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ANALYSIS OF ENGLISH SENTENCE STRUCTURES IN THE SPEECH OF STUDENTS MAJORING IN ENGLISH FOR INTERNATIONAL COMMUNICATION AT RAJAMANGALA UNIVERSITY OF TECHNOLOGY TAWAN-OK

(Research article)

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Abstract

This research aims to investigate the utilization of English sentence structures in spoken language, the occurrence of errors in employing English sentence structures in spoken language, and the level of satisfaction with teaching through the B-SLIM Model. The study involved a sample of 35 first-year students enrolled in the English for International Communication program at Rajamangala University of Technology Tawan-ok. The participants were chosen through a specific sampling procedure. Data collection encompassed the utilization of 7 B-SLIM Model lesson plans. The research design included a pre-test and post-test on English speaking abilities. Additionally, a satisfaction questionnaire gauging students' contentment with B-SLIM Model learning activities was administered, along with a focus group session that delved into the reasons behind speaking errors. The collected data underwent analysis to determine the mean, standard deviation, and percentage. The findings revealed that students employed singular sentences in the form of declarative statements with using the active voice. Following the integration of B-SLIM Model lesson plans into the curriculum, students demonstrated an enhanced ability to construct compound sentences, complex sentences, and compound-complex sentences. Regarding the occurrence of errors in employing English sentence structures within spoken language, the errors were categorized based on word type and word order.

Keywords: B-SLIM Model, English sentence structure, errors, speaking

1. Introduction

In today's society, knowledge takes center stage. Social interactions demand effective communication, necessitating individuals to meet and connect more frequently. Communication stands as a pivotal catalyst for personal and societal growth, contributing to elevating human quality of life and fostering progress across various domains such as ethics, science, technology, education, and more. English, as an international language and lingua franca, holds a prominent position, making it the favored medium of communication. Consequently, contemporary English education is intrinsically tied to honing learners' ability to communicate proficiently, speak accurately, read fluently, write clearly, and even interact with computers via the Internet, serving as a vital conduit for education and skill development across diverse dimensions.

Given the paramount significance of the English language, considerable discourse has arisen in many countries about the nuanced aspects of learning a foreign language. Mastery of English as a second language hinges upon a comprehensive understanding of its linguistic structure, including sounds, vocabulary, and structures, along with mastering the four

fundamental skills: listening, speaking, reading, and writing. At the crux of successful language acquisition lies the learning activity itself, with the B-SLIM Model assuming a pivotal role in second language instruction. This methodology boasts established procedures and activities that correspond harmoniously with learners' language learning processes, meticulously sequenced to facilitate comprehension, prioritizing comprehensible input and leveraging learners' existing knowledge.

Hence, this study adopts a conceptual framework that unites communicative language teaching management with the B-SLIM Model, emphasizing the paramount importance of nurturing learners' language competence for effective communication across various contexts. The study underscores the guiding principles of communicative language teaching, emphasizing the cultivation of speaking skills and the seamless amalgamation of grammatical proficiency into communication strategies. The B-SLIM Model, underpinned by cognitive theories and a gradual learning process, offers a structured pathway for imparting English as a second language.

2. Objectives of the study

1. To investigate the use of English sentence structures in the spoken English of students majoring in international communication.
2. To examine errors in the application of English sentence structures in spoken language.
3. To determine the level of satisfaction with teaching English language learning activities utilizing the B-SLIM Model.

3. The Literature Review of the Study

3.1. Errors in English Sentence Structure in Spoken English: A Study of Thai Students

Numerous previous studies have focused on the language use in spoken English among Thai students across various aspects. Tunsori (1980) investigated the English structures used in the spoken language of English major students at the higher certificate of education level. The results revealed that the majority of students employed simple sentences in the active voice. Nouns often failed to indicate clear singular or plural forms. Verbs did not consistently convey tenses and there was a tendency to omit objects in sentences or insert pronouns after nouns. The underlying reason for these errors in English sentence structure in spoken language among students stemmed from the inherent difficulty of the English language itself.

Tantiwich and Sinwongsawat (2021) emphasized that learners must possess linguistic competence to effectively communicate. This linguistic competence encompasses the ability to communicate founded on linguistic elements, including phonology, vocabulary, grammar, and the skill of conceptualization while speaking English. Additionally, Nongsamorn (2011) mentioned that cultural awareness of a language significantly impacts the ability to communicate confidently. Moreover, a solid grasp of pronunciation and vocabulary aids learners in effective English communication. It can be stated that enhancing speaking skills requires a deep understanding of the English language, along with the comprehension and memorization of vocabulary, patterns, and grammar rules. Speakers are then capable of seamlessly integrating this knowledge into text and speech (Bygate, 1991).

Furthermore, Tantiwich and Sinwongsawat (2021) delved into issues of language use during English conversations among Thai university students. They examined 41 two-to-three-minute video-recorded role-play dialogues from two English conversation classes,

employing the Conversation Analysis (CA) Framework for transcription and analysis. The students' conversational English issues were identified across four key areas. Firstly, in terms of segmental organization, problems included the omission of final sounds and the incorrect pronunciation of vowel sounds. Additionally, [l] or [r] deletions within consonant clusters were noted. Secondly, challenges in super-segmental organization were evident in stress patterns and excessive pauses within turn construction units (TCUs). Following this, syntactic organization highlighted ungrammatical TCUs, while sequence organization uncovered problems in dialogue sequencing.

Moreover, Nongsamorn (2011) investigated difficulties encountered by students during English oral presentations and expressing opinions in public settings. The study encompassed 179 undergraduate students from Kasetsart University's Faculty of Management Sciences. Research instruments included a rating-scale questionnaire, participatory observation, and structured in-depth interviews. The findings unveiled two major issues faced by the students. Firstly, a lack of confidence was attributed to inadequate English language knowledge, an insufficient vocabulary, and a deficiency in English communicative skills for real-world interactions. Secondly, challenges arose in articulating critical thinking and providing logical reasoning.

3.2 Enhancing Spoken English Development with the B-SLIM Model

This study explores the effectiveness of the B-SLIM Model and communicative language teaching management in improving spoken English skills. The B-SLIM Model, developed by Olenka Bilash (2000), is a specialized approach for teaching English as a second language. It draws from cognitive theories by Piaget and Vygotsky, as well as Jerome Bruner's Discovery approach from the 1960s. The B-SLIM Model consists of five steps: Planning and Preparation, Comprehensible Input, Intake Activity, Output, and Evaluation (Kwangsawad, 2006).

Suphapimol and Maneekul (2019) conducted a study on students' English abilities after learning through the B-SLIM model. The findings indicated that students' listening and speaking abilities exceeded the 50% benchmark, while their writing skills met the preset criteria. Furthermore, their reading ability progressed from needing improvement to a good level.

Communicative language teaching management is a learner-centered pedagogical approach rooted in learning theory. It focuses on nurturing language competence for effective communication, encompassing fluency, accuracy, and contextual meaning conveyance. Modern foreign language instruction emphasizes communication and integrates grammar competence with communication strategies (Littlewood, 1998). True communication competence involves using diverse sentence types for various purposes, reflecting a solid grasp of language structure (Widdowson, 1983). Kwangsawad (2006) underscores language teaching principles for effective communication, including language functions, authentic materials, meaningful language use, and fostering active participation.

This study adopts a conceptual framework that combines communicative language teaching management and the B-SLIM Model. It underscores the significance of language competence development for effective communication in different contexts. The research accentuates communicative language teaching principles, emphasizing holistic language skill development and integrating grammar competence into communication strategies. The B-SLIM Model offers a structured approach to teaching English as a second language, guided by cognitive theories and gradual learning processes.

4. Research Methodology

4.1 Research design

To comprehensively investigate the enhancement of speaking skills via English learning activities for communication using the B-SLIM Model, a mixed-methods approach was employed. This approach allowed for a holistic understanding of the phenomenon by integrating both quantitative and qualitative data collection and analysis methods. Students were provided seven comprehensive B-SLIM Model lesson plans, each spanning three hours, were developed to structure the English learning activities. These lesson plans facilitated a total of 21 hours of instruction.

4.2 Participants

The sample for this study was comprised of 35 first-year students majoring in English for International Communication at the Faculty of Humanities and Social Sciences, Rajamangala University of Technology-ok. These participants were enrolled in the Integrated Skills in the English Language course during the 2021 academic year. The sample selection was carried out using purposive sampling, ensuring a targeted representation of participants based on specific criteria.

4.3 Instruments

4.3.1 Pre-test and Post-test: A pre-test and post-test were administered to gauge participants' spoken English proficiency. The tasks encompassed describing a picture, speaking after reading an article, and responding to spoken content after watching a video.

4.3.2 Error Recording Form: An error recording form was utilized to meticulously document the speaking errors made by the participants.

4.3.3 Satisfaction Questionnaire: A questionnaire evaluating students' satisfaction with the B-SLIM Model learning approach was administered upon the completion of the course.

4.3.4 Focus Group Activities: Focus group discussions were organized, focusing on identifying the causes of speaking errors, gauging satisfaction with B-SLIM Model learning activities, and eliciting suggestions for improving speaking skills.

The research instruments were validated by three experts and applied the IOC process for reliability and validity values. They all were tried out with 15 students who were not the sampling group.

4.4 Data collection

An orientation session was conducted for participants to clarify the research's objectives, procedures, methodologies, measurement criteria, and evaluation processes. In addition, students must fill in the consent form approving from the research ethics review committee for research involving human research subject. Subsequently, participants engaged in the pre-test tasks, including describing a picture, speaking after reading an article, and responding to spoken content after watching a video. The post-test was administered following the course completion. Error sentences from both the pre-test and post-test were meticulously documented using the designated error record form. Participants also completed a satisfaction questionnaire, which assessed their satisfaction levels with the B-SLIM Model learning approach. Additionally, focus group discussions were held with participants divided into five groups, each comprising seven students. The discussions were audio-recorded to capture the essence of the conversations.

4.5 Data analysis

The data analysis phase encompassed the following procedures:

4.5.1 Error Sentence Analysis:

Error sentence data from both the pre-test and post-test were quantitatively analyzed using Microsoft Excel to calculate the percentage of errors.

4.5.2 Satisfaction Questionnaire Analysis:

The satisfaction questionnaire data were analyzed by calculating the mean and standard deviation. The computed average satisfaction levels were categorized into predefined criteria.

4.5.3 Qualitative Data Analysis:

Qualitative data derived from the focus group discussions underwent content analysis. The data were systematically categorized to reveal insights regarding the causes of speaking errors, satisfaction with B-SLIM Model learning activities, and recommendations for enhancing speaking skills. This qualitative analysis aimed to extract meaningful patterns and themes.

To sum up, the methodology adopted in this study encompassed a mixed-methods approach, combining quantitative and qualitative tools for a comprehensive exploration of speaking skill development through English learning activities. This rigorous methodology facilitated a nuanced understanding of the research objectives.

5. The result of the study

The findings focused on the English sentence structure in the spoken language of the students. These findings were divided into three main parts as follows: English sentence structures that students applied in their spoken language, the errors in the spoken language of the students categorized by word type and word order, and the causes of errors in English sentence structures in students' spoken language, as well as their satisfaction with the B-SLIM Model English learning activity.

5.1 English Sentence Structures in Spoken Language of Students

The investigation into English sentence structures in the spoken language of students was subdivided into types and kinds of sentences used in their spoken language.

Types of Sentences Used in Spoken Language I

Within the spoken language of the sampled students, various types of sentences were identified, encompassing simple sentences, compound sentences, complex sentences, and compound-complex sentences. These sentence types are outlined in Table 1.

Table 1. *Types of English sentence used in spoken language of First-Year Students in English for International Communication at Rajamangala University of Technology Tawan-ok.*

Types of English sentence used in spoken language	PRE-TEST		POST-TEST	
	Amount	Percent	Amount	Percent
1. Simple Sentence	161	54.4	151	47.2
2. Compound Sentence	83	28	95	29.7
3. Complex Sentence	31	10.5	43	13.4
4. Compound-complex Sentence	21	7.1	31	9.7
Total	296	100	320	100

Table 1 illustrates that in the pre-test, students predominantly employed simple sentences, constituting 54.4 percent, followed by compound sentences at 28 percent, complex sentences at 10.5 percent, and compound-complex sentences, which were the least used at 7.1 percent. Following the introduction of the B-SLIM Model learning activity in the classroom, the results of the post-test indicated that students continued to favor simple sentences, comprising 47.2 percent; however, the frequency of errors in constructing simple sentences decreased. In terms of sentence distribution, the use of compound sentences increased to 29.7 percent,

complex sentences saw an increase to 13.4 percent, and compound-complex sentences observed a rise by 9.7 percent.

Types of Sentences Used in Spoken Language II

Different types of sentences were identified in students' spoken language, categorized as follows: declarative sentences (statements), interrogative sentences (questions), imperative sentences (commands), and exclamatory sentences (exclamations). The outcomes of this categorization are presented in Table 2.

Table 2: Types of Sentences Used in the Spoken Language of First-Year Students in English for International Communication at Rajamangala University of Technology Tawan-ok.

Types of sentences used in spoken language ³	PRE-TEST		POST-TEST	
	Amount	Percent	Amount	Percent
1. Declarative sentence (statement)	282	93.1	303	93.8
2. Interrogative sentence (question)	10	3.3	3	0.9
3. Imperative sentence (command)	10	3.3	15	4.7
4. Exclamative sentence (exclamation)	1	0.3	2	0.6
Total	303	100.0	323	100.0

Table 2 reveals that in the pre-test, students predominantly employed declarative sentences at a high level of 93.1 percent, followed by interrogative sentences and imperative sentences, both at 3.3 percent. The usage of exclamatory sentences was the least frequent, constituting 0.3 percent. After the application of the B-SLIM Model learning activity in the classroom, the results of the post-test indicated that students continued to employ declarative sentences extensively, accounting for 93 percent. Following were imperative sentences at 4.7 percent and interrogative sentences at 0.9 percent. The utilization of exclamatory sentences remained the least, comprising 0.6 percent. In the majority of cases, students preferred using declarative sentences over negative sentences, and they showed a preference for employing the active voice over the passive voice.

5.2 Errors in English Sentence Structures in Spoken Language

Errors in English sentence structures used in the spoken language of students were categorized based on word type and word order. This study identified thirteen distinct types of errors. The comprehensive list of these thirteen error types is presented in the table below.

Table 3: Percentage of Errors in English Sentence Structures Used in Spoken Language, Divided by Word Type and Word Order.

No.	Error Types	PRE-TEST		POST-TEST		t-test	df.	Sig.
		Amount	Percent	Amount	Percent			
1	Noun usage error	42	10.9	22	16.3	2.024	5	0.049*
2	Pronoun usage error	43	11.2	18	13.3	3.311	3	0.023*
3	Verb usage error	145	37.8	49	36.3	3.390	6	0.007**



4	Adjective usage error	12	3.1	8	5.9	2.000	1	0.148
5	Adverb usage error	12	3.1	5	3.7	0.819	2	0.249
6	Preposition usage error	46	12.0	10	7.4	3.239	4	0.016*
7	Conjunction usage error	17	4.4	8	5.9	1.441	2	0.143
8	Auxiliary verb usage error	4	1.0	1	0.7	3.000	1	0.102
9	Determiner usage error	30	7.8	8	5.9	1.000	1	0.250
10	Intensifier usage error	4	1.0	1	0.7	3.000	1	0.102
11	Expletive “there” usage error	13	3.4	0	0.0	2.600	1	0.117
12	Impersonal “it” usage error Error ignoring “it”	7	1.8	3	2.2	-	-	-
13	Word order error	9	2.3	2	1.5	1.000	1	0.250
	Total	384	100.0	135	100.0	2.735	12	0.009**

Note: Statistical significance level 0.01**, Statistical significance level 0.05*

Table 3 presents the outcomes of errors in English sentence structures used in spoken language. These findings were systematically categorized based on word type and word order within the Integrated Skills in the English Language subject. Prior to and following the implementation of the B-SLIM Model learning activity in the classroom, the research identified instances of errors made by students in their spoken language, classified by both word type and word order.

Remarkably, there was a notable reduction in errors from 384 sentences to 135 sentences, constituting a reduction of 48 percent. This reduction was statistically significant, with a significance value of 0.009** at the 0.01 level.

Based on the results, it was observed that students made errors in their use of verb usage when employing English sentence structures in their spoken language. These errors were classified by both word type and word order. Specifically, the incidence of verb usage errors decreased from 145 occurrences to 49 occurrences, marking a reduction of 49.5 percent. This reduction exhibited a statistically significant outcome with a significance level of 0.01 (Sig.=0.007**).

In the context of preposition usage, students also demonstrated errors in their utilization of English sentence structures in their spoken language. Similar to the pattern observed earlier, these errors were classified by word type and word order. Notably, preposition usage errors declined from 46 instances to 10 instances, signifying a substantial reduction of 64.3 percent. This reduction was statistically significant with a significance level of 0.05 (Sig.=0.016*).

Similarly, errors were evident in the use of pronouns by students when employing English sentence structures in their spoken language. These errors were analyzed based on word type and word order. The incidence of pronoun usage errors decreased from 43 occurrences to 18 occurrences, corresponding to a reduction of 41.0 percent. This reduction also carried statistical significance at a level of 0.05 (Sig.=0.023*).

Furthermore, in the context of noun usage, students exhibited errors in their implementation of English sentence structures in their spoken language. These errors were

categorized according to word type and word order. It was observed that noun usage errors decreased from 42 instances to 22 instances, representing a reduction of 31.3 percent. This reduction, too, held statistical significance at a level of 0.05 (Sig.=0.049*).

Regarding adjective usage, students displayed errors in their utilization of English sentence structures in their spoken language. These errors were classified based on word type and word order. Adjective usage errors decreased from 12 instances to 8 instances, signifying a reduction of 20 percent. However, this reduction did not yield statistical significance.

Similarly, errors were identified in the use of adverbs by students when employing English sentence structures in their spoken language. These errors were examined through the lens of word type and word order. The number of adverb usage errors decreased from 12 instances to 5 instances, marking a reduction of 41.2 percent. Yet, similar to the case of adjective usage, this reduction did not demonstrate statistical significance.

Furthermore, students demonstrated errors in conjunction usage when implementing English sentence structures in their spoken language. These errors were categorized by word type and word order. Conjunction usage errors decreased from 17 instances to 8 instances, reflecting a reduction of 36 percent. As with previous cases, this reduction did not yield statistical significance.

In terms of auxiliary verb usage, students exhibited errors in the application of English sentence structures in their spoken language. These errors were analyzed based on word type and word order. The frequency of auxiliary verb usage errors decreased from 4 instances to 1 instance, indicating a reduction of 60 percent. However, similar to the pattern observed earlier, this reduction did not carry statistical significance.

Furthermore, students displayed errors in their use of determiners when employing English sentence structures in their spoken language. These errors were categorized according to word type and word order. It was noted that determiner usage errors decreased from 30 instances to 8 instances, indicating a reduction of 57.9 percent. As in previous cases, this reduction did not demonstrate statistical significance.

Moreover, students exhibited errors in the use of intensifiers when incorporating English sentence structures in their spoken language. These errors were examined through the lens of word type and word order. Intensifier usage errors decreased from 4 instances to 1 instance, marking a reduction of 60 percent. Similar to the aforementioned cases, this reduction did not yield statistical significance.

Additionally, errors were observed in the use of the expletive "there" by students when employing English sentence structures in their spoken language. These errors were classified based on word type and word order. Notably, expletive "there" usage errors decreased from 13 instances to 0 instances, signifying a complete elimination of errors in this category. However, this reduction did not demonstrate statistical significance.

Furthermore, students displayed errors in word order when utilizing English sentence structures in their spoken language. These errors were analyzed based on word type and word order. The number of word order errors decreased from 9 instances to 2 instances, marking a reduction of 63.6 percent. Yet again, this reduction did not carry statistical significance.

Lastly, errors were identified in the use of the impersonal pronoun "it" when students ignored its proper usage. This occurred within the context of English sentence structures in their spoken language. These errors were examined through the lens of word type and word order. Impersonal "it" usage errors, when the pronoun was ignored, decreased from 7 instances to 3 instances, indicating a reduction of 40 percent. Similar to previous cases, this reduction did not demonstrate statistical significance.

5.3 Factors Contributing to Errors in Students' Spoken English Sentence Structures

The exploration of errors within students' spoken English language sentence structures revealed several underlying factors. Through data analysis of group interviews with students, inquiries were made regarding the reasons behind errors in the utilization of English sentence structures in spoken language. This investigation unveiled four primary causes, which are as follows: interference from the mother tongue, challenges posed by the intricacies of the English language as perceived by the students, and errors stemming from the students themselves.

Interference from the Mother Tongue

There are four instances of interference from the mother tongue that lead to errors in students' spoken language:

Suffix Omission

In Thai, derivational morphemes and inflectional morphemes do not exist, resulting in errors such as: omitting a suffix after a noun to indicate plural, e.g., "He has two ticket." (He has two tickets.)

Omitting a suffix to convey present tense agreement between subject and verb, e.g., "He tell young people." (He tells young people.)

Ignoring Word Transformation

Errors occur when failing to alter word forms to align with the subject, as seen in instances like: ignoring word form change for subject-verb agreement, e.g., "She don't like it." (She doesn't like it.) Neglecting word form change to indicate tense, e.g., "Jack Ma tells us about his life." (Jack Ma told us about his life.)

Confusion in Word Placement

Students occasionally confuse word placement by applying Thai structure and then juxtaposing English for comparison, resulting in errors like: "Jack Ma said that education is important very much." (Jack Ma said that education is very important.)

Confusion with English Structural Features not Present in Thai

Usage of "Verb to be"

Confusion arises from using "Verb to be" in English, absent in the Thai language, leading to incorrect sentences, e.g., "The weather not hot." (The weather is not hot.) Additionally, inappropriate addition of "Verb to be" occurs, for example: "I am feel like reflection of daily routine." (I feel like the reflection of daily routine.)

Determiner Usage

Difficulties with determiner usage stem from differences in the English and Thai languages' treatment of nouns: omitting "the" renders sentences improper, e.g., "I am feel like reflection of daily routine." (I feel like the reflection of daily routine.)

Inappropriately adding "the," e.g., "We should work on the time, and we should not have procrastination." (We should work on time, and we should not have procrastination.)

Inaccurate pre-determiner selection, e.g., "Don't compare yourself to another people." (Don't compare yourself to other people.). Invalid determiner order, e.g., "Two that people must be a couple." (Those two people must be a couple.)

Omission of Objects

Omitting objects in sentences, e.g., "He gives to himself." (He gives something to himself.)

Difficulty of English Language from the Student's Perspective

An analysis of errors in students' spoken language revealed that some errors stem not from interference with the mother tongue, but from inherent complexities in the English language. This leads to speech errors due to:

Overgeneralization

Learners, in their attempt to apply learned rules, sometimes overextend them to areas that do not necessitate it, resulting in errors such as: Adding "suffix -ly" to adjectives that don't require it, e.g., "fastly" (fast), "smartly" (smart), and "horribly" (horrible).

Using a proposition after a verb that doesn't require it, e.g., "He gave to young people some good advice." (He gave young people some good advice.)

Ignoring Rule Limitations

Some learners ignore restrictions on certain verbs not using the continuous form, leading to errors like: "I am noticing the weather is getting hotter." Additionally, auxiliary modal verbs that require base form verbs are often incorrectly followed by "to," for instance: "We must to help each other to save the planet." (We must help each other to save the planet.)

Incomplete Application of Rules due to Sentence Complexity

This can lead to errors in passive voice construction, as demonstrated by: "Global warming is cause by human." (Global warming is caused by humans.)

Mistakes Made by Students

Lack of Knowledge and Basic Skills

Major issues arise from inadequate understanding of English structures, with vocabulary and confidence in pronunciation contributing to students' reticence to speak and their struggles with sentence formation.

Lack of Conceptualization Skills

Many students struggle to articulate their analytical opinions, revealing deficiencies in expression. This often stems from limited vocabulary knowledge and a lack of confidence in speaking correctly.

Lack of Experience and Training

Lack of discipline in learning, reluctance to review lessons, and fear of making mistakes contribute to students' limited English speaking experience and practice.

5.4. Students' Satisfaction with B-SLIM Model Learning Activities for Developing Speaking Skills

Table 4. *Students' Satisfaction with B-SLIM Model Learning Management in Integrated English for Communication* (The questionnaire is adopted from Dandee & Meteevorakij, 2023)

article	Satisfaction with B-SLIM Model Learning Activities for Developing Speaking Skills	(X)	(S.D.)	Satisfaction level
1	The content of the activities is trendy and it resonates with students' daily lives in speaking	4.23	0.76	Extremely Satisfied
2	The content of the activities aligns with the students' prior knowledge.	4.63	1.44	Most Satisfied
3	The B-SLIM Model learning activities are absorbing and pique students' curiosity.	4.21	1.35	Extremely Satisfied
4	The content of the course and activities in the B-SLIM Model can be easily explained to students.	4.33	0.82	Extremely Satisfied
5	The B-SLIM Model offers students opportunities to engage in classroom activities.	4.57	1.23	Most Satisfied
6	The B-SLIM Model motivates students to develop their thinking, make comments, ask questions, and engage in discussions.	4.24	0.87	Extremely Satisfied
7	The B-SLIM Model encourages students to think outside the box in an English context.	4.35	1.46	Extremely Satisfied
8	The B-SLIM Model is an instructional approach that allows learners to progress at their own individual pace.	4.03	2.40	Extremely Satisfied
9	The B-SLIM Model emphasizes students' participation in problem-solving.	4.46	1.73	Extremely Satisfied
10	The B-SLIM Model equips students with	4.33	1.02	Extremely



	language skills for listening, speaking, reading, and writing.			Satisfied
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The results show that students expressed high levels of satisfaction with the learning activities based on the B-SLIM Model. Specifically, students rated the following aspects as "extremely satisfying": (1) The contemporary nature of the lessons. (2) The engaging and captivating learning activities. (3) The clear explanations provided. (4) The opportunities for fostering analytical thinking, offering commentary, and participating in discussions. (5) The promotion of creativity. (6) The ability to pursue independent learning. (7) The encouragement of active participation in critical thinking. (8) Alignment with developmentally appropriate standards.

Additionally, two variables stood out as the most satisfying to students: the alignment of the content with their prior knowledge and the availability of opportunities for active participation in class activities. These were designated as the aspects that brought the highest level of happiness to the students.

6. Discussion

The data analysis of English language structures in the spoken language of students majoring in English for International Communication at Rajamangala University of Technology Tawan-ok revealed two crucial issues for discussion: the factors contributing to errors in English sentence structures and the effectiveness of English learning activities employing the B-SLIM Model.

Regarding English sentence structures in spoken language, it was observed that students predominantly utilized simple sentences, particularly in declarative form. Active voice sentences were more common than negative ones. The usage of compound, complex, and compound-complex sentence structures increased, with complexity rising notably. These findings were consistent with the research conducted by Tunsori (1980). Moreover, students exhibited a reduction in errors in both word type and word order, achieving statistical significance with a p-value of 0.01. The most prevalent errors included inconsistencies in verb usage, particularly in terms of subject-verb agreement. Singular and plural errors were commonly found in nouns, while pronoun errors stemmed from their use without corresponding nouns. Prepositional errors occurred when unnecessary prepositions were used. These errors, both in sentence and word types, were attributed to the inherent difficulty of the English language, as highlighted by Tunsori (1980).

The causes of errors in English sentence structures in student spoken language were classified into three main categories: interference from the mother tongue, the perception of English difficulty, and errors originating from students themselves. An analysis of these categories revealed that students often faced challenges due to influences from their native language, Thai. Errors included the omission of suffixes indicating plurals or present tense, neglecting word form changes, and employing inappropriate word placements by comparing English with Thai structures. Tunsori (1980) pointed out that learners frequently used incorrect noun prefixes, particularly between pre-determiners and post-determiners.

From the perspective of students, English posed difficulties. Effectively communicating in English demanded linguistic competence, encompassing phonology, vocabulary, and syntactic organization (Tantiwich & Sinwongsuwat, 2021). Students' shortcomings were particularly evident in creating sentences, a lack of composing skills, and a lack of confidence in pronunciation. Bygate (1991) stressed the importance of pronunciation and understanding vocabulary, grammar rules, and patterns in forming coherent sentences. Pronunciation-related issues included segmental organization, such as sound omissions and mispronunciation of vowel sounds, as well as super-segmental concerns

like stress (Tantiwich & Sinwongsuwat, 2021). Nevertheless, it was evident that students' self-driven learning strategies played a pivotal role in enhancing speaking skills. Group interviews highlighted students' challenges in maintaining self-discipline, reviewing lessons, and seeking additional knowledge, thus underscoring the learner's role in making errors due to the lack of effective language learning strategies (Oxford, 1990).

This study underscores the positive impact of implementing the B-SLIM Model on students' spoken English proficiency, resulting in a reduction in errors. Students displayed a favorable response to the model, which encouraged self-directed learning, knowledge exploration, and natural skill development (Chaisri, 2016; Suphapimol & Maneekul, 2019). The natural approach, a cornerstone of second language learning, emphasizes motivation, self-confidence, and anxiety reduction (Krashen & Terrell, 1983). B-SLIM Model activities not only facilitated engagement and self-study but also aligned with the structural linguistic theory (Chaisri, 2016). The model's emphasis on comprehension, grammar, syntax, and word arrangement created conducive conditions for learning and improved classroom engagement. However, nurturing a positive attitude and enhancing learning potential remains paramount. To boost confidence and speaking skills, teachers should actively interact with students, provide feedback, answer questions, and foster a supportive classroom environment including the extra grammar lessons to release students' errors. For the further studies, the pronunciation should be included such as the segmental organization in students' speech and the super segmental like word stress and sentence stress.

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