

Teaching Phonological Accuracy and Communicative Fluency at Thai Secondary Schools

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Received: October 29, 2013 Accepted: November 30, 2013 Online Published: January 5, 2014

doi:10.5539/elt.v7n2p1 URL: <http://dx.doi.org/10.5539/elt.v7n2p1>

Abstract

The purpose of this investigation was to determine the opinions of secondary level Thai teachers who teach English. Their perspectives were collected and compared concerning phonological accuracy practice, communicative fluency activities, authentic teaching techniques and determining appropriate ways to solve the problems of phonological teaching and communicative English language teaching in Thailand. The subjects of the study were 96 teachers from 8 secondary schools in Bangkok, Thailand. The research instrument included a questionnaire with thirty items measured on a five point rating scale plus four open-ended questions seeking descriptive data. The data were statistically compiled according to arithmetic mean and percentage. The results showed that the teachers have very highly positive attitudes towards teaching phonological accuracy and highly positive attitudes towards communicative fluency activities. However, teachers' attitudes do not relate to the pedagogy conducted in their classrooms as highly as expected. It was also found that the teachers considered themselves to have sufficient knowledge of the theoretical content on phonological accuracy and communicative fluency activity, but most of them also wanted to improve their teaching in these aspects. Many problems revealed by the data are discussed to establish appropriate solutions.

Keywords: teachers' attitudes, teachers' pedagogy, phonological accuracy, communicative fluency activity

1. Introduction

1.1 Background and Description of Problem

Although Thai students have studied English language through primary and secondary school for 10 years, most of them cannot use English for communication efficiently. This presents a sizable problem in Thailand. The Thai government must prepare Thais for the ASEAN Economic Community which is a uniting of 10 ASEAN countries; Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. A new era of economic cooperation between these 10 countries begins in 2015. English language has been selected as the official language for communication in the community.

However, most Thai students are quite weak in using English for communication purpose. There are many causes of this problem such as Thai students have few opportunities to use English outside the classroom. The examination system at all levels focuses on vocabulary, grammar and reading comprehension. Listening and speaking tests are rarely used. Students are familiar with memorizing the meaning of English vocabulary in Thai, identifying grammatical errors or reading comprehension rather than using English for communication. Meanwhile, teachers are accustomed to explaining grammar, teaching and checking reading comprehension. The English language teaching atmosphere in Thailand clearly emphasizes language accuracy rather than language fluency.

English language accuracy as taught and practiced in Thailand concerns grammatical knowledge in morphology and syntax rather than phonology. The researcher is interested in the problem of students' insufficient practice with phonological and communicative fluency activities. If this problem can be solved, communicative English language teaching in Thailand will be more efficient. This investigation has been conducted to determine the attitudes of Thai teachers who teach English towards phonological accuracy practice, communicative fluency activity, and the reasons why these aspects are rarely conducted.

1.2 Objectives of the Study

- 1) To determine the attitudes of secondary level Thai teachers who teach English language aiming towards phonological accuracy and communicative fluency.
- 2) To analyze the data gained on the authentic pedagogy used in teaching phonological accuracy and communicative fluency.
- 3) To establish appropriate ways to solve the problem of phonological teaching and communicative English language teaching in Thailand.

2. Literature Review

2.1 Reasons Why English Phonological Accuracy Should Be Emphasized in Thailand

Listening and speaking tests are rarely used in quizzes or tests in primary and secondary schools. Consequently, English language teaching in Thailand emphasizes language accuracy. Students are expected to memorize the meaning of English vocabulary in Thai language or perform written grammar exercises in course books. There is little opportunity to practice spoken grammar accuracy inside or outside the class room. Wiriyachitra (2002) explains that English pronunciation is difficult for Thai students due to interference from the Thai sound system which is quite different from English. Thai is a tonal language whereas English is an intonation language. Thais usually have difficulties with English supra-segmental phonemes such as word stress and sentence intonation when they speak English. A contrastive analysis of segmental consonant phonemes, reveals that similar consonant phonemes between Thai and English include /p/ /t/ /k/ /b/ /d/ /tʃ/ /f/ /s/ /h/ /m/ /n/ /ŋ/ /l/ /w/ and /y/. Different consonant phonemes are /g/ /v/ /θ/ /ð/ /z/ /dʒ/ /ʃ/ /ʒ/ and /r/. From this analysis, it can be predicted that Thais will have many difficulties when they pronounce /θ/ /ð/ because the Thai phoneme system does not contain articulations like the English interdental sound. Similarly, the Thai /r/ is a trill or flap. It yields a poor equivalence of the English retroflex /r/.

Thais also have difficulty pronouncing English voiced sounds such as /v/ /dʒ/ /ʒ/ and /z/. The problem occurs because Thais use similar Thai voiceless sounds to replace English voiced sounds. Most people pronounce *zoo* and *sue* in the same way. They also replace the /v/ in *van* with a /w/ sound as in *wan* because the sound /v/, which is a voiced labio-dental fricative, does not exist in Thai consonant phonemes. Thais also have difficulty with pronouncing final sounds when they speak English. For example, Thais pronounce the final sound in the word *ball* by using the phoneme /n/. In addition, it is difficult for Thais to discriminate final sounds such as /tʃ/ and /ʃ/ as in the words *watch* and *wash* or the final sounds /s/ and /z/ as in *rice* and *rise*. Thais frequently make phonological intralingual errors because they lack the concept of English phonological grammar. One indication, of a lack of spoken grammar accuracy practice is that Thai students pronounce /d/ after every finite verb simply by adding -ed. They do not recognize that besides pronouncing /d/, past tense verbs can also be pronounced /t/ or /ɪd/.

2.2 Reasons Why Communicative English Fluency Activities Should Be Emphasized in Thailand

The main purpose of learning languages, particularly the English language in Thailand, should be for communication. The situation in Thailand in 2013 is fundamentally different from fifty years ago. A new era of ASEAN Economic Community known as AEC 2015 is only two years away. Certainly, it is not only nine ASEAN countries with whom Thais must communicate with, but all people who do business with Thais. English language is clearly the primary global language. Consequently, focusing on vocabulary and grammar is a seriously outdated pedagogy.

An article in *Asia Traveler* (2013) reveals that those who have spent time in Thailand may have witnessed the fear of speaking English language among Thais who are store assistants, support staff, and office workers. Surarin (2013) states that since Thais learn English from reading and writing, not listening and speaking, they do not employ natural language learning. They are good at grammar, but they cannot use English for communication.

3. Methodology

3.1 Samples of the Study

The samples of the study were 96 Thai teachers who teach English language in 8 secondary schools in Bangkok, Thailand.

3.2 Research Instrument

The research instrument used in this study was a questionnaire with 30 items rated on a 5 point scale. Two

open-ended questions asked teachers whether their students had any difficulties in English pronunciation and how they solve those problems. Two additional open-ended questions inquired if the teachers used communicative activities in their classrooms, what problems occurred and what communicative activities they wanted to handle in the classroom.

3.3 Procedures of the Study

1. The research instrument was written and piloted with 5 graduate students in the Educational Linguistics Program in the Faculty of Humanities, Srinakharinwirot University, Bangkok, Thailand.
2. The research instrument was improved according to the students' comments and suggestions concerning the format, wording and concepts.
3. The samples of the study, 96 Thai teachers, were asked to complete the questionnaire.
4. Data from the questionnaire were analyzed. The quantitative data were statistically compiled according to arithmetic mean and percentage.

4. Results of the Study

4.1 Bio-Data

86 female teachers and 10 male teachers participated in this study. The participants were categorized according to age: 20-30 years old (40%), 31-40 years old (16%), 41-50 years old (11%), 51-60 years old (29%), and over 60 years old (4%). The percentage of their teaching experience between was from 1-5 years (44%), 6-10 years (9%), 11-15 years (2%), 16-20 years (6%), 21-25 years (6%), 26-30 years (10%), 31-35 years (11%) and 36-40 years (12%). The level of education of the participants varied widely: Bachelor's degree majoring in English or teaching English (59 %), Master's degree majoring in teaching English (24%) and Master's degree majoring in English for communication (4%). In addition, 13 % of the teachers completed their studies from various fields such as French, assessment, psychology and education.

The criteria of data interpretation for Tables 1 and 2 are shown below.

Criteria	Level of opinions
4.50 - 5.00	most or highest
3.50 - 4.49	much or high
2.50 - 3.49	moderate or average
1.50 - 2.49	little or low
0.00 - 1.49	least or lowest

4.2 Quantitative Data from a Five Point Rating Scale Questionnaire

Table 1. Teachers' opinions towards phonological accuracy practice

	Mean scores	Mean values
1. Teachers should teach students how to pronounce English sounds correctly.	4.56	Most
2. Students should practice how to pronounce English correctly as native speakers.	4.51	Most
3. If students pronounce English incorrectly while they practice, teachers should correct their mistakes.	4.42	Much
4. You teach how to stress words in your class.	3.96	Much
5. You teach sentence intonation in your class.	4.03	Much
6. You use minimal pairs in teaching pronunciation in your class.	3.34	Moderate
7. You use tongue twisters in teaching pronunciation in your class.	2.94	Moderate
8. You use English songs in teaching pronunciation in your class.	3.09	Moderate
9. You use English films in teaching pronunciation in your class.	2.71	Moderate

10. You use mimicry-memorization techniques in teaching controlled dialogue in your class.	3.51	Much
11. Pronouncing English sounds correctly can lead to efficient communication. It is necessary for students to practice how to pronounce English correctly.	4.39	Much
12. You have sufficient English pronunciation knowledge.	3.93	Much
13. You need to gain more knowledge about how to teach English pronunciation.	4.15	Much
14. You need to improve how you teach English pronunciation.	4.18	Much
15. You always teach English pronunciation in your class.	3.89	Much

Table 2. Teachers' opinions towards communicative fluency activities

	Mean scores	Mean values
1. Teachers should use communicative activities in English language classrooms.	4.42	Much
2. Teachers should use activities that give students opportunities to use their English knowledge and skills for communication.	4.44	Much
3. You ask questions or create conversations with students in English and ask the students to answer in English.	3.83	Much
4. You use information gap activities in your class.	3.69	Much
5. You use role play activities in your class.	3.45	Much
6. You use discussion activities in your class.	3.50	Much
7. You use communicative games such as describe and draw in your class.	3.67	Much
8. You use classroom language such as "excellent, well-done, open your book to page..., repeat after me, work in pairs," etc.	4.28	Much
9. Activities provided in course books can encourage your students to practice English for communication.	3.77	Much
10. Using communicative activities regularly can help students to gain better communicative skill.	4.17	Much
11. Your students can use English for communication.	3.08	Moderate
12. You have sufficient knowledge about communicative activities.	3.81	Much
13. You need to gain more knowledge about how to teach communicative activities.	4.20	Much
14. You need to improve how to teach communicative activities.	4.20	Much
15. You always use communicative activities in your class.	3.91	Much

4.3 Qualitative Data from Open-Ended Questions

Question 1: What difficulties do students have in pronouncing English sounds?

Some teachers mentioned that their students have difficulties with supra-segmental phonemes and segmental phonemes. That demonstrates that most students do not know which syllable should be stressed. Some of them do not use the pattern of intonation 233 for yes-no questions or 231 for Wh-questions. Consequently, they speak English with neither stress nor intonation. For segmental phonemes, many teachers mentioned problems which are similar points mentioned in the literature review. For example, students cannot pronounce some phonemes such as

/j/ /ʒ/ /θ/ /ð/ /z/ /t/ and /l/ correctly. They have a problem with English final sounds and they also have problems with initial and final consonant cluster sounds for example /θr-/ /ʃr-/ /-sk/ and /-pt/. They do not know the difference when words aloud that begins with the letter t and th. They do not know that when adding -ed in finite verbs or adding -s or -es in nouns, the final sounds can be pronounced /d/ /t/ /id/ or /s/ /z/ or /iz/. They over use /-s/ at the end of words and sentences. They are not familiar with English sounds. For example, they cannot understand spoken English when Thai teachers or native speakers of English speak to them, but they understand

when the teachers write on the board.

In addition, several teachers discussed the psychological aspects which cause English phonological teaching problems. In some cases, students speak English by employing Thai language tones. Their friends may laugh at them even though they speak in the same style. Consequently, they may become shy to speak English. More seriously, they may lack self confidence when they pronounce English words because Thai sounds are different from English language. They are often afraid of speaking English.

Question 2: How do teachers solve the problem of teaching English pronunciation?

Many strategies were conducted by the teachers as shown below.

Explain the rules of English stress and the rules of English intonation as well as explain the differences between Thai and English sounds

As a model who pronounces English words and asks students to imitate the sounds

Write the words on a white board, underline the phonemes that the teachers want to emphasize, pronounce the words and ask the students to repeat

Use poems for teaching pronunciation

Use symbols such as underlining to remind students to pronounce final sounds for instance, feel soft

Provide additional pronunciation exercises and ask the students to practice

Explain the organs of articulation, places of articulation and manners of articulation in Thai

Ask some students to drill with a teacher individually outside the classroom

Ask native speakers of English to pronounce the words and ask the students to repeat

Ask students to listen to CDs, watch VDOs, or You Tube videos of native speakers of English and ask students to repeat

Ask students to work in small groups and teach them how to pronounce or stress the words, then ask them to help each other or ask the more able students who can pronounce or stress the words correctly to help the less able students

Suggest that students practice how to pronounce English at the Self Study Center

Manage native speakers of English who teach pronunciation

Question 3: If communicative activities are used in the classroom, specify any obstacles or problems that have occurred.

The obstacles or problems revealed by the teachers can be described as shown below.

The quantity of students is more than 40 in each class. The class is so big that each student cannot get sufficient speaking practice.

Time provided for is around 1 hour; this insufficient for conducting communicative activities.

The teachers do not have enough time to prepare the communicative activities or a lesson plan. Teachers usually have other extra responsibilities in the school outside the classroom.

Many teachers accept that they focus on teaching grammar.

Students' English knowledge is not sufficient to use for communication. They have limited vocabulary. One teacher mentioned that his students understand what Thai and native speakers of English say to them, but they have insufficient vocabulary to interact with the teachers.

The students cannot create an immediate conversation. They delay asking and answering in English.

The students lack self confidence in speaking English; they are afraid of giving opinions or asking for help for improving their English. Most of them are passive students.

Some students' attitudes towards learning English are negative. They learn English for passing examinations and they think that English is not necessary because they use Thai language to survive outside the classroom. They lack motivation in learning English and therefore do not pay attention during communicative activities. They chat with other students or do not try to speak English.

Students have unequal backgrounds in communicative skill. Some students, who went to English summer courses abroad, are more skilled in speaking English. These students must wait for less able students or help translate from English into Thai.

Students are noisy and interrupt other classes.

Question 4: Specify the communicative activities that teachers want to conduct in the classroom

The communicative activities that the teachers in this investigation want to conduct in the classroom include role play, discussion, debate, presentation, communicative games, singing contest, storytelling, read and draw, short plays and information gap. Some teachers want to conduct situation-based learning, focusing on every day language such as greeting and introducing, hobbies, home or school. Some teachers mentioned topics such as Western culture that should be included in the communicative activities. They stated that the level of activities should be suitable for students' ability to stimulate them to express ideas or opinions. One of the teachers' needs is to apply communicative activities in the course book to be more suitable to his students.

5. Discussion of Findings

5.1 Discussion of the Problems That Occurred with Teachers' Opinions and Their Authentic Pedagogy

5.1.1 Teachers' Opinions towards Phonological Accuracy and Their Authentic Pedagogy

The first question in Table 1 asked if English teachers should teach how to pronounce English sounds correctly. Teachers strongly agree with an arithmetic mean score of 4.56. The mean score for question 2, asking if students should practice how to pronounce English correctly as native speakers, is 4.51. These data indicate that teachers strongly agree with the idea of teaching phonological accuracy. They consider that pronouncing English sounds correctly is very crucial for real language communication. Whenever students pronounce English words or sentences correctly, they convey meaning efficiently. Some of them state that a correct accent improves mutual understanding. Consequently, pronouncing English sounds correctly leads to efficient communication.

However, the mean scores from question 4, 5, 6, 7, 8, 9 and 10 asking the frequency of teaching word stress, sentence intonation and the use of minimal pairs, tongue twisters, English songs, English films, mimicry-memorization activities are 3.96, 4.03, 3.34, 2.94, 3.09, 2.71 and 3.51 respectively. The mean scores gained from these questions are lower than for questions 1 and 2. These statistics reveal that the teachers' positive opinions towards teaching pronunciation do not relate to what they truly teach in the class room. From the data shown, it can be seen that Thai teachers know the importance of teaching English pronunciation, but they do not teach this language aspect as often as needed. This fact is supported by an arithmetic mean score of 3.89 from question 15 asking how often teachers teach English pronunciation in the classroom.

5.1.2 Teachers' Opinions towards Communicative Activities and Their Authentic Pedagogy

A mean score of 4.42 was determined for the first question in Table 2, asking if English teachers should use communicative activities in classrooms. This view point confirms question 2, asking teachers should use activities that give students opportunities to use their English knowledge and skills for communication. The teachers also accept this concept with a mean score of 4.44. A mean score of 4.17 was determined for question 10, asking if using communicative activities regularly can help students gain better communicative skills. The mean scores show that teachers agree with the importance of teaching communicative activities. Conversely, the arithmetic mean score from question 3, asking if teachers should ask questions or create conversations with students in English and asking students to answer in English, is not high with a mean score of 3.83. Teachers stated that they use communicative activities such as information gap, role play, discussion, communicative games with the arithmetic mean scores of 3.69, 3.45, 3.50 and 3.67 respectively. Teachers revealed that activities provided in course books can encourage their students to practice English for communication with a mean score of 3.77. It seems that the quality of course books is quite appropriate for teaching communicative activities. An arithmetic mean score of 3.91 for question 15 revealed that teachers did not often use communicative activities in their classrooms. Teachers also accepted that their students can use English for communication moderately with an arithmetic mean score of 3.08.

The quantitative data reveals that teachers have positive attitudes towards teaching communicative activities. They think that using communicative activities is necessary for their students. Nevertheless, they do not handle those activities sufficiently.

5.2 Discussion of Students' Problems on Learning Phonological Accuracy and Communicative Activities

From the descriptive data, many problems of learning phonological accuracy and communicative activities come from the students themselves. Thai students' motivation in learning English is low. They know the importance of

using English worldwide for communication purposes, but they do not try to speak English or use it for communication. Most students' background in English language is low. They have limited vocabulary and syntactic structures. Including students with diverse skill levels in one classroom makes it very difficult to arrange communicative activities. The more able students get bored with the less able students.

5.3 Discussion of Teachers' Introspection on Phonological Accuracy and Communicative Fluency

Teachers think that they have sufficient knowledge of English pronunciation and teaching communicative fluency.

However, they still need to gain more knowledge and improve their teaching. This finding may be due to the fact that 59% of teachers graduated with a Bachelor degree and 56 % of them were between 20 and 40 years old. They need to pursue a Master's degree.

5.4 Discussion of Appropriate Solutions for Teaching and Learning Phonological Accuracy and Communicative Activities

As discussed earlier, the problems of teaching and learning phonological accuracy and communicative activities derive from both teachers and students. Appropriate solutions to solve their problems can be categorized as follows:

1) An intensive teacher training program focusing on the content of phonological accuracy, communicative activities and how to teach them should be conducted. Arayawong (2013) states that most Thai teachers who teach English language started learning English from reading and writing skills. They are good at grammar, reading and writing. They need training on how to pronounce English correctly, theories relevant to communicative language teaching and how to teach them.

2) To encourage teachers trying to teach phonological accuracy and communicative activities in their classroom. Trainers or mentors should present practical methods on how to handle that these aspects in classrooms. The results of experiments teaching English pronunciation and communicative activities should be announced to teachers. Two examples of the experiments always confirm that if students practice English pronunciation intensively, they can improve their pronunciation as well as their attitudes towards learning English pronunciation. Kaeloy (2012) conducted her study to improve students' English fricative consonant pronunciation using the Audio-lingual Method and articulatory phonetics with primary students in grade 5. Minimal pairs and tongue twisters were used in her research. The results showed that the post-test scores on English Fricative Consonant pronunciation were significantly higher than the pre-test. Proprai (2008) investigated using language games to solve the problems of pronouncing English final clusters /-sp/ /-st/ and /-sk/ with secondary students in grade 7. She used minimal pair and bingo games with the students. After the experiment, most of the students' pronunciation abilities improved.

Similarly, teachers should be aware that if students have opportunities to do communicative activities, they can improve their communicative competence as well as improve their attitudes towards learning English. Em-ot (2010) explored ways to develop communicative English language abilities of grade 10 students. The theme of the project was environment, including topics such as How green are you?, Climate Change, Alternative Power and Green Energy. Students learn English by doing the project and presenting their work. The findings showed that students' abilities in communicative English language were significantly increased at .01 level after using project work and they had positive attitudes towards it. Wongsuriya (2003) studied the topic of English speaking and listening communicative competence through real life situations. Students received English lessons and engaged in communicative speaking and listening activities. They also practiced English in real life situations. Language functions included greeting and leave-taking, apology and thanks, directions and locations, asking and giving personal information, describing people and things. She found that English listening and speaking competence was good and students' attitudes towards studying English was highly positive.

Many phonological accuracy and communicative fluency investigations have been conducted which should be introduced to teachers as well. Teachers get various benefits; they feel that teaching phonological accuracy and communicative activities can be handled in their classrooms. They also learn other aspects such as how to adapt materials, create well prepared lessons, teaching techniques and teachers' roles from the researches.

3) Well prepared teaching steps should be suggested to teachers. Teachers should be aware of how they present language knowledge to students, ask students to practice and prepare communicative tasks. Ur (1999) explains 3 steps of skill learning: First, teachers describe and demonstrate the skill or behavior to be learned; students perceive and understand. Next, teachers suggest exercises students practice to get language accuracy. Finally, students continue to do communicative activities. They use their own language and become more proficient and

creative. In this sense, students practice both accuracy and fluency.

4) Krashen's idea of language acquisition should be taken into consideration in Thailand. Krashen (1986) explains that a person acquires language naturally as a child acquires his/her first language. Children acquire language through using it. Conversely, Thai students learn English by memorizing vocabulary and grammar. Harmer (2007) explains that acquisition is subconscious and anxiety free. On the other hand, learning at school is a conscious process where separate items from the language are studied and practiced. Harmer confirms that teachers should concentrate on acquisition rather than learning. If communication is the target, the system of English teaching and learning in Thailand must be changed. Using fluency activities and practicing listening and speaking skills should be emphasized.

5) Teachers should create fun or positive atmosphere in learning English. The activities, as in real life situations such as listening to songs, watching cartoons or films, playing games, or joining English camps. Language is best learned in a comfortable, low-stress environment. Students need to feel safe as they activate their newly acquired language skills (Lesso-Hurley, 2013). A study done by Naka (2011) can be used to confirm the advantages of using English camp activities to enhance the communicative English speaking ability of grade 9 students. Six types of English Camp activities such as ice-breaking, listening and speaking activities, integrated skills activities, role-play, vocabulary activities and fillers were conducted. The results showed that students' English speaking ability improved after English Camp activities. Both teachers and students revealed that English Camp activities enhanced students' English speaking ability.

6) There should be more courses for students to choose according to their abilities. This means that not all students of the same age learn at the same level while using the same course book. There should be a proficiency test which can separate students into beginner, lower intermediate, higher intermediate and advanced groups. Students should have more choices to study subjects which are suitable to their real abilities. The learning progress will then evolve naturally without interruption. Students' needs must also be taken into account. More courses such as English phonetics, critical reading, academic writing, and English for communication should be provided.

In addition the problem of teaching English language accuracy and fluency can not be solved by teachers and students alone. The Thai government and Ministry of Education should seriously consider all of these problems and provide practical solutions. For example, Thai government revealed the policy *Speaking English year 2012*. This policy asked teachers and students to speak only English on Mondays. However, it was not practically conducted and at present no one talks about it.

Chareonwongsak (2013) mentions that it is a responsibility of the Thai government to provide practical national policies for developing the English proficiency of Thai students from kindergarten to university level. He suggests that English syllabus should be skill-based focusing on listening, speaking, reading and writing. He disagrees with the current teaching pedagogy focusing on reading, writing and rote learning style. Chareonwongsak also describes the Philippines Constitution Year 1987, explaining their educational policy of using the national language, Tagalog, in subjects such as music, arts and economics, whereas English language, arithmetic, science and technology are taught in English. The Philippines educational situation is different from Thailand. However, it would be better if Thai students had more opportunities to integrate English with other subjects.

One of the most important aspects in teaching and learning English language is a testing system. Listening and speaking tests should be taken in to account. Consequently, teachers need to be trained how to assess these skills.

Finally, the Ministry of Education should encourage teachers to join national or international seminars, conferences or short courses. These events give teachers the opportunity to hear first-hand what is happening in English language teaching worldwide, often with presentations by leading professionals. At the same time, teachers exchange experiences and ideas with each other (Davies & Pearse, 2000).

6. Conclusions and Recommendations

It can be concluded that 96 Thai teachers who teach English language at 8 secondary schools in Bangkok have positive attitudes towards teaching phonological accuracy and communicative fluency activities. They know that phonological accuracy and communicative activities are necessary for leading Thai students to be more confident in speaking as well as to try using English for communication. However, the teachers' attitudes do not relate to what do they actually perform in their classrooms. The arithmetic mean scores revealed that they used fewer teaching techniques for pronunciation and communicative activities than expressed by their attitudes.

The teachers' reflections revealed that they consider themselves to have sufficient knowledge of teaching

pronunciation and activities communicatively. This introspection relates to their background of study, namely, most of them held Bachelor's or Master's degrees in teaching English. However, most of them want to improve their teaching. They want to review what they already know and want to update their knowledge concerning the content of phonological accuracy and communicative activities and how to teach them.

This research can be concluded with the following recommendations:

1. Research topics relevant to teaching phonological accuracy and English communicative fluency should be delivered to Thai primary and secondary school nationwide.
2. Research topics relevant to English syllabus design for communicative language teaching should be conducted.
3. Classroom-based research should be conducted by teachers. Teachers observe problems that occur with their students and try to solve the problems.

Acknowledgements

The author gratefully acknowledges 96 teachers who completed the questionnaire from Chanhun Bamphen School, Kunnatee Ruttharam Witthayakhom School, Patumkongka School, Ratthanakosin Sompoch Bangkok School, Sainampeung School, Srinakharinwirot University Prasarnmit Demonstration Secondary School, Surasak Montree School and Triamudom Suksa Pattanakarn Ratchada School. The author also Thanks Dr. Ranida Cheuychum, an expert in Educational Measurement and Research in the Department of Educational Measurement and Research, Faculty of Education, Srinakharinwirot University for useful advice and 5 first year graduate students majoring in Educational Linguistics in the Department of Linguistics, Faculty of Humanities, Srinakharinwirot University for their comments on the questionnaire.

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through Real Life Situation: A Study of First Year Higher Certificate Vocational Students at Rajamangala Institute of Technology, Sakonnakorn Campus (Master thesis, Srinakharinwirot University, Thailand).

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