ways of improving speaking skills for giving presentation or speaking contest that teachers should teach students about what they have to do before speaking. The first step to speaking is to think and the first step to perfect speaking is to be positive. Good speakers have the ability to quickly analyze and absorb the information given to them, assess it fast and to make a decision and communicate that decision to other. To do so, you need to keep in mind to (1.Be an active listener: The key ingredient towards making you a person who can think on the spot and respond intelligently is to be an active listener. This means listening carefully and giving your full attention to the words, tone, emotion and logic behind what the other one is saying. (2. Be a quick organizer of thoughts: All of us have the ability to think fast. The trick is to adopt some frameworks or models to structure new information into something coherent that we can respond with. One can break down issues or ideas into past, present and future. (3. Structure your speech in your mind: These are useful frameworks to organize ideas and thoughts quickly. The basic structure of any speech involves: Opening, Body, and Conclusion. It is very useful in delivering speeches and especially for speaking in situations such as table topics during meetings or other times when called upon to "say some words". Thinking before speaking is important for us to add value in terms of

⁵³ Toastmaster, **Speech Contest Rulebook**, (Mission Viejo, CA 92690, USA, 2016), p. 4.

⁵⁴ Modern Woodmen, **Speech Contest School: Speech Contest Rule**, (2 June, 2017), (Online) Research from <http://mwayouthedprograms.modernwoodmen.SchoolSpeechContest2> (20 August, 2017).

communicating our thoughts, ideas and feelings. We can touch lives through deeds and we can touch lives through speech.

Furthermore, here are some effective and helpful elements for teachers to teach students the presentation skill: 1) Be prepared and practice. The more you know what you want to say, the better you'll get at it. First, brainstorm the topic of your speech and research it, if you need to. Write down all the points you want to make and then organize them into an outline. Then, practice your speech out loud at least 3 to 5 times, 2) know your audience. The better you know your audience or listeners, the easier it will be to connect to them as you speak. When you are able to make that connection, you'll hold their attention, 3) pay attention to the old **KISS** principle: **Keep It Short and Simple**. When you are speaking, don't beat around the bush or try to impress with complex metaphors. Stories, however, can be a powerful public speaking tool, especially when they contain at least a hint of humor. But again, keep them short and on point. Shorter messages leave more impression. They're also easier for your audience to remember, 4) interact with your audience. Lectures will rarely have the same impact on an audience that an open discussion will. Look for opportunities to involve your audience in what you are speaking about. Ask for validation of points you are making ("Am I right?" "Has that ever happened to you?") Or allow time for questions. Also, make sure to establish eye contact with your audience, and keep it throughout your speech, 5) speak with sincerity and passion. When a person wants to leave a lasting impression with the audience about one's topic then be sure that you are true to yourself and your topic as you speak. Don't be afraid to inject enthusiasm and passion into the speech as well, 6) Close your speech in a memorable way. Give your audience something to think about as you finish your speech. Certainly, it's a good idea to summarize your main points one more time, but then finish up with an inspiring story or quote, or leave them with a thought provoking question. 7) Fluency The main goal is fluency. Remember that one don't have to know many complex grammatical structures to achieve that goal! First of all try to speak as fluent as possible (even making some grammar mistakes). Then, after making one's speaking fluent, one can focus on grammar aspects. Speaking skills required in meeting: Speaking skills are very important in business. Those who are at ease conversationally have the ability to "connect" with others which builds rapport and, eventually, relationships. Effective business meeting communication is very much a learnable skill.

The last and most important key factors to sharpen students' ability of speaking contest or presentation skills that teacher should train them are: 1). Practice where you can, when you can: Any practice is good whether you speak to someone

who is a native English speaker or not. 2) It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across. 3) Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong word than if you use the wrong grammar. Experimenting with vocabulary is a really good way of getting feedback. 4) Try to respond to what people say to you. You can often get clues to what people think by looking at their body language. Respond to them in a natural way. 5) Try not to translate into and from your own language. This takes too much time and will make you more hesitant. 6) If you forget a word do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using um, or err, if you forget the word. 7) Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you. 8) Try to relax when you speak you'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically. 9) Remember, when speaking English, try to become less hesitant and more confident. Don't be shy to speak the more you do it, the more confident you'll become. Remember to be polite use "please" and "thank you" if you ask someone to do something for you.

Unlike a written text where we can re-read information, a speaker has to speak the word. These words can't be removed. There is no opportunity for listeners to recapture the words once they have been said. To maintain listener's attention, speech needs to be well planned. While speaking consider these: Happy is the hearing man; unhappy the speaking man. The difference between a smart man and a wise man is that a smart man knows what to say, and a wise man knows whether or not to say it. Speak well and live well.⁵⁵

⁵⁵ Sara Mckattare, "Speaking Skills", *International Journal of Education*, Vol. 3, No. 5, (July, 2015): 20-35.

Chapter III

Research Method

This chapter is a case study in order to investigate English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch.

With regard to this research method, the crucial elements of this work are observation, interviewing people, description and the analysis of what the researcher has found from the survey. Therefore, this present research is focused on English Speaking Skills, problems and solution, of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch. This chapter are divided into five major parts as the following:

- 3.1 Research Design
- 3.2 Populations
- 3.3 Tools of Data Collection
- 3.4 Methods of Data collection
- 3.5 Data Analysis

3.1 Research Design

This research is aimed at investigating the speaking comprehension problems and some suggestions to help on solution of the speaking problems of students who take Bachelor of Arts in English language in year of 2017-2018, Faculty of Pali-Sanskrit and Foreign Languages, quantitative research method is used for this study.

Quantitative data was to provide the participants' attitudes towards the speaking problems. The information got from the questionnaires was analyzed by mean and standard deviation (S.D), and then it was interpreted.

Qualitative data was to determine the improvement of participants' speaking ability by providing them topics to speak, interview and discuss with them.

Percentages, average mean, and standard deviation are employed to provide the level and extent in studying the English speaking skill, problems and solutions, of Cambodian students studying at SBUBB. Therefore, research design is the most important of data collection.

3.2 Populations

In this research, 20 Cambodian students who take Bachelor of Arts in English, 5 lecturers who take responsibility for teaching Bachelor of Arts in English language were engaged in this study. And, researcher also interviewed 5 more English scholars who are experienced in learning and teaching English in Cambodia in order to find more detail about English speaking problems and ways to improve English speaking comprehension.

3.3 Research Tools

This study consists of questionnaire and interview. They are the main tools of doing research. Thus, research tools used for the study are divided into two parts as the following:

3.3.1 Questionnaire

In part of questionnaire design, there are two main points of questionnaire as the following:

Part 1 consists of general information including gender, educational level, age and status.

Part 2 consists of design questions about English Speaking Problems and ways to deal with them.

1. Details of the Questionnaire

Part 1: The general background information of the respondents concerning their gender, education background, English training experience, and English communication frequency.

Part 2: Investigate the respondents' attitudes towards roots of problems with English speaking skills. The five points Liked scale is used in this questionnaire with the following criteria.

5= Strongly agree

4= Agree

3 =Uncertain

2= Disagree

1= Strongly disagree

2. Details of the interview

Ask the participants, teachers and students, about their opinions and suggestions on solving the problems of English speaking.

3.4 Methods of Data Collection

In order to collect the data of this research study, researcher uses two methods called primary data and secondary data.

3.4.1 Primary Data

Primary data is directly collecting information from the target group of research that consists of 20 students from B.A English program at SBUBB, 5 English lecturer, 5 English scholars by answering the questionnaire, observation, and face to face interview. In part of questionnaire, researcher makes up the questions and let them give opinions about English speaking problems and how to solve those problems. For interview, the researcher will ask those who are professional in English such as English teachers and English scholars.

3.4.2 Secondary Data

Secondary data is collecting information from documentary survey such as thesis books, academic books, academic articles and journals. These things are used for supporting information and study. Documentary survey is also good guidelines to develop the research.

3.5 Data Analysis

The statistic devices used in the study are employed as the following:

1. Frequencies and percentages are used in the analysis of the data concerning the respondents' background information.
2. Arithmetic mean and standard deviations are used to analyze the respondents' strategies on causes of problem with English speaking skills.
3. Find the results for further discussion from an interview and note-taking problems and ways to deal with problems of English speaking comprehension.

Chapter IV

Results of the Data Analysis

In order to get the results of data analysis, researcher uses statistical table features accompanying with descriptive statistics as the following:

Part 1: General Background Information

Part 2: The Causes of Problems with English Speaking Skills in the areas of:

1. Students' motivations
2. Teacher's teaching techniques
3. English environments
4. Students' lacking of times to speak English

Part 3: Interview English teachers and scholars relating with problems and ways to deal with English speaking skills.

4.1 General Background Information

This part is demonstrated the general background information of population, namely genders, ages, study level, English study experience, the most desired English language skills, and the purpose of studying English as the following:

Table 1: Gender of Population

Gender	Number	Percentage
Male	15	75.0
Female	5	25.0
Total	20	100

Gender, it mainly represents the information on gender referring to the students who study at Preah Sihanouk Raja Buddhist University, Battambang Branch. About gender of students chosen for this study, there are 20 students, all are in the fourth year. There are 5 female students with 25%, and 15 male students with 75 %. It is represented in the table 1 respectively.

Table 2: Age of Population

Age	Number	Percentage
18-20	0	0.0
21-30	15	75.0
30 -up	5	25.0
Total	20	100

Age, it mainly represents the information on age, referring to the fourth year students. About age of students, among the total 20 students, most of them are in the rank of age of 21-30 years, 15 person with 75%. And other 5 students are in the rank of age of 30-up years with 25%. It is explained in the table 2.

Table 3: Present Study Level

Study Level	Number	Percentage
First year	0	0.0
Second year	0	0.0
Third year	0	0.0
Four year	20	100
Total	20	100

Study level, the fourth year students of Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB) are chosen to be involved in this study. They all have already gone through the 1st year until the 4th year, therefore; researcher chooses only the fourth year students. Thus, there are totally 20 students with 100% as it is above presented in the table 3.

Table 4: English Studying Experience

English Study Experience	Number	Percentage
4-6	5	25.0
7-9	10	50.0
10 years up	5	25.0
Total	20	100

About the English studying experience of SBUBB's students, it is clearly explained in table 4 that 5 students with 25% have experienced in English studying between 4-6 years, 10 students with 50% have experienced in English studying between 7-9 years, and other 5 students with 25% have experienced in English studying from 10 years up. So, they have been studying English for at least 4 years.

Table 5: Purpose in Studying English

Purpose in Studying English	Number	Percentage
Education	5	25.0
Hobby	0	0.0
Communication	15	75.0
Others	0	0.0
Total	20	100

In table 5, Purpose in studying English, it shows that there is no any students studying English for hobby or others, many of them, with 75%, want to learn English for communication, and with 25% of them want to learn English for Education. Thus, it shows that most of them really want to get English knowledge in order to be able to communicate with people in English, especially with foreigners or for their business. Moreover, 25% of them want to get English knowledge in order to increase their higher education. When they know English well, they can continue their study in other countries which English is used as an official language for all students around the world.

Table 6: English Skills Most Desired by You

Most desired skills	Number	Percentage
Listening	5	25.0
Speaking	10	50.0
Reading	3	15.0
Writing	2	10.0
Total	20	100

In table 6, among four skills: Listening, Speaking, Reading, Writing, show that the most English skill that students long for is speaking skill with 50%. Some students, with 25%, like listening skill while other students, with 15%, prefer reading skills.

4.2 Causes of Problems with English Speaking Found from Students' Motivations

Table 7: Causes of Problems with English Speaking found from Students' Motivations

No	Questions	\bar{x}	S.D	Level
1	I do not like speaking English with my classmates because my English is not good	3.50	0.88	High
2	I think English is good, but I do not feel confident to speak	3.63	1.02	High
3	I am too shy to practice speaking English with foreigners	3.60	1.03	High
4	I am not brave to speak because my pronunciation is not good	3.58	0.87	High
Total		3.78	0.95	High

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 7 (Causes of Problems with English Speaking found from Students' Motivations), there are 4 questions. The results of average mean show that the degree of agreement with difficulty in question 1 (I do not like speaking English with my classmates because my English is not good) is equal to 3.50, question 2 (I think English is good, but I do not feel confident to speak) is equal to 3.65, question 3 (I am too

shy to practice speaking English with foreigners) is equal to 3.60, and in question 4 (I am not brave to speak because my pronunciation is not good) is equal to 3.58. Therefore, the overall level of causes of problems with English speaking found from students' motivations is in the high level with 3.78.

4.3 Causes of Problems with English Speaking Found from Teacher's Teaching Techniques

Table 8: Causes of Problems with English Speaking found from Teacher's teaching techniques.

No	Questions	\bar{x}	S.D	Level
1	My English teachers do not speak English in class	1.75	0.44	Low
2	My English teachers talk a lot and do not give much times for us to speak in class	2.73	1.04	Low
3	My English teachers focus much on grammar	2.38	1.02	Low
4	My English teachers rarely motivate me about the importance of English speaking skill	2.54	1.03	Low
	Total	2.71	1.14	Low

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 8 (Causes of Problems with English Speaking found from Teacher's teaching techniques), there are 4 questions. The results of average mean show that the degree of agreement with difficulty in question 1 (My English teachers do not speak English in class) is equal to 1.75, question 2 (My English teachers talk a lot and do not give much times for us to speak in class) is equal to 2.73, question 3 (My English teachers focus much on grammar) is equal to 2.38, and question 4 (My English teachers rarely motivate me about the importance of English speaking skill) is equal to 2.54. Therefore, the overall level of causes of problems with English Speaking found from Teacher's teaching techniques is in the low level with 2.71.

4.4 Causes of Problems with English Speaking Found from English Environments

Table 9: Causes of Problems with English Speaking found from English environments.

No	Questions	\bar{x}	S.D	Level
1	Nobody can speak English with me at home	3.95	0.75	High
2	Outside of the class, mostly my friends speak in Khmer language to each other	3.85	0.51	High
3	I rarely hear or see people speak in English	3.50	0.88	High
	Total	3.70	0.94	High

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 9 (Causes of Problems with English Speaking found from English environments), there are 3 questions. The results of average mean show that the degree of agreement with difficulty in question 1 (Nobody can speak English with me at home) is equal to 3.95, question 2 (Outside of the class, mostly my friends speak in Khmer language to each other) is equal to 3.85, and question 3 (I rarely hear or see people speak in English) is equal to 3.50. Therefore, the overall level of causes of problems with English Speaking found from English environments is in the high level with 3.70.

4.5 Causes of Problems with English Speaking Found from Students' Lacking of Times to Speak English

Table 10: Causes of Problems with English Speaking found from students' lacking of times to speak English

No	Questions	\bar{x}	S.D	Level
1	I spend time around 10 -30 min to practice speaking English everyday	3.50	0.88	High
2	Sometime, for the whole day, I do not speak English at all	3.80	0.61	High
3	I never practice speaking English more than 1 hour with my friend everyday	3.90	0.44	High
4	I usually spend my times on doing homework or assignment, and spend less times speaking English	3.80	0.83	High
Total		3.81	0.97	High

Note: The result of average means are classified into 5 levels:

5) Very high=4.50-5.00, 4) high=3.50-4.49, 3) Moderate=2.50-3.49 2) Low=1.50-2.49, 1) Very low=1.00-1.49

In table 10 (Causes of Problems with English Speaking found from students' lacking of times to speak English), there are 4 questions. The results of average mean show that the degree of agreement with difficulty in question 1 (I spend time around 10 -30 min to practice speaking English everyday) is equal to 3.50, question 2 (Sometime, for the whole day, I do not speak English at all) is equal to 3.90, question 3 (I never practice speaking English more than 1 hour with my friend everyday) is equal to 3.90, and question 4 (I usually spend my times on doing homework or assignment, and spend less times speaking English) is equal to 3.80. Therefore, the overall level of causes of problems with English speaking found from students' lacking of times to speak English is in the high level with 3.81.

4.6 Results from Interviewing People Concerning English Speaking Problems and Ways to Deal with Them

4.6.1 Results got from interviewing three professors and two students teaching and studying at SBUBB concerning English speaking problems and ways to deal with them.

Ven. Phumchhon Tola, the Rector of Department of International Communication and Cooperation and a professor of SBUBB said, “Talking about the importance of speaking , I think that people need to speak in order to communicate with friends, family and other people in daily life or when meeting with foreigners or going abroad. English speaking is very useful for business as well since nobody does the business without speaking, so English is really needed for business especially a cross-border business. Moreover, English speaking provides us more opportunities to make new friends, and going to English-speaking countries. Without speaking English, it makes you feel isolated. You will find the difficulties in communicating-looking for directions, and even order meals in restaurants. In other words, being able to speak English also gives you chances to join conferences, debates, as well as social gatherings with people from various countries. Also, it brings you into the modern technology world.

Well, there are some specific challenges that define as the root causes that make EFL learners difficult in speaking. English grammar is common problematic for EFL learners; its difficulty leads to many common mistakes which learners are always worried about. The next coming up challenge is the pronunciation which is difficult and inconsistent; different nationalities have problems with different aspects of English pronunciation. As English is not a mother tongue language for EFL learners, it’s difficult with tongue reflection in pronunciation. Lacking of reading and listening also a cause of problem in speaking because reading helps you improve vocabularies and listening helps on pronunciation skill. Certainly, being shy might be the biggest root cause of speaking that makes you unable to speak out loud. And, being fear to make mistake makes you do not feel confident to express things in your mind.

There are two ways to encourage students to overcome the problems. The first way is the teachers’ tasks. They have to force the students to speak English only during the class. The teacher must be able to convince students to be brave to speak English, it does not matter if they have very bad grammar, and just let them say whatever they want to say. It’s important to tell students that making mistakes is normal things in learning. Do not give correction to every errors of students, but it is good to give feedback and explanation for every error after the students finish their

speech. It is a great way to establish group works for students so that they have more chances to practice speaking with their group members and in presentations.

The second solution is for the students themselves. The greatest way to improve speaking skills is to put everything into practice. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time and try to correct each other mistakes without feeling embarrassed. Practice listening every day to improve your English pronunciation. The more you listen to English, the closer you can get to native pronunciation. Additionally, you can increase your confidence by not worrying too much about grammar and chances of mistakes. Keep in mind that making mistakes can't be avoided but try to eliminate them.⁵⁶

According to Venerable Vy Sovechea, the president of Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB), who is full of English studying and teaching experiences, also mentioned about the significance of English speaking skills. He said, "Speaking is very important among the macro skills. Firstly, it helps learners to have an ability to inform or convince to achieve his/her goal. Secondly, learners can stand up in front of many people easily and bravely. Thirdly, they can enhance their careers because of good speaking. Lastly, they can get plenty of benefits from these speaking skills like building friendship, allowing others to understand what they mean and so on.

After talking about that, he carried on mentioning about the root causes that make EFL learners difficult in speaking that EFL learners cannot speak English well because they are weak at vocabularies. Without words, they say nothing. And one more cause is that they are so shy and not self-confident to speak. Shyness make them feel not brave to speak it out or not able to speak English well.

Furthermore, they are not good at their own language . Moreover, they are poor at pronunciation. When their English pronunciations are not good, they do not dare speaking it out, just because being afraid of getting mocking from the others. And, one more important cause is related with listening skill. They don't get used to listening or they are not good at listening. Listening can also help improve speaking skill.

After answering about the importance and root causes of English speaking skills, he also gave his ideas to deal with those problems. He said, "In order to deal with those difficulties, EFL learners have to practice listening in English. They have to build up the capacity of vocabularies. And, learning vocabulary only is not enough yet,

⁵⁶ Interview with Ven. Phumchhon Tola, the Rector of Department of International Communication and Cooperation and a professor of SBUBB, the 28th of November, 2017.

they also need to learn and practice pronunciation of vocabularies. Last of all, they have to be confident when they speak English, and keep practicing English speaking everyday”⁵⁷

In relation to Prof. Chhoeurt Sophorn’s notions, a professor of SBUBB who is teaching English to the fourth year students, he said about factors of difficulty in speaking English that it’s quite common for non-native speakers of English to mispronounce English words, and speak it incorrectly. For him, he thinks that the pronunciation is a very common cause of problems for non-native speakers because some words are quite difficult to pronounce correctly. Furthermore, technical words are extremely hard to use them following their functions. It is easier to speak English using daily used phrases. But, when we need to speak in an official way using technical words, it is also hard to speak it out.

After mentioning about causes of speaking problems, he continued to share his own technical know-how about ways to develop spoken English that he always thinks in English- thinks all materials in English around him and practices saying them. And, he always creates, at home, a topic and spend time about 25 to 30 minutes to improve his spoken English. Every time he practices, he does not care much about grammar, just fluency. If he thinks about grammar too much, I will hesitate to speak English because he might be afraid of making mistakes.

“Pronunciation, it is the most important for English learners, for me, I always look up dictionary to make sure with pronunciation and try to listen to English songs and watch movie in English. Furthermore, I always listen to English news on the internet. I think that we should try to practice it again and again and set a main purpose surely then we can accelerate English learning through learning by heart, the vocabularies, structures, phrasal verbs, etc. Then, we will get a good result and have confidence in speaking English language” said Prof. Chhoeurt Sophorn.⁵⁸

Miss. Ouch Sreyneath, a fourth year student of SBUBB said, “The problem is that learners rarely speak or practice with their friends or native speakers. They are shy, nervous, and unconfident- thinking of mistakes they might make. One more, a big root of problem is that they lack of reading and listening.

My ideas to enhance speaking capacity is that we should know a lot of vocabulary, motivate ourselves to speak English out without worrying about grammar

⁵⁷ Interview with Ven. Vy Sovechea, the President of Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB), the 27th of November, 2017.

⁵⁸ Interview with Mr. Chhoeurt Sophorn, a Professor of SBUBB, the 28th of November, 2017.

or mistakes. More importantly, read more and more. When we read, we will meet the old words, also new words or phrases that make us interested in reading; as a consequence, we are passionate to speak them out. Listening is also a good method to make us good at speaking. When we listen, we will hear or see their pronunciation and intonation well, so we can learn from them.

Do not be shy even we make a lot of mistakes during practicing speaking. We have to go on speaking until we get familiar with it. Fluency only comes when training is matured enough. Read more, listen more, practice speaking more and motivate ourselves that ‘We can do it, we can speak’.⁵⁹

Additionally, Mr. Voeurn Tol, a fourth year student of SBUBB also gave his Ideas about how to deal with English speaking problems that we should be brave to practice our English with foreigners or friends who can speak English. And we can speak English alone as well- speak in front of the mirror. In short, if we want to be good at one thing, we must practice doing it as possibly as we can. Nobody is born with skill, skill comes from repeated training”⁶⁰

4.6.2 Results got from interviewing five distinguished English scholars concerning English speaking problems and ways to deal with them.

The most Ven. Prof. Dr. Khy Sovanratana, acting rector of Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia, responded to the first question, (Why is English Speaking Skill important?) “Yes, as you know that we cannot communicate our ideas to other people by speaking. If you cannot speak properly, they cannot get your ideas or they don’t understand what you mean. So, English speaking is very important. In another word, you might have a great knowledge or wide ideas, but if you are not good at speaking, you cannot express your knowledge out to the other people skillfully, and they might not be able to catch what you talk to them”

After answering to the first question, he continued to respond to the second question, (What are the roots that make EFL learners difficult in speaking English?), “This has been a big issue for non-native speakers, foreigners who are learning English. They confront with this problem. And, it also has been a big issue for our Cambodian people. Some people are coming across with this difficulty. For root causes about problems. The first, people start studying English at their late ages or after passing the

⁵⁹ Interview with Miss. Ouch Sreyneath, a fourth year student of SBUBB, the 29th of November, 2017.

⁶⁰ Interview with Mr. Voeurn Tol, a year-four student of SBUBB, the 29th of November, 2017.

adult age already. So, this is the major problem for them. Secondly, being shy to speak English in their daily lives. This is also a problem because if you do not speak it every day, it is very difficult to twist your tongue in order to express the language, English. The third, lacking of opportunity. It means that you don't have enough opportunity to express yourself in English to the world, to other foreigners, not necessary with native English speaking, but with other people who use English. So, if you do not have enough opportunity and rarely use the language, it will be the problem. And, the fourth, I would say that the problem comes from your inborn nature. Your inborn nature has a big role in here. It means that, from birth, you don't have a speaking skill. You fight toughly with speaking skill. Some people are able to master their speaking skill very fast and effectively, but for some people, even they have trained for speaking skill for long time, they still do not make progress with it. So, inborn nature is also a big problem, we can say that having no talent with speaking. Therefore, according to my understanding, these four points should be the root causes of English speaking problems”

Besides talking about root causes of speaking problems, he continued to give his ideas about how to coop with those problems, “For solving the first problem, you should start learning English from your early age since your tongue is still soft and your mind is still fresh; you can pick up the language quite fast. And, if you already passed your young age, you should try to use the language, try not to be shy and speak it out. I have my own experiences. When I was studying English, backing to the past in Cambodia, 1999, I made an agreement with my friends that when we met each other, we would speak in English only; right or wrong it was not matter. So this is the way to sharpen our tongues, to twist our tongues. In addition, you must not be shy. Just speak it out and don't care whether the other people like it or not. In other words, don't just study English in the class. You have to create the opportunity for yourself to use what you have learned from class with not only foreigners, but also with our friends, and don't bother that other would laugh at you.

Nowadays it is not like in the past, 1999, there are many foreigners coming to Cambodia, Thailand also. So, reach to them to create the opportunity to speak with them. The last, how to deal with inborn nature, this is the biggest problem. Solution to this problem, you must be awake to your own self, telling yourself that you need to speak it out. Only you yourself can change this, others cannot change you, otherwise

you cannot change your inborn nature. Be aware of your weakness, and try to change it”⁶¹

On the word of Venerable Hak Sienghai, a founder and executive director of organization named Buddhism for Education of Cambodia (BEC), he said, "I think that English speaking is very important. Actually, listening skill is also vital because there are many different English accents of non- native speakers from around the world such as, Sri lanka, India, Thailand, Cambodia, and so on. But now we focus on speaking skill, it is very necessary because we cannot live without speaking, and most of leaders in the world are good at speaking. It means that you need to use your speaking skill to persuade people's hearts. It is very vital for communication; when you meet people, you need to greet them with speech to establish a lovely atmosphere, not by using writing or reading skill”

He also mentioned about the causes that make EFL learners difficult in English speaking that lacking of vocabularies is one of the root causes; it is very hard for us to speak if we are not good at vocabularies. Moreover, anxiety is the biggest obstacle for EFL learners to speak English as well. It always blocks us from speaking English out just because we are too shy to express it. Furthermore, teachers are also in the part of those problems. They do not make a reaction between teachers just giving quizzes or exercises to their students and they can sit on chairs waiting for students finishing their class work. Therefore, students are not involved much in speaking activity. This is called ' Passive learning'.

Responding to the third question about ideas to deal with those problems, he said, “Practice makes perfect, no one is born with perfectness unless you practice to sharpen your ability. Don't be shy to express what you have learned or you will never be able to be good at speaking. Remember, practice and practice and practice! Furthermore, don't compare your English level with others. If you compare yourself with others, you will be hesitated to speak it out. In short, just be yourself!”⁶²

Mr. Howell Lewis, for the same reason, a professional English researcher and an English training coach of English institute of MCU who is full of English teaching experiences for more than ten years answered to the first question (Why is English speaking important?), “Well, in my points of view, English may not be the most spoken language in the world, but it is the official language in a large number of countries. It

⁶¹ Interview with the most Ven. Prof. Dr. Khy Sovanratana, Acting Rector of Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia, the 2nd of December, 2017.

⁶² Interview with Ven. Hak Sienghai, a Founder and Executive Director of organization named Buddhism for Education of Cambodia (BEC), the 10th of December, 2017.

is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion.

Besides, English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Research from all over the world shows that cross-border business communication is most often conducted in English.

Equally important, many of the world's top films, books and music are published and produced in English. Therefore, by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. Finally, for the significant of English speaking, most of the content produced on the internet (50%) is in English. So, knowing English will allow you to access to an incredible amount of information which may not be otherwise available

About causes of English speaking problems, I think that the main cause is that they (EFL learners) do not practice speaking much. Likewise, in Thailand, some of my English students are too shy to speak English. So, if you don't practice speaking, how can you improve your English speaking? And, when they speak, commonly they think much about grammar mistake that make their speaking so slow and unsmooth. This happens with many English learners not only in Thailand, but also around the world.

Teachers are also the causes of it. They teach English in traditional way, I don't mean that grammar is not good, but I focus on English speaking. They should not care much about grammar when assigning students to speak English. Many students learn English only in the class with teachers, they might study reading, writing or listening, but they got very little time to speak English in the class. When they go back home, same thing, they don't speak English. Mostly at school, they teach English as a subject, but, actually English is a skill"

After mentioning about some reasons why English speaking is important, and things that cause speaking problems, he continued to answer the last question about how to deal with those problems, "I think, the best way to improve English speaking is that you make your own English sentences and practice speaking them as much as possible. The more you do it, the more easier and confident you will gain. One more thing, don't be afraid of making mistakes. You will never learn if you do not make a mistake.

Lastly, you should watch English movie with English subtitles. And find the English speaker as your idol, and repeat after his or her speaking. It is called 'Shadowing Study' it is really beneficial and helpful. I would like to recommend you about some

English learning sources. You can go to some websites such as [www.deep English.com](http://www.deepenglish.com), learn Real English with A.J. Hoge and www.Vocabulary.com. And, remember this word ‘little but often’ practice speaking every day, little by little, and then you will make much progress with English”⁶³

Madam Prak Sunnary, an online English teacher living in the United States of America, said “I think that in order to help students speak English well, teachers should get students talk to each other, not just to teachers. Teachers should choose interesting topics for them so discuss with each other, and then assign them to speak it out. In our daily lives, most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing. They almost ignore speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom.

Actually, I do not mean that teachers do not have enough ability in helping students improve their speaking skill, but traditionally classes in Cambodia are taught in that way- read the lesson, take note about grammar rules and so forth. Furthermore, in my opinion, students should practice speaking by themselves because teachers have very limited times for teaching them in classes. I am sure that teachers cannot only teach speaking skill in classes according to the schools’ teaching systems. So, the percentages of making yourself succeed in speaking skill are 30% come from your teachers and the rest 70% come from you yourself”⁶⁴

As stated by Maha Upasika Nuch Sarita, a former VOA journalist and international radio broadcaster who has considerable English expertise as well as teaching, “I think that there are few reasons for EFL learners’ difficulty in learning English mainly from two causes: External and Internal cause. External cause refers to the factors and influences that come from outsides such as, teachers, English speaking environment, and so forth. Some English teachers just follow the traditional style of teaching which consists of telling students to open the book on a page or chapter, then they clarify on rules grammar rules or word translation – soon after class time is up. As a consequence, students get very little time to speak or practice in class. Furthermore, English speaking environment is also a problem. It means that people around you do not speak English, which in turn means that you could go all day

⁶³ Interview with Mr. Howell Lewis, a professional English researcher and an English training coach of English Institute of MCU, the 20th of December, 2017.

⁶⁴ Interview with Madam Prak Sunnary, an online English Teacher living in the United States of America, 2nd of January, 2018.

without hearing English. So for EFL learners, there is little incentive to practice or continue to be interested in English speaking.

Another contributing factor, which could be considered as the biggest issue for EFL learners, would be through the constant change and challenge of finding famous schools, qualified teachers in order to help them enhance their ability of English, especially speaking. Through this issue, the EFL students would struggle to advance or make progress in learning English. Therefore, it is not because of outside problems but from the students themselves. They are trying to change school or teacher, but they do not try to change their studying habits.

I have four principles in solving problems of learning to speak English. First, one must try to speak and practice as much as possible – take as many opportunities to speak English. Secondly, after learning a new English word, one must practice through creating sentences using the new vocabulary, putting it into context as well as speaking practice. The third is to associate with people who has interest in and like practicing English. When you find a partner who has the same interest in speaking English, it will help motivate you to practice and learn more. And the last one is to create an English speaking environment for yourself. In the past, when I began learning English, it was really difficult to find tools for learning English, I had to work hard and practice a lot. I also thought that it would be really great if I could live in English native country where I could pick up the language faster. But, nowadays, I don't think that way. To learn English well, you do not need to go directly to English native country – you can utilize tools such as YouTube or English websites since there are countless sources for helping you to make progress with English. With regards to learning English, you really only need two things, that is 'effort' and 'determination'. I am a firm believer that if you try hard, your effort will bear fruit sooner or later.⁶⁵

⁶⁵ Maha Upasika Nuch Sarita, a former VOA Journalist and International Radio Broadcaster the 7th of January, 2018.

Chapter V

Conclusion, Discussion and Suggestion

This chapter presents the summary of the research, which can be divided in three parts as the following:

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

5.1 Conclusion

The main objective of this research is to study the problems of Bachelor of Arts Students' English speaking skills of Preah Sihanouk Raja Buddhist University, Battambang Branch. This study also aims at providing the ways to solve those problems. The population of this research consists of 20 students. The tools used for this study are questionnaire and interview.

After having collected the answers about the problems by using questionnaires, all data of those problems are calculated in order to give the level of English speaking problems that SBUBB's students face with. These data are analyzed with the SPSS program and Excel program to show about percentages, frequency, average means and standard deviation.

The data shows that among 20 students, there are 5 female students with 25%, and 15 male students with 75 %. Most of them are in the rank of age of 21-30 years, 15 person with 75%. And other 5 students are in the rank of age of 30-up years with 25%. They are all in fourth year. The purpose of their English studying is for communication with 75%, and for Education with 25%. 50% of them like speaking skills, 25% like listening skills while another 15% prefer reading skills.

Levels of problem found from students' motivations in the fourth chapter, table 7, are at high level with 3.78: question 1 with 3.50, question 2 with 3.63, question 3 with 3.60, question 4 with 3.58.

Levels of problem found from teacher's teaching techniques in the fourth chapter, table 8, are at low level with 1.71: question 1 with 1.75, question 2 with 2.73, question 3 with 2.38, question 4 with 2.54.

Levels of problem found from English environments in the fourth chapter, table 9, are in high level with 3.70: question 1 with 3.95, question 2 with 3.85, question 3 with 3.50.

Levels of problem found from students' lacking of times to speak English in fourth chapter, table 9, are at high level with 3.81: question 1 with 3.50, question 2 with 3.80, question 3 with 3.90, question 4 with 3.80.

5.2 Discussion

According to the chapter fourth, when we take a look at the problems of English speaking skills that SBUBB's students face with, we will see that these causes of problems: Causes of Problems with English Speaking found from Students' Motivations, teacher's teaching techniques, English environments, students' lacking of times to speak English are roots of problems not only for those 20 students in Cambodia, but also for all EFL learners all over the world.

The first root of problem (student's motivations) is the big problem that students encounter in their daily lives. They just feel uncomfortable to speak English out since they think that their English is not good enough, pronunciation is bad, too shy to speak and so forth.

And, the second cause of problem (teacher's teaching techniques) is also a part of problem affecting student's speaking skills. Students agree that teachers speak English in classes, but they explain a lot till they have no times for students to practice speaking in classes. Furthermore, they like explaining grammar rules to students in detail, so it is a factor that makes students think in grammar before speaking that causes them speak very slowly and not fluently. In other words, teachers rarely motivate students about the advantages for speaking skills; they just care about subjects they are teaching.

One more thing, the third factor of problem (English environments) is also the big obstacle for students to make progress with English speaking. Like in Cambodia, we speak our own national language, khmer language, so most of SBUBB's students agree to the degree of this problem at high level with 3.70 (S.D): Nobody speaks English to them at home, outside of the class, mostly their friends speak in Khmer language with each other, and they rarely hear or see people speak in English.

The last and high key factor that makes students difficult in speaking English is students' lacking of times to speak English. They spend times around 10 -30 minutes to practice speaking English per day, and sometimes they do not speak English at all.

They usually spend their times doing homework or assignment at home, and spend less time speaking English. Therefore, students themselves are also the biggest parts of problems of English speaking. They study English only in classes and rarely use what they have learned to apply into the real practical ways.

In order to find more root causes of English speaking problems and ways to deal with them, researcher had interviewed some distinguished English scholars both in Cambodia and Thailand, and found that most of them gave similar answers to the root causes of English speaking problems as mentioned earlier. They said that many EFL learners around the world face the same problems with English speaking, they are shy to speak comparing their English level to others that make them unwilling to speak. Therefore, EFL learners should dare to speak, dare to make a mistake. Another problem is that lacking of vocabulary. If you do not have enough vocabulary, what do you have for speaking?

Furthermore, inborn nature is also the problem. Some EFL learners are good at vocabulary, grammar, listening and reading, but they are not good at speaking because they have inborn nature of having no interest in speaking. And the biggest problem is that students themselves do not make an effort to sharpen the ability of speaking. They just study in classes, but do not get their knowledge worked outside the classes. Therefore, according to the problems brought to be discussed here, students and teachers should changes the ways they are learning and teaching in order to improve.

5.3 Suggestion for Further Studies

After having done this research about the Problems of Cambodian Bachelor of Arts Students' English Speaking Skill of Preah Sihanouk Raja Buddhist University, Battambang Branch via questionnaires and interview, researcher gets many good ideas about causes of English speaking problems and ways to deal with them. Besides notions from questionnaires and interview, researcher also gets many invaluable and priceless ideas from documents, books, journals, and thesis which are related with this study. And suggestions for further studies are divided into two parts:

1. Suggestion to Students
2. Suggestion to Teachers
3. Suggestion for Further Thesis Research

5.3.1 Suggestion to Students

In order to improve English speaking skill, students should not be shy to speak English out even though your English ability is not so good. Do not just wait until your English is perfect then start to speak because only practice can help you be perfect with English speaking.

Furthermore, although your English pronunciation is not so good, you can sharpen it every day by trying to watch Pronunciation lessons in Youtube program- there are many English native speakers who are teaching in that program with free of charge. Every time you are in that lessons (English pronunciation), you must try to repeat after them as much as, and as loud as you can. Doing so, it can help train your tongues and sounds.

Moreover, do not just depend on your English teachers. They can only show you the way to walk, but they cannot walk for you. Studying only in the class is not enough, so you need to have a self-study class which is a very beneficial and powerful way to build up your English ability.

One more thing, there might be nobody able to speak English to you at home (English environment problem), but you can create English environment by yourself by listening to English songs, watching movie in English, finding friends who are able to speak English to you through Facebook, line, Skype , Twitter , and so on. English environment is everywhere nowadays.

In addition, you should try to practice your English with foreigners from around the world. At the beginning you might have a fear, be nervous or shy to speak to them, but if you want to make profit, you have to invest. In the meal while, if you want to get rid of your fear, you have to do thing that you are afraid of. So, walk to them and invest your English knowledge with them, then you will earn much English profits from them.

The last of all, you should set self-discipline in order to improve your English. You can set the rule for yourself that “I must speak English at least 30 minutes every day” You can practice speaking it before or after bedtime. You will see the great results of the rule in one year if you can do it.

5.3.2 Suggestion to Teachers

To help students improve English speaking skills, teachers should set clear lesson plans making them short and sharp. When you prepare your lesson plans by leaving longer times for students to speak, they will get an opportunity to practice their English speaking in class even they do not speak English outside the class.

Furthermore, you should be strict with some students who do not speak English in class fining ones who speak khmer language in class by deducting their scores or by any acceptable punishments. Some students are very lazy to speak English. They think that speaking in their own language is easier.

Then, some students are not lazy to speak English, but they are not brave enough to speak. Maybe it is because their English ability is not good enough to speak, but you can urge them to speak, and praise them in front of other classmates even though they might make mistakes with grammar or pronunciation. Doing so, students will be happy and feel free to speak English out without being afraid or nervous.

Additionally, teachers should motivate students about significances of English speaking skill. Sometimes, if you only teach English and focus only on your subjects or lessons, students might not care much or do not feel strong in developing their English speaking abilities. But, if you urge them, encourage them and inspire them about necessities of English speaking, they will be alert and have strong determination to increase their English speaking.

One more important thing, teachers should also provide students the topics for them to speak or assign them to act in a short story speaking in English. To do so, students will feel funny and happy. This is called active learning. Every time you assign them so do that kind of work, do not forget to give them the scores because students really love scores. They will try to speak or act as they do not want to lose their scores.

Moreover, teachers should bring students to some tourist places in order to get students to practice speaking English with foreigners. It is really helpful to help students address themselves speaking English to foreigners. They might be afraid to speak at the first time, but if you help them, be close to them, students will feel warm to speak. Next times, they will get used to a habit of speaking English to foreigners without needing your help.

The last, learning by doing is the best method ever in the history of successful teachers. Teachers should know that, teachers are not only teachers, but also eyes-openers, entertainers, trainers, and so on.

5.3.3 Suggestion for Further Thesis Research

Anyway, due to the limitation of time, it was unable to cover all the points and some aspects in related topic. Therefore, the researcher would like to suggest the following needed topics for further research:

1. A Study of Vocabulary for English Speaking Skills
2. An Analytical Study of Causes of English Speaking Problems
3. A Study of Effective Ways to Deal with English Speaking Problems

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Ven. Vy Sovechea, the president of Preah Sihanouk Raja Buddhist University, Battambang Branch. (the 27th of November, 2017).

Mr. Chhoeurt Sophorn, a professor of SBUBB. (the 28th of November, 2017).

Miss. Ouch Sreyneath, a fourth year student of SBUBB. (the 29th of November, 2017).

Mr. Voeurn Tol, a year-four student of SBUBB. (the 29th of November, 2017).

Ven. Prof. Dr. Khy Sovanratana, acting rector of Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia. (the 2nd of December, 2017).

Hak Sienghai, a founder and executive director of organization named Buddhism for Education of Cambodia (BEC). (the 10th of December, 2017).

Mr. Howell Lewis, a professional English researcher and an English training coach of English institute of MCU. (the 20th of December, 2017).

Madam Prak Sunnary, an online English Teacher living in the United States of America, 2nd of January, 2018).

Maha Upasika Nuch Sarita, a former VOA journalist and international radio broadcaster. (the 7th of January, 2018).

Appendices

Appendix A

A letter to the President of SBUBB Asking Permission for Doing
Research

Department of Foreign Languages
Faculty of Humanities
Tel. + 662- 3524800 (8242)
Fax. + 66-3524800
[http:// human-mcu.ac.th](http://human-mcu.ac.th)



Mahachulalongkornrajavidyalaya University
79 Group 1, Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax. (6635) 248-034
URL. [www. Mcu.ac.th](http://www.Mcu.ac.th)

Ref. MCU. 6104.3/62.1

December 9, 2017

Subject: Request for taking permission to interview the fourth year B.A students, 2017-2018,
Faculty of Pali-Sankrit and Foreign Languages

Dear : Ven. Vy Sovechea, The President of Preah Sihanouk Raja Buddhist University,
Battambang Branch (SBUBB)

I, Dr. Phra Wichien Parichano would like to conform that Ven. Chamnan Teng, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled "An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Nilratana Klinchan
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to distribute the questionnaire and interview at your school for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
Director of Master of Arts in English
(International Program)
Mahachulalongkornrajavidyalaya University

Appendix B

Letter of Invitation for Interview with Five English Scholars

Department of Foreign Languages
Faculty of Humanities
Tel. + 662- 3524800 (8242)
Fax. + 66-3524800
[http:// human-mcu.ac.th](http://human-mcu.ac.th)



Mahachulalongkornrajavidyalaya University
79 Group 1, Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax. (6635) 248-034
URL. [www. Mcu.ac.th](http://www.Mcu.ac.th)

Ref.MCU.6104.3/Wor.8.12

December 1, 2017

Subject: Request for an interview

Dear: Ven. Prof. Dr. Khy Sovanratana, Acting rector of Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia

I, Dr. Phra Wichien Parichano would like to conform that Ven. Chamnan Teng, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled "An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Nilratana Klinchan
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
Director of Master of Arts in English
(International Program)
Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
Faculty of Humanities
Tel. + 662- 3524800 (8242)
Fax. + 66-3524800
[http:// human-mcu.ac.th](http://human-mcu.ac.th)



Mahachulalongkornrajavidyalaya University
79 Group 1, Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax. (6635) 248-034
URL. [www. Mcu.ac.th](http://www.Mcu.ac.th)

Ref.MCU.6104.3/Wor.8.12

December 1, 2017

Subject: Request for an interview

Dear: Ven. Hak Sienghai, Founder and Executive Director of Buddhism for Education of Cambodia (BEC)

I, Dr. Phra Wichien Parichano would like to conform that Ven. Chamnan Teng, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled "An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Nilratana Klinchan
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
Director of Master of Arts in English
(International Program)
Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
Faculty of Humanities
Tel. + 662- 3524800 (8242)
Fax. + 66-3524800
[http:// human-mcu.ac.th](http://human-mcu.ac.th)



Mahachulalongkornrajavidyalaya University
79 Group 1, Lamsai, Wang Noi,
Ayutthaya 13170, THAILAND
Tel. (6635) 248-000-5
Fax. (6635) 248-034
URL. [www. Mcu.ac.th](http://www.Mcu.ac.th)

Ref.MCU.6104.3/Wor.8.12

December 1, 2017

Subject: Request for an interview

Dear: Mr. Howell Lewis, the Professional English Researcher, an English Training Coach of English Institute of MCU

I, Dr. Phra Wichien Parichano would like to conform that **Ven. Chamnan Teng**, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled " **An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch**" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

1. Assoc. Prof. Nilratana Klinchan
2. Asst. Prof. Dr. Veerakarn Kanokkamalade

In this regard, I, as the Director of Master of Arts in English (International Program), would like to request you to allow the student to interview you personally for the purpose of research basis.

I highly hope to have your cooperation and I truly appreciate your kind assistance.

Yours sincerely,

(Dr. Phra Wichien Parichano)
Director of Master of Arts in English
(International Program)
Mahachulalongkornrajavidyalaya University

Department of Foreign Languages
Faculty of Humanities
Tel. + 662- 3524800 (8242)
Fax. + 66-3524800
[http:// human-mcu.ac.th](http://human-mcu.ac.th)



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Ref.MCU.6104.3/Wor.8.12

December 1, 2017

Subject: Request for an interview

Dear: Madam Prak Sunnary, an Online English Teacher in the United States of America

I, Dr. Phra Wichien Parichano would like to conform that Ven. Chamnan Teng, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled "An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

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Ref.MCU.6104.3/Wor.8.12

December 1, 2017

Subject: Request for an interview

Dear: Maha Upasika Nuch Sarita, a Former VOA Journalist and, International Radio Broadcaster

I, Dr. Phra Wichien Parichano would like to conform that Ven. Chamnan Teng, M.A. student in English, (International Program), Department of Foreign Languages, Faculty of Humanities, Mahachulalongkornrajavidyalaya University, have been approved to conduct the Thesis entitled "An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch" which is in partial fulfillment of the requirement for the Degree of Master of Arts in English, supervised by:

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Yours sincerely,

(Dr. Phra Wichien Parichano)

Director of Master of Arts in English
(International Program)

Mahachulalongkornrajavidyalaya University

Appendix C

Questionnaire

Questionnaires

An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch

Instruction:

1. The purpose of questionnaire is to survey Problems of Cambodian Bachelor of Arts Students' English Speaking Skill at Prea Sihanouk Raja Buddhist University, Battambang Branch
2. Questionnaire has 5 sections

Part 1 General background information

Part 2 Causes of Problems with English Speaking found from Students' Motivations

Part 3 Causes of Problems with English Speaking found from Teacher's teaching techniques

Part 4 Causes of Problems with English Speaking found from English environments.

Part 5 Causes of Problems with English Speaking found from students' lacking of times to speak English

Please answer this following questions honestly, and the researcher gratefully thanks you all for your cooperation.

Part 1 General background information

Instruction: Please mark ☒ the boxes ☐ to define the fact of you.

1. Gender

☐ Male

☐ Female

2. Age

☐ 18-20

☐ 21-30

☐ 30 up

3. Present Study Level

Bachelor of Art in English

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

4. English studying experiences

☐ 1-3 years

☐ 4-6 years

☐ 7-9 years

☐ 9 years up

5. Purpose in studying English

- ☐ Education ☐ Hobby
☐ Communication ☐ Other.....

6. English skills most desired by you (please choose only one)

- ☐ Listening Skill ☐ Speaking Skill
☐ Reading Skill ☐ Writing Skill

Instruction: Please mark ☒ the boxes ☐ to define the fact of you.

5. Strongly agree
 4. Agree
 3. Fairly agree
 2. Disagree
 1. Strongly disagree

Part 2 Causes of Problems with English Speaking found from Students' Motivations

Questions	Degree of agreement				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
	5	4	3	2	1
1. I do not like speaking English with my classmates because my English is not good					
2. I think English is good, but I do not feel confident to speak					
3. I am too shy to practice speaking English with foreigners					
4. I am not brave to speak because my pronunciation is not good.					

Part 3 Causes of Problems with English Speaking found from Teacher's teaching techniques

Questions	Degree of agreement				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
	5	4	3	2	1
1. My English teachers do not speak English in class					
2. My English teachers talk a lot and do not give much times for us to speak in class					
3. My English teachers focus much on grammar					
4. My English teachers rarely motivate me about the importance of English speaking skill					

Part 4 Causes of Problems with English Speaking found from English environments.

Questions	Degree of agreement				
	Strongly agree	Agree	Fairly	Disagree	Strongly disagree
	5	4	3	2	1
1. Nobody can speak English with me at home					
2. Outside of the class, mostly my friends speak in Khmer language to each other					
3. I rarely hear or see people speak in English					

Please give your ideas about how to deal with English speaking problems.

[illegible]

The Research Interview

An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University, Battambang Branch

Opinions and suggestions on solving English Speaking Problems

Q. 1 Why is English speaking important?

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Q. 2 What are the roots that make EFL learners difficult in speaking English?

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Q. 3 What are your opinions about how to deal with problems of English speaking?

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Thank you so much for your cooperation!

Appendix D
Assessors of the Research Questionnaire

Assessors of the Research Questionnaire

- 1) Dr. Phra Wichian Parichano, Lecturer of Dhamma Talk and Meditation subjects, Department of Foreign Languages, Faculty of Humanities, MCU.
- 2) Phra Thitawong Anuttaro, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.
- 3) Asst. Prof. Dr. Phramaha Suriya Vamedhi, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.
- 4) Assoc. Prof. Dr. Preecha Kanetnog, instructor of English language and linguistic subject, Department of Foreign Languages, Faculty of Humanities, MCU.
- 5) Dr. Kham-lang Kongsin, Lecturer, Department of Foreign Languages, Faculty of Humanities, MCU.



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 ๗๕ หมู่ ๑ ตำบลไทร อำเภอน้อย
 จังหวัดพระนครศรีอยุธยา ๑๓๑๐๐
 โทรศัพท์ ๐ ๓๕๒๔ ๘๐๐-๕ โทรสาร ๐ ๓๕๒๔ ๘๐๓๔
 www.mcu.ac.th

ที่ ศธ ๖๑๐๔.๗/ ๑๕

๒๗ พฤศจิกายน ๒๕๖๐

เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

เจริญพร ดร. คำเอียง กองสิน

ด้วย Ven.Teng Chamnan นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปฏิญานินพนธ์ เรื่อง “ An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกกมลเลิศ และ รศ. นิลรัตน์ กลิ่นจันทร์ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ(หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิต ดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

considered carefully
 his work satified me,
 so he should be approved
 to carry on his work then.

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกมลเลิศ)

หัวหน้าภาควิชาภาษาต่างประเทศ

K. Kongsim
 9/2/18

นิสิตผู้ประสานงานเพื่อการวิจัย

โทร.



บันทึกข้อความ

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ที่ ศธ ๖๓๐๔.๓/๖๑๓

วันที่ ๒๓ พฤศจิกายน ๒๕๖๐

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นมัสการ พระวิเชียร ปรีชาโน, ดร.

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(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกกุลเลิศ)

I have checked the tool
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9/4/18



บันทึกข้อความ

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กราบนิมัสการ พระอริยวงศ์ อนุตตรโร

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(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมเลิศ)

หัวหน้าภาควิชาภาษาต่างประเทศ

เจริญพร หัวหน้าภาควิชาภาษาต่างประเทศ

ศึกษาตรวจและชี้แจงข้อสงสัย

๑/๒/๑๔



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เรียน รศ.ดร. ปรีชา คเนตนอก

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๑. เสร็จเรียบร้อย
๑ ก.พ. ๖๑

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมเลิศ)
หัวหน้าภาควิชาภาษาต่างประเทศ



บันทึกข้อความ

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เรื่อง ขอเชิญเป็นผู้ทรงคุณวุฒิตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัย

กราบมนตรีการ พระมหาสุริยา วรเมธี, ผศ.ดร.

ด้วย Ven.Teng Chamnan นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญาโท เรื่อง “An Analytical Study of English Speaking Skills of Cambodian Students of Preah Sihanouk Raja Buddhist University Battambang Branch” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดยมี ผศ.ดร. วีระกาญจน์ กนกมเลิศ และ รศ. นิลรัตน์ กลิ่นจันทร์ เป็นคณะกรรมการควบคุมวิทยานิพนธ์

ในการนี้ โครงการเปิดสอนหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) จึงขอเชิญท่านเป็นผู้เชี่ยวชาญตรวจสอบความเที่ยงตรงของแบบสอบถามเพื่อการวิจัยของนิสิตดังกล่าว รายละเอียดตามแบบสอบถามที่แนบมาพร้อมแล้ว นี้

หวังเป็นอย่างยิ่งว่าจักได้รับความอนุเคราะห์จากท่านเป็นอย่างดี และขอขอบพระคุณมา ณ โอกาสนี้

๒๕๖๐/๒๕

(ผู้ช่วยศาสตราจารย์ ดร.วีระกาญจน์ กนกมเลิศ)

หัวหน้าภาควิชาภาษาต่างประเทศ

Appendix E
Result of the Index Objective Congruence (IOC)

Result of Index Objective Congruence (IOC)

Questions Causes of Problems with English Speaking found from Students' Motivations	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. I do not like speaking English with my classmates because my English is not good	+1	+1	+1	+1	+1	1	Useable
2. I think English is good, but I do not feel confident to speak	+1	+1	+1	+1	+1	1	Useable
3. I am too shy to practice speaking English with foreigners	+1	+1	+1	+1	+1	1	Useable
4. I am not brave to speak because my pronunciation is not good.	+1	+1	+1	+1	+1	1	Useable

Questions Causes of Problems with English Speaking found from teacher's teaching techniques	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. My English teachers do not speak English in class	+1	+1	+1	+1	+1	1	Useable
2. My English teachers talk a lot and do not give much times for us to speak in class	+1	+1	+1	+1	+1	1	Useable
3. My English teachers focus much on grammar	+1	+1	+1	+1	+1	1	Useable
4. My English teachers rarely motivate me about the importance of English speaking skill	+1	+1	+1	+1	+1	1	Useable

Questions Causes of Problems with English Speaking found from English environments	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. Nobody can speak English with me at home	+1	+1	+1	+1	+1	1	Useable
2. Outside of the class, mostly my friends speak in Khmer language to each other	+1	+1	+1	+1	+1	1	Useable
3. I rarely hear or see people speak in English	+1	+1	+1	+1	+1	1	Useable

Questions Causes of Problems with English Speaking found from students' lacking of times to speak English	The Committee of Research Tool Evaluation					IOC	Note (If any)
	1	3	4	4	5		
1. I spend time around 10 -30 min to practice speaking English everyday	+1	+1	+1	+1	+1	1	Useable
2. Sometime, for the whole day, I do not speak English at all	+1	+1	+1	+1	+1	1	Useable
3. I never practice speaking English more than 1 hour with my friend everyday	+1	+1	+1	+1	+1	1	Useable
4. I usually spend my times on doing homework or assignment, and spend less times speaking English	+1	+1	+1	+1	+1	1	Useable

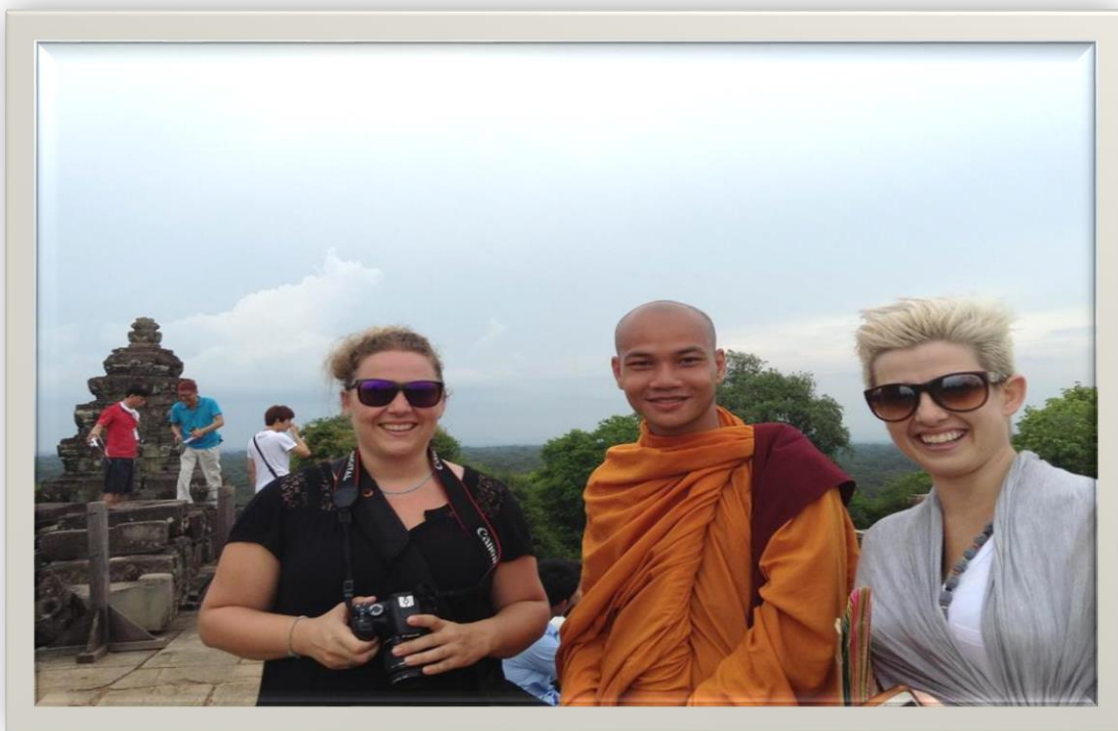
Appendix F
Photos of Activity during Doing Research



Activity of interviewing Ven. Prof. Dr. Khy Sovanratana, Acting Rector of Preah Sihanouk Raja Buddhist University, Phnom Penh, Cambodia, and Ven. Hak Sienghai, a founder and executive director of organization named Buddhism for Education of Cambodia (BEC), the 10th of November, 2017.



An activity of the researcher sharing English studying techniques with EFL learners at SBUBB, the 5th of November, 2017.



Interview with two Australians about how to deal with English speaking problems, at Angkor Wat, Siem Reap, Cambodia, the 15th of November 2017.



Interview with Mr. Howell Lewis, a professional English researcher and an English training coach of English Institute of MCU, Thailand, the 20th of December, 2017.



Interview with Maha Upasika Nuch Sarita, a former VOA reporter, at Golden Stupa, Myanmar, the 2nd of January, 2018.



Interview with Madam Prak Sunnary, an online English Teacher living in the United States of America. Interview in Battambang Town, Cambodia, the 7th of January, 2018.



Uniforms of lay students and student monks of Preah Sihanouk Raja Buddhist University, Battambang Branch, Cambodia.



A professor and students of Preah Sihanouk Raja Buddhist University Battambang Branch, Cambodia.



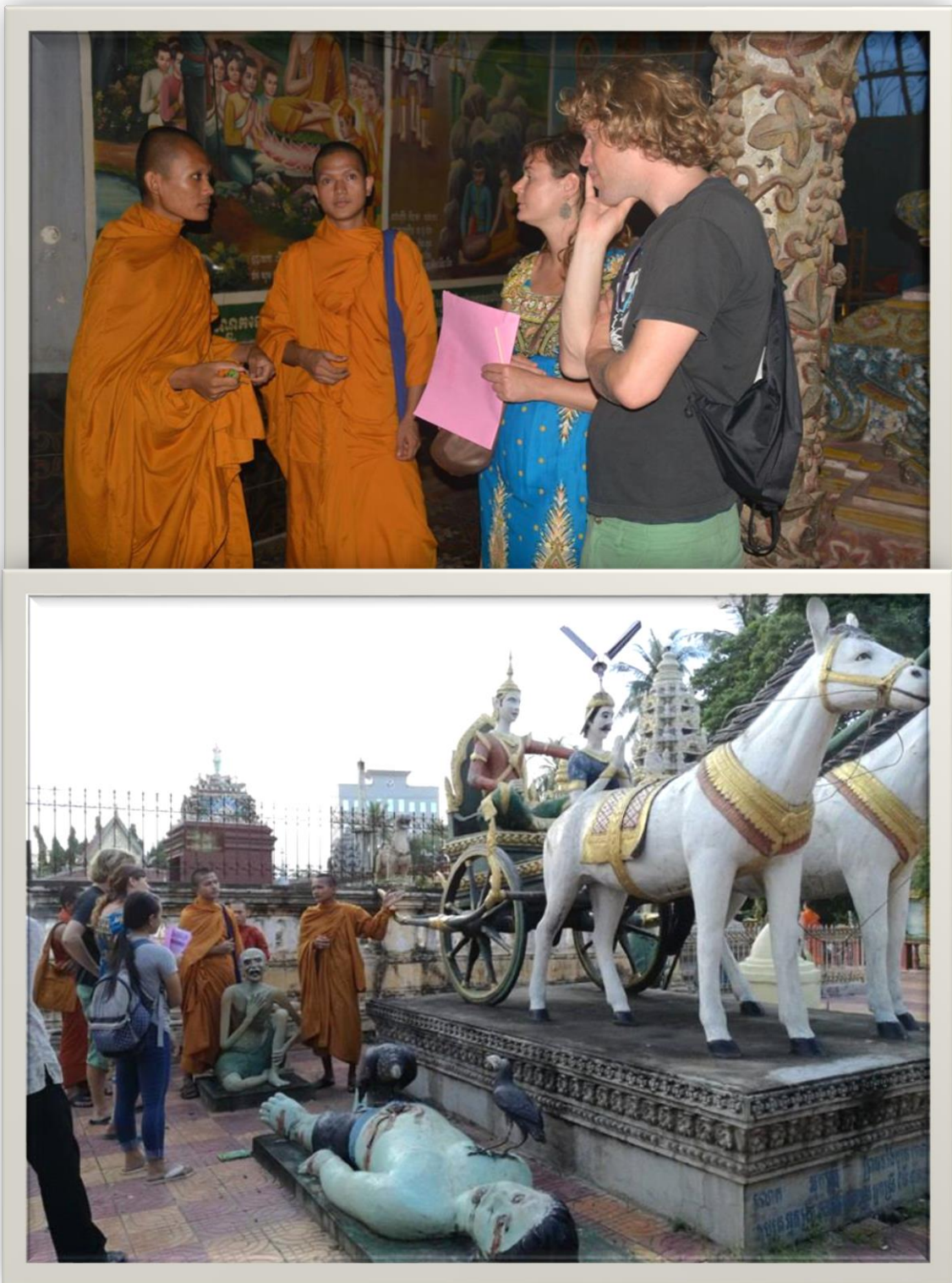
Activity of SBUBB students on Cleaning Day “Keep our Country Clean”



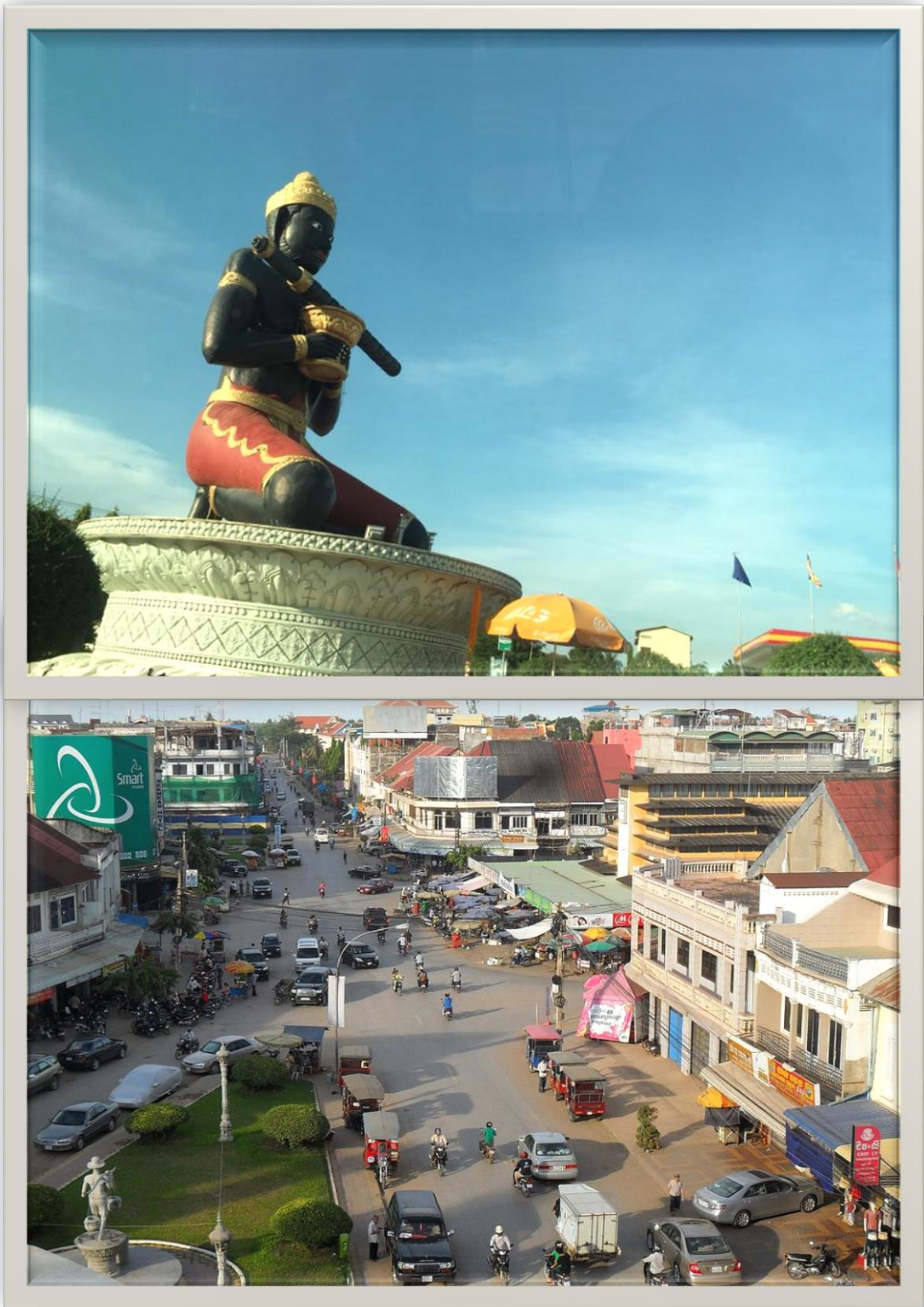
Wat Damrey Sor (White Elephant Pagoda) is the ancient temple sited in front of Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB).



Wat Damresor (White Elephant pagoda) is one of the ancient pagoda sharing the same compound with Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB), which is the tourist place that SBUBB students can practice speaking their English with foreigners.



FEL students practice their English with foreigners at Wat Damrey Sor of Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB).



The view of Battambang Town, Cambodia.



The old bridge and building established when Battambang was under the French Colony which is a tourist place that SBUBB can practice their English with foreigners. It is about 200 meters from Preah Sihanouk Raja Buddhist University, Battambang Branch (SBUBB).

Biography of Researcher

Name	: Ven. Teng Chamnan
Student ID	: 5901203066
Date of Birth	: 07 August, 1988.
Place of Birth	: Poy Samrong Village, Tarpung Commune, Battambang District, Battambang Province, Cambodia.
Nationality	: Cambodian.
Educational Background	
2013-2014	: Diploma Bdh (ITBMU),
2014-2016	: B.A. Bdh (ITBMU), Myanmar,
2016-2018	: At present, studying in Master of Arts in English (International Program) Faculty of Humanities, MCU, Thailand.
Work experiences	: Buddhist and English teacher in Cambodia.
Date of Monk Ordination	: 19 April, 2013
Present address	: Room (A329), MCU, Lam Sai, Wang noi, Phranakhon Si Ayutthaya, 13170
E-mail	: chamnangteng@gmail.com
Phone	: 0643247586