

CHAPTER TWO

REVIEW OF LITERATURE

As the study focuses on the factors influencing confidence in speaking English, literature and theories related to the factors influencing speaking are reviewed. Those factors are reviewed as follows:

BACKGROUND OF SRINAKHARINWIROJ

The Srinakharinwirot University graduate study program offered its first graduate class in 1956. By 1964, the Graduate School was officially established as a central organization responsible for administering and coordinating the graduate programs offered in different faculties, as well as conducting interdisciplinary programs. Graduate studies at the University emphasize advanced degree programs that entail extensive research activities and preparation for academic careers in more than 70 fields of study, including Education, Social Sciences, Behavioral Sciences, Business, Humanities, Art, Sciences, Health Sciences, Medical Sciences, and Engineering. More than 2,000 students enroll in the diploma, master, and doctoral programs each year. All programs combine high academic quality and responsive faculty-student relationships in the learning process. Today, it is situated in the center of Bangkok; the University maintains thirteen faculties, seven research institutes, seven centers, the Graduate School and Demonstration Schools. (Srinakharinwirot University, 2008)

The University comprises thirteen faculties as per the following:

- | | |
|----------------------------------|---------------------------------------|
| 1. Faculty of Education | 8. Faculty of Nursing |
| 2. Faculty of Humanities | 9. Faculty of Pharmaceutical Sciences |
| 3. Faculty of Fine Arts | 10. Faculty of Dentistry |
| 4. Faculty of Social Science | 11. Faculty of Health Science |
| 5. Faculty of Physical Education | 12. Faculty of Engineering |
| 6. Faculty of Science | 13. International College for |
| 7. Faculty of Medicine | Sustainability Study |

2.1 THE THEORY OF THE SELF-DETERMINATION APPROACH TO MOTIVATION

According to the self – determination theory, there are two general types of motivation: intrinsic motivation and extrinsic motivation. Generally, intrinsic motivation refers to motivation concerning an activity that people can enjoy and are satisfied to do it. Referring to Deci and Ryan (as cited in Bardovi-Harlig & Guiora: 2003), they founded that when people are free to choose to perform an activity, they will try to find interesting situations where they can face activities that challenge them. To strive to confront with the challenges, people develop a sense of competence in their abilities as well.

In contrast, extrinsic motivation is an action delivered to achieve some instrumental end such as earning a reward or avoiding a punishment. It is defined for those activities that are decided by external reasons depending on a person. For example, if people have no reason to study language, there isn't any encouragement for them to continue learning any language.

2.1.1 Internal Factors

Student' attitudes towards speaking English

Kelly and Watson (1986) mentioned that the attitude in communicative situation can influence people's behavior in that situation. If people perceive a situation as being too difficult for them to handle, people might avoid that situation or present themselves that they lack the confidence. Probably, the people who try to speak more English are included and the goal that they try to seek is self-acceptance. People who accept themselves don't regard themselves as good or bad; value or unvalued; normally they accept themselves for what they are and what they can or cannot do. Therefore, if the people have positive attitudes toward speaking English and also have self-acceptance of what they can do; people can take advantage or get more opportunities to practice and improve their communication.

As per the research, self-confidence is an essential attitude that makes students have a positive perception of their abilities. It is attributed to personal characteristics such as optimism, enthusiasm, affection, pride, independence and also the ability to cope with emotional maturity (Sihera, 2007).

Additionally, in speaking English with confidence, the way that people see and feel about themselves can be considerably influenced by their communication with others. Supported by Zimbardo's study (as cited in Kelly & Watson, 1986), the people have a problem with shyness because they have been labelled as shy and they have accepted the label. So, if the people have more effective communication skills, other persons will respond to them positively and their positive aspects will cause them have good feelings as well (Kelly & Watson, 1986)

As Dornyei (2001) mentioned, self confidence refers to the belief that a person has the ability to produce results, achieve goals or perform tasks competently. Learning can create that confidence, confidence is not inherited and is not necessarily lasting; if it is correctly practiced.

Roeland (2006) suggested that learning can be created by doing. It doesn't matter how many mistakes the speakers make, they can learn to speak English by those mistakes. Mainly, to use language for communication, the speakers aim to communicate by expressing meaning, without any beautiful utterance or correct English grammar. They can speak English fluently if they try to practice. The fluency of speaking comes from their readiness and flow of their speech.

2.1.2 External Factors

Students' personal factors in speaking English

Kanar (1995) mentioned that if English is the students' second language; the students always speak their native language when they are out of English class. However, most students recognize that English is the language of international business, so it is advantageous for them to improve their skills; especially, if a career in business is one of their aspirations. Therefore, to be proficient in English, the students should take every opportunity to meet and interact with others who speak English.

Furthermore, if any students confront any difficulty in learning English, they are able to observe what successful students do and copy their behavior. They might have to join a study group including English native speakers, listen to the radio, watch TV and read English newspapers or magazines so as to immerse themselves in English speaking and culture.

2.2 COMMUNICATORS ANXIETY

As mentioned by Cheryl and Cordell (1997), communicator anxiety can be an obstacle to effective communication. Comparatively, the people who have a high anxiety are more disadvantaged than talkative or outgoing people. Probably, people who have a high anxiety are perceived to have less potential, they are less likely to make a good impression in communication like an interview or presentation. For this reason, it's not easy for them to create a good image in job seeking.

From, giving a presentation can lead to more anxiety than other forms of communication; however, a study by R. H. Bruskin Associations indicated that fear of public speaking is the number one fear of Americans. So, overcoming speaking anxiety could have an impact on peoples' presentations in terms of their careers and earnings.

Anxiety is comprised of two types: situational and trait. Situational anxiety is caused by a new or different situation; meanwhile, trait anxiety is a result of a speaker's personal feelings that are not related to situation. Generally, when people get anxious, nervous, or excited, there some actions occur within their bodily systems which cause the heart rate to accelerate, a high oxygen need and perspiration. However, some people who are anxious or excited can control their actions and make them disappear completely. In contrast, poor communicators who probably have physical reactions to a situational anxiety and fear, believe that they are poor speakers who can not make a good presentation.

2.3 COMMUNICATIVE LANGUAGE LEARNING AND TEACHING

Figure 1. The development of and connections between some of the major methods and the underlining theories used in second language teaching over the last 150 years

Methods/approaches	Characteristics	Linguistic Theories	Psychological Theories
Grammar-Translation	Written texts Formal study of language Translation L1/L2	Formal sentence grammar from study of different languages. Latin-based grammar	No explicit reference to learning or processing theory.
Reform movement/ Direct method	Spoken language Associations between elements in L2, not translation	Phonetic descriptions, structural linguistics	Behaviourist – associative learning
Audiolingualism	Spoken language – conversation Stimulus-response associations between phrases	Structural linguistics, phonetic descriptions. Error analysis Contrastive Analysis	Behaviourist – associative learning
Cognitive-code learning	Both oral and written Establishment of grammatical patterns leading to assembly of language	Symbolist Generative grammar, UG	Cognitive – Mentalist
Communicative Language Teaching (CLT) ¹	Emphasis on meaning, not form Functions of language, not grammar	Symbolist Socio-linguistic & Notional/functional descriptions	Cognitive – Nativist Acquisition via LAD
Interactionalist, Task-based Learning, Lexical syllabi, Focus on Form ²	Oral and written. Tasks and negotiation of meaning. Establishing connections between 'chunks' of language	Corpus linguistics	Cognitive – Mentalist Connectionist

(Randall, 2007)

According to this approach's characteristics, the important point that changes from stressing the form of language (grammatical structures) to communication skills. The focused point was shifted from the learning system to the related communicative processes: L2 (second language learners) needed to communicate and use the language depending on the context. According to the theory by Randall (2007), he mentioned that "In the strong version of CLT (Communicative Language Learning and Teaching), meaning and use of language become more important than grammar" (p. 150). However, the learners were still required to participate in the processes of language form as much as L1 (first language learners) did. This approach became emphasized on having second language learners communicate

more in the second language class in order to reach their communicative goals. Therefore, to successfully communicate with others by using a second language, a knowledgeable form of the language inside was required and be observable from their communication skills.

2.4 STUDENT'S ENGLISH BACKGROUND KNOWLEDGE AND STUDY EXPERIENCE

2.4.1 Pronunciation

Albert (1980) said that pronunciation is able to mark people as an educated or uneducated person. Some problems found in pronunciation are sounds being omitted, syllables being slurred, and incorrect sounds being tacked on. Therefore, to bring pronunciation up to standard, authoritative dictionaries are recommended for correct English speaking.

However, mispronunciation causes a negative image of a speaker and it also has an impact on effective communication. To develop and correct poor speech habits, environment, family, friends or the country where the people live have a massive influence on pronunciation and speech habits. The other way to improve pronunciation is to pay close attention to professional speakers, actors, and actresses and then try to imitate them.

2.4.2 Grammar

Cook (1991) mentioned, patterns and regularities of language are used to convey meaning: a grammatical part is the order of words and another part of grammar is changes in the forms of words. Therefore, knowledge of grammar is thought by many to be the central area of the language system. The components of language relate to each other through grammar.

2.4.3 Listening

Gilbert (1984) believed that listening skill and pronunciation are interdependent. If learners can not listen to the English language well and can not easily understand, they are not able to communicate with foreigners either. Noticeably, pronunciation and listening are connected together by a combined

system in which individual sounds are systematically associated. If the student's English pronunciation is improved clearly, their listening skill and speaking skill become more developed.

2.4.4 Vocabulary

Besides, Kanar (1995) mentioned that if people develop their vocabulary, they would be sensitive to words and the represented meanings. The more words people know, the more alternatives they have for conveying accurately what they mean both in speaking and in writing.

Brown (1995) pointed that people are able to create comprehensive utterance when they learn more vocabulary; though, they do not have any grammatical knowledge.

According to the NFS (Notional-Functional Syllabuses) which referred to Coffey's textbook 'Fitting In' (as cited in Brown, 1983), it provides useful support for development of communicative textbooks and materials in English language courses that are essential for people in communication both in daily life and their future career. Basically, people can start learning vocabulary as per the following topics:

- | | |
|--|----------------------------|
| - Introductions, Greetings, Goodbyes | - Expressing, Your Opinion |
| - Invitations, Apologies, Condolences | - Asking People to Repeat |
| - Gratitude, Compliments, Congratulations | Themselves |
| - Requests, Commands, Warnings, Directions | - Interrupting, Someone |
| - Offers, Seeking, Permission | - Changing the Topic of |
| - Advice, Intentions | - Conversation |
| - Pleasure, Displeasure | |

2.5 RELEVANT RESEARCH

2.5.1 Montha Songsiri's Research Conducted in 2007

This research expressed some possible models for promoting students' confidence in language learning, especially English speaking that relates to the following issues:

- Students' English Background Knowledge and Learning Styles.

Students' confidence in speaking English is varied. It depends on each student's English background and learning styles. The possible models for promoting students' confidence in language learning are: motivation factors, positive attitudes towards language learning and students' knowledge and ability increases.

According to the finding, Montha Songsiri (2007) mentioned that there were several factors to promote a student's confidence in English speaking such as motivation, participating in language learning and positive attitudes towards language learning. The result indicated that the respondents were able to develop their English speaking by finding their language learning styles and attempting to use those strategies to increase their confidence in speaking English. Furthermore, attitudes towards confidence can enable students to reach any goal in language learning, both inside and outside the class.

2.5.2 Sutisa Hatthammanoon's Research Conducted in 2007

This research showed several opinions of the students in speaking English outside the classroom. The conclusions were revealed as follows: a strong motivation such as personal attitudes and opinions obtained from a new language are very important for learners.

2.5.2.1 To be effective English communicators, the students should not avoid English situations, they have to face these situations to practice and improve their English skills.

2.5.2.2 The most important point of communication is the 'intended message' that speakers desire to send to their listeners. The speaker might not require correct English grammar, excellent pronunciation and wide vocabulary.

With an internal factor, the findings pointed out that the respondents agreed that limitation of vocabulary had an effect on their speaking by discouraging them from speaking English. In terms of external factors, the respondents believed that speaking English fluently could help them to increase good images and self-improved aspects. Furthermore, the result showed that the respondents agreed that extra activities such as English summer camps or English zones could enhance their English language learning.