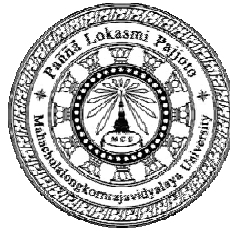# A STUDY OF ENGLISH SPEAKING SKILLS OF INTERNATIONAL STUDENTS IN ENGLISH AT FACULTY OF HUMANITIES, MAHACHULALONGKORNRAJAVIDYALAYA UNIVERSITY

Ven. Nhai Yasindharo (Phanthonglay)

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

Graduate School
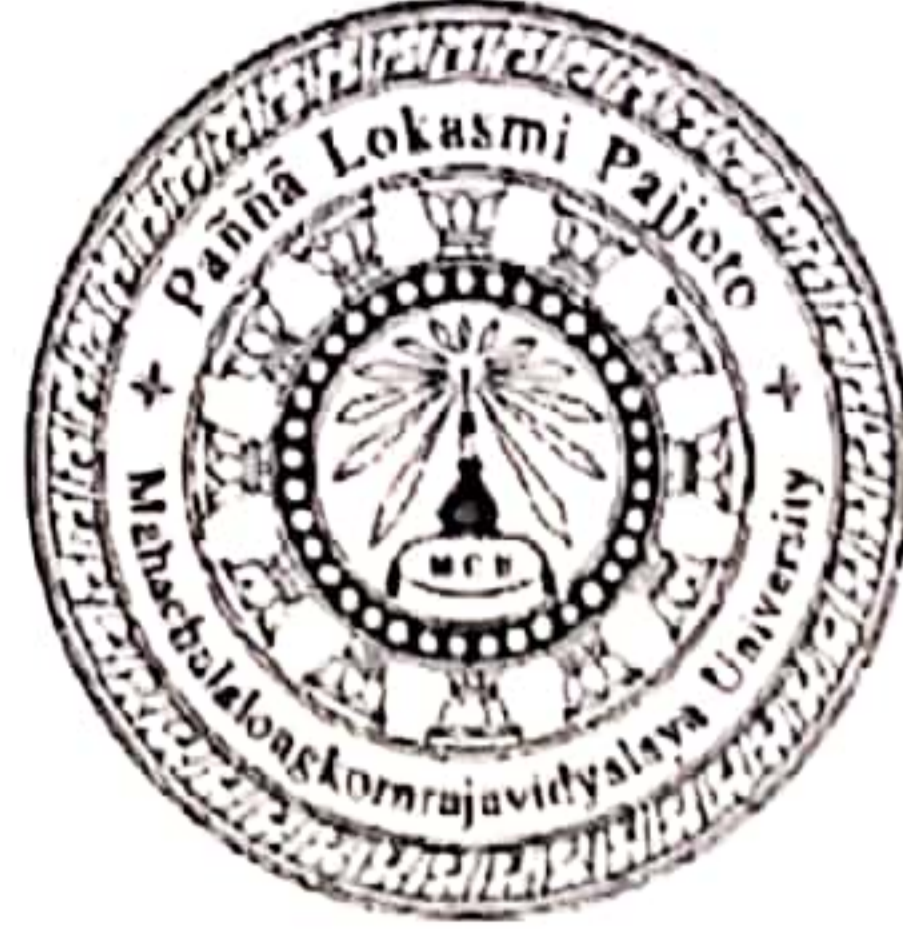Mahachulalongkornrajavidyalaya University
C.E. 2018

A Study of English Speaking Skills of International Students
in English at Faculty of Humanities,
Mahachulalongkornrajavidyalaya University

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C.E. 2018

The Graduate School of Mahachulalongkornrajavidyalaya University has approved this thesis of "A Study of English Speaking Skills for International Students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University" in partial fulfillment of the requirement for the degree of Master of Arts in English (International Program)

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Abstract

This study has two objectives, 1) to study English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. 2) To analyze English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

Research methodology of the study is the qualitative and quantitative research studying on the topic: A study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. There are six main parts for research methodology as the following: 1) Research design, 2) Population and sample group, 3) Research tools, 4) Data collection, 5) Questionnaire and 6) Data analysis.

The result of study was found that:

1) The result of data analysis from sample group of 30 students who are male and female. For the male for 28 persons, equal to 93.3 percent, and female for 2 persons, equal to 6.7 percent. For the status almost still at single number for 29 persons, equal to 96.7 percent. For the age almost still at 20-25 years old with number of 14 persons, equal to 46.7 percent. And for the education almost still at B.A. level with number of 9 persons, equal to 30.0 percent, and M.A. level with number of 20 persons, equal to 66.7 percent.

2) The result of data analysis about a study of English speaking skills of international students in English at Faculty of Humanities,

Mahachulalongkornrajavidyalaya University by the overview, for the recommendation as percentages, equal to 3.73 percent which is strongly agree, when considering each aspect it was considered as No. 1 As for speaking skills for communications as mean, equal to3.38 percent which is agree, for standard deviation, equal to 1.02 percent which is agree, No. 2 As for listening skills for communications as mean, equal to 3.50 percent which is agree, standard deviation, equal to0.93 percent which is agree, No. 3 As for writing skills for communications as mean, equal to 3.53 percent which is agree, standard deviation, equal to 0.98 percent which is agree, and No. 4 As for reading for communications as mean, equal to 3.73 percent which is agree, Standard deviation, equal to 0.89 percent which is agree. In overall picture, it is at agreeing level.

Finally, the acquisition of the development of English speaking of international students of four skills: speaking skills, listening skills, writing skills, and reading skills had been analyzed from the data collected of expertise specialists. And the levels that had been studied were at strongly agreed.

Acknowledgements

This research about "A Study of English Speaking Skills of International Students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University". This thesis could not have completed without the encouragement and great deal of assistance from many persons.

Firstly, I would like to thank my thesis advisors such as Asst. Prof. Dr. Veerakarn Kanokkamalade and Assoc. Prof. Dr. Preecha Kanetnog for their kind assistance and suggestion. Both supported me to develop my knowledge of subject and this study couldn't have been accomplished without both kindnesses.

Second, I would like to thank the teachers and students, who are studying at Faculty of Humanities, Mahachulalongkornrajavidyalaya University and give me time, to help and cooperate with me to answer the questionnaires, interview, suggestion, and open-ended question, and feedback during my research project.

My warm thanks and appreciation go to the Dean of Graduate School, Dr. Phramaha Somboon Vuddhikaro for his useful advice, suggestions and checking the correctness of the thesis format. And I thank all of committee to approve my thesis to be completed.

Finally, the most important thing, I would like to thank with my very profound respect, love and gratitude my parents for their providing me with unfailing support, and endless moral, and continuous encouragement throughout everything provided to me for my study.

Ven. Nhai Yasindharo (Phanthonglay)

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Table of Contents (Continued)

List of Tables and Charts

List of Abbreviations and Symbols

S'	=	Singular
'S	=	Plural
'	=	Comma
"Or"	=	Question Marks
:	=	Colon
.	=	Period Full Stop
:	=	Semicolon
( )	=	Parenthesis or Round Brackets
-	=	Dash or hyphen
/	=	Slash or Forward Slash
!	=	Exclamation Mark
SPSS	=	Statistical Package for Social Sciences
$\bar{x}$	=	Mean
S.D.	=	Standard Deviation
%	=	Percent
e.g.	=	Example
i.e.	=	That is
MCU	=	Mahachulalongkornrajavidyalaya University

Chapter I

Introduction

1.1 Background and Significance of the Problems

The language is the most effective way to communicate with each people. Which there are 6909 living language spoke in the world.[1] Language is a tool, likes all tools it has many uses, but it is not worth very much by itself. We uses to express thoughts or feelings. Grammar and words alone are not as important as the content of what you say. In fact, without content and meaning language world be useless. Language then, is a way to communicate what you need, want think, or feel. This is the truth of the language, not only English. Your native language and English are very similar. Both are used to communicate with other human beings. This is a truth of all language in countries.[2]

The premise of the book is that language is communication, not a puzzle, not a complex system of roles, not medium for testing intelligence.[3] The purpose of language is communicate with other people on subjects of mutual interest to the speakers, whether that be finding out where the bus stops or discussing geopolitical issues. In this spirit, I have tried to give students sample material for practicing basic survival English as well as for expressing themselves on a wide variety of subjects.

In their "Mission and Vision" statement, the editors of The Intima, an E-journal of narrative medicine created in 2010 by students of Rita Charon's enrolled in the Narrative Medicine Master's program at Columbia University, define the field as "an interdisciplinary field that enhances healthcare through the effective communication and understanding between caregivers and patients" (italics added).[4]

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[1] Stephen R. Anderson, **How many languages are there in the world?**, (USA: University of California, 2010), p. 12.

[2] Boletta William, **FAST FLUENCY Communication in English for the International Age-Logos International,** (English: Logos International, 1991), p. 3.

[3] Boletta William, **FAST FLUENCY Communication in English for the International Age-Logos International,** (English: Logos International, 1991), p. 5.

[4] Cliff Goddard (eds.), **Minimal English for a Global World Improved Communication Using Fewer Words-Palgrave,** (Australia: Springer Nature, 2018), p. 264.

What does it take for "communication and understanding" in the interdisciplinary field of narrative medicine to be "effective"? In what follows, we answer that question with reference to communication alone or rather, we subordinate understanding to communication. To talk about "effective communication and understanding" is indeed pleonastic: there is no communication if there is no understanding. **Farzadnia and Giles (2015)**[5] do likewise. According to them, healthcare professionals have known for some time that "effective communication in healthcare requires patient and provider to willingly and positively cooperate in promoting a climate replete with shared meanings and understandings".

To better understand international communication, it is necessary to have a look at the context in which it is produced the information society. According to Zhou (2007)[6], the international society consists of different actors at different levels based on common benefits and mechanisms. The individual actors within the international society, nation-states, enjoy both independence and mutual relationships. Those mutual relationships are forged through international communication, which plays a bridging role in connecting different countries thus allowing them to become collective actors within the international society. As John Dewey says, 'of all affairs, communication is the most wonderful', for it is in communication that society is born and nurtured. While you are studying at university in the UK you will be spending much of your time communicating in English. This gives you the opportunity to learn to speak English really well, a skill that will be useful for the rest of your life. However, it can be quite a challenge to communicate successfully in another language.

Communication[7] is a complex process and involves knowledge of the language at a number of levels. To communicate effectively a person has to have a good command of each of these levels. In our own language we are not normally aware of these levels as we use them without thinking. Speaking in another language is different because things do not necessarily come naturally, the way they do in our own language. Let us have a look at what is involved:

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[5]Cliff Goddard (eds.), **Minimal English for a Global World Improved Communication Using Fewer Words-Palgrave**, (Australia: published by Springer Nature, 2018), p. 265.

[6]Duan Peng (auth.), **International Communication Strategies of Chinese Radio and TV Networks Initial Observations-Springer**, (Singapore: Springer Nature, 2017), p. 2.

[7] Ricki Lowes, Helen Peters, Marie Stephenson, **The International Student's Guide Studying in English at University**, (California: Athenaeum Press, 2004), p. 89.

"Phonological level: This involves making the sounds of the language in the right way and also speaking with the right rhythm and intonation.

Lexical level: This means using the vocabulary of the language to express meaning.

Grammatical level: This is the system of combining words into phrases and sentences.

Discourse level: This is the way the other elements are combined to create continuous pieces of language that is written text or dialogue".

The speaking skills in English are typically presented in primary school classrooms in Cameroon. In order to illustrate this aspect of language teaching in this national context, vignettes are drawn from an examination of two English language course books commonly used in Cameroon as well as classroom observations and teacher interviews. Observation and experience would suggest that English speaking ability is limited for a number of reasons: problems with grammar and pronunciation, insufficient vocabulary, inability to participate in sustained conversation and slow speaking rate, amongst others.[8]

Several research studies *(see Fouda 2014; Kuchah 2013; Tante 2007)* and extensive experience also suggest that weak speaking skills in English are due to a lack of curriculum emphasis on oral development, teachers' limited English proficiency, examination systems that do not emphasis oral skills, class conditions which do not favor oral activities and limited opportunities to practice outside of class.

Identify the potential personal and professional benefits from studying interpersonal communication: "what will I get out of this?" and "why should I study interpersonal communication: it's a major part of human existence that every educated person needs to understand. Much as you need to understand history, science, geography, and mathematics, for example, you need to understand how people interact (how people communicate interpersonally) whether face to face or online.

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[8]Anne Burns, Joseph Siegel (eds.), **International Perspectives on Teaching the Four Skills in ELT Listening, Speaking, Reading, Writing,** (Australia: University of New South Wales Sydney, 2018), pp. 81-82.

Being English used to be so easy. They were one of the most easily identified peoples on earth, recognized by their language, their manners, their clothes and the fact that they drank tea by the bucket load.[9]

Writing is skill. It requires proper guidance, constant practice, special efforts and training. A summary is a scrutinized short sentence of the studied/original material. It presents only the core information and excludes the redundant data. Basically it reproduces the main points. In summary detailed information of the original material is never given. While writing a summary, we must not strive for the style and tone of the original writer, speaker or presenter of the material.

In business communication a ten minutes summary of ten thousand pages long report for a special purpose may be needed. To present such a report in stipulated time, summarization skills are required.[10]

1.2 Objectives of the Research

2.1 To study English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

2.2 To analyze English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.3 Statement of the Research Question

3.1 What are the English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

3.2 What are the English speaking skills of M.A. first international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University categorized?

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[9] JEREMY PAXMAN, **The English a Portrait of a People,** (United States of America: minor revisions in Penguin Books 1999, 2007), p. 16.

[10] F.Y.B.A, **Communication Skills in English,** (University of Mumbai, Vidyanagari, Mumbai - 400 098, 2012), p. 136.

1.4 Scope of the Research

This scope of the research is a study of English speaking skills of communication of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University as the following:

1.4.1 Scope of content

The scope of content focuses on the English speaking skills of communication of M.A first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya.

1.4.2 Scope of population

The scope of the population in this study focuses on 30 students of Master's Degree of the first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University at Wangnoi, Ayuthaya, in Thailand.

1.4.3 Scope of place

The scope of the place focuses on Faculty of Humanities at Mahachulalongkornrajavidyalaya University at Wangnoi, Ayuthaya, in Thailand.

1.4.4 Scope of time

This study will start from October 2018 to February 2019.

1.5 Definition of the Terms used in the Research

1.5.1 English speaking skills means an ability to propose solutions in training or experience of the students in the class.

1.5.2 English speaking means the English communication between students who study Master's Degree of English international program.

1.5.3 M.A. means Master of Arts (International Program) which is a curriculum studied at the Faculty of Humanities at Mahachulalongkornrajavidyalaya University.

1.5.4 International students means the students who are studying English in the year 2018 at Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

1.6 Expected Benefits of Research

1.6.1 It makes us know English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.6.2 It makes us know how about the category of English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

1.6.3 It makes us know how to solve the problems of English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

Chapter II

Review Literature and Research Works Concerned

A study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The researcher related English speaking skills for communication international students as foremost sources of information are involved with the books, research journals, dissertations, thesis, theses, and many other informational sources related with English speaking skills for communication.

Language is a system for the expression of meaning. Its primary function is for interaction and communication. Language is used by human in order to know and understand each other. As we know that God created human in different condition and character, so they need to interact among people.

This study does not only focus on investigation about the English speaking skills for communication of international students in English of Faculty of Humanities at Mahachulalongkornrajavidyalaya University, but also on the ways to deals with difficulties of English speaking skills for communication or some techniques for students to English communication.

The theories of studying in this research works are divided into five points as the following:

2.1 The Concept and Theory of the English Speaking
2.2 The Concept and Theory of the English Speaking skills
2.3 The Concept and Theory of the English Communication
2.4 The Problems of English for Communication
2.5 The Suggestions the English Speaking Skills for Communication

2.1 The Concept and Theory of the English Speaking

2.1.1 The Meaning of English Speaking

S. KAISLANIEMI, "Code-switching, script-switching and typeface-switching in Early Modern English manuscript letters and printed tracts", in this volume. Study of features such as layout and decoration has been brought to bear on analyses of

language and text.[1] However, the terminology used to describe visual, material and physical features of early written communication varies across different disciplines and even within the same field.

This introductory chapter explores terminology used in different fields to refer to the material and visual features of texts in order to set the stage for the contributions in the present volume. The vocabulary for describing visual and material features of written communication is varied, and scholars focus on different physical aspects of texts based on their individual and disciplinary perspectives[2].

First, fields concerned mainly with text and or language include, for example, discourse linguistics and textual scholarship, while in manuscript studies and bibliography there is more emphasis on the visual and material context in which that text is embedded.

Secondly, the medium of written communication studied for example manuscript or print may lead to different terminology being used for similar concepts in different fields. While some of this terminology is necessarily dictated by the specific technology of text production employed, differences in terminology may hide the fact that many underlying concepts might be usefully shared among researchers of different media.

Thirdly, research design is often influenced by traditional chronological boundaries established to define historical periods (medieval / early modern) or stages of language (Old English / Middle English). This may lead to gaps in researchers' awareness of other fields.

Diplomatic communications come in a number of different forms, both spoken and written. They occur at the apex of political systems when heads of state come together in formal summits, but they are also a feature of routine, day-to-day discussions between ambassadors, less senior diplomats, and other officials, sometimes reflected in so-called notes verb ales. Increasing through what is called 'public diplomacy', messages are being directed not at a narrow club of trained 'diplomatists' but at the wider publics of states (*Hayden 2010*).[3]

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[1] Utrecht Studies in Medieval Literacy, Matti Peikola et al, **Verbal and Visual Communication in Early English Texts**, (London: University of London, 2017), p. 13.

[2] Ibid., p. 14.

[3] Cliff Goddard (eds.), **Minimal English for a Global World Improved Communication Using Fewer Words-Palgrave**, (Australia: Griffith University, 2018), p. 75.

Observation and experience would suggest that English speaking ability is limited for a number of reasons: problems with grammar and pronunciation, insufficient vocabulary, inability to participate in sustained conversation and slow speaking rate, amongst others. Several research studies (see *Fouda 2014; Kuchah 2013; Tante 2007*) and extensive experience also suggest that weak speaking skills in English are due to a lack of curriculum emphasis on oral development, teachers' limited English proficiency, examination systems that do not emphasis oral skills, class conditions which do not favor oral activities and limited opportunities to practice outside of class[4].

A communication skill that's often overlooked is listening. Yet recent surveys tell us that we spend 45 percent of our time listening. Do we listen carefully to what people are telling us? According to one study, we hear only one quarter of what's being said. The rest of the time we're daydreaming or just tuned out completely.[5]

Listening, writing, and speaking are all skills we use in meetings. Today, meetings are a common method for making decisions. More and more work is done by teams of people who come from different areas of a company. They accomplish many of their tasks in team meetings. In these situations, we must be able to speak and write clearly so others can understand us and listen carefully to what they say. Sadly, we waste many hours in meetings because of poor communication.[6]

Whether you're writing, listening, speaking, or attending meetings, communication skills are critical to your success in the workplace. In this book, we'll look at some of the skills that will enable your communications to be more successful. These include:

> *"Understanding the purpose of a communication.*
> *Analyzing the audience.*
> *Communicating with words as well as with body language.*
> *Giving each communication greater impact."*

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[4] Anne Burns, Joseph Siegel (eds.), **International Perspectives on Teaching the Four Skills in ELT Listening, Speaking, Reading, Writing**, (Australia: University of New South Wales Sydney, 2018), p. 82.

[5] Career Skills Library, **Communication Skills**, (New York: acid-free paper, 2004), p. 3.

[6] Career Skills Library, **Communication Skills**, (New York: acid-free paper, 2004), pp. 4-5.

Thus communication is like a two-way street that helps for a good relationship between the sender and the receiver. It is an inevitable factor for the growth of a business.[7]

Communication is generally classified into the following types:

1) Verbal-communication
2) Non-verbal communication
3) Intra-personal communication
4) Extra-personal communication
5) Mass-communication
6) Media communication
7) Communication Network

1) Verbal Communication

Professionals are spending a lot of their time in speaking and listening to others. During this time they use language as a medium of communication. This type of communication is known as verbal communication. During verbal communication an individual uses spoken and written words. Communication through spoken words is oral communication and communication through written words is written communication. During oral communication, there is face to face interaction between the sender and the receiver. Oral communication in this type of communication there could be two or more than two persons who use spoken language as a medium of communication. When we make presentations, deliver speeches, participate in group discussions, appear for interviews, or simply interact with some body, we are involved in oral communication. In written communication the sender uses written mode to transmit the message. Reports, proposals, letters, books, e-mails etc. are the examples in this category. This type of communication is used for documentation in organizations.

2) Non-Verbal Communication

A message that is communicated without words is an example of non-verbal communication. This process requires non-verbal cues to be transmitted and received. It can be further categorized into two parts 1) Body language and 2) paralinguistic features:

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[7] Dr. C.K Ahammed, **COMMUNICATION SKILLS IN ENGLISH**, (India: Calicut University, Computer Section, SDE, 2012), pp. 150-151.

1) Body language as: Personal appearance, walk, gestures, facial appearances, posture hand movements, eye contacts etc.

2) Paralinguistic features as: Person's voice, volume, pitch, rate, pauses, articulation, modulation etc.

3) Interpersonal Communication

It is the communication that takes place within one's own self. Individual reflection, contemplation, meditation etc. are some of the examples of this. This type of communication encompasses communicating with the divine and with spirit in the form of prayers, rites and rituals.

This is a direct, written or oral type of communication between two or more persons. Through conversation between individuals there occurs maximum interaction through words and gestures.

4) Extra Personal Communication

Sometimes we communicate with non-human entities like birds, animals etc. we speak to parrots, or cow and our pet dogs, cats as to follow our instruction. They respond with happiness by moving around us or by wagging their tails. This type of communication is extra personal communication.

5) Mass Communication

The books, press, cinema, T.V, radio, internets are the tools of mass media. The communication through these media to the public is an example of mass communication. The speeches delivered by political leaders or by prophet to the public is also an example of mass communication.

6) Media Communication

It is the communication that takes place through electronic media like computer, mobile phones, LCD, Video etc. Among these, the computer is one of the most influential media in every official and business world. Today communication has become an inevitable factor in our daily life like breathing, eating and sleeping.

7) Communication Network

Communication is like a tool to measure the success and growth of an organization. The success of a business depends on the quantity and quality of information flowing through its personals. Therefore the information should flow as early as possible to the customer and this will help for the smooth operation of the various departments in an organization or business.

The most speaking language in the world according to communication as the English. One of the basic features of speaking is that it takes place in real time. Due to the time constraints that allow speakers only limited planning time, speech production requires "real-time processing". This is one of the main reasons why language learners, and this is not only restricted to true beginners, tend to find speaking difficult. Strategies used to 'buy planning-time' significantly shape the nature of speaking and distinguish it from writing. Crystal and Davy also mention time as "the main factor which distinguishes written from spoken language".

Consequently, instances of disfluency like hesitations, word repetitions, false starts, unfinished utterances and repairs make speaking look less neat and tidy than writing when transcribed. Therefore one might assume that speaking is disorganized or even inferior to writing. But this is not true in reality. As Halliday explains "the formlessness of speech is an artefact of the transcription". If judged from the perspective of written texts, spoken language will always look chaotic on paper because first and foremost, "it wasn't meant to be written down"[8].

In summary, the aim of this section was to show that spoken language "is structurally patterned, and displays an orderliness that is neither chaotic nor random but, rather is tightly organized and coherent". The main point that has been presented is that speaking has its own patterns and structures that are different from those of writing. For example, when compared to writing spoken language uses more verbs and clauses rather than nominalization. Furthermore, in places where embedding or subordination might appear in a written text, speech freely adds utterances one after another. In terms of its lexical and informational content, spoken language is loosely packed both to allow its audience time to process the content of utterances and as a result of real-time processing that a speaker faces.

All in all, speaking is dynamic and is operating under conditions that are substantially different from writing. This means that it does not always involve using 'grammatically complete and written-like sentences' because while written texts can be redrafted, spoken texts are results of one-shot production.[9]

Speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second language. Learners of a language need to be able to

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[8] James Edward Thomas, **Teaching Speaking Skills**, (Brno: Masaryk University, 2011), pp. 20-21.

[9] Ibid., p. 24.

speak with confidence. Speaking is the productive skill in which students' utter words and sentences for specific purposes to convey certain messages using the appropriate grammatical rules, vocabulary and score of formality with the atmosphere of confidence and comfort.[10]

Speaking is considered to be the most important active skill for a foreign language learning. It is producing utterances for communicating messages. It starts from infancy to be developed during childhood to maturity. Abdel Salam (2002) defined speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology.

Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing. Speaking skill isn't only producing the utterances, but it is the complete process of constructing meanings, producing utterances and receiving and processing information with confidence.

In speaking, learners try out new vocabulary and develop working knowledge of language form and structure once visually prompt and culturally familiar information are provided. In oral learning, facing clues like intonation and gesture enhances understanding.

To know a certain amount of grammar and vocabulary doesn't help learners of a foreign language to master it, they also need to employ the forms and the new vocabulary items into real-life situations. The teacher's role has been shifted from building repertoire to teach and test items to building students' skills in using these items. Oral skills should be taught before writing skills. Time for oral rehearsal of the sentence is of key importance.

Speaking is integrated with listening skill. Speakers should have their audience and receive feedback for understanding the meanings of the messages sent by the speakers. Listening is a deliberate process by which a sound is given a meaning. The process was explained by Barclay (2011) who cited in her book that hearing is a physiological process in which sound waves are collected through the hearing machine to be transmitted to the brain for analysis and comprehension.

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[10]Jehan Mahmoud Ashour, **The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking**, (Gaza : The Islamic University, 2014), p. 29.

Comprehension is to understand the native speech at normal speed in their world-like situations.[11]

2.1.2 The Importance of English Speaking

The Importance of English: Although the English language doesn't have the largest number of native speakers in the world, it has the widest reach of any language spoken today. Both native and second-language speakers of English are found on every continent, and English has become the lingua franca in many fields, including business, politics, science, technology, and entertainment, to name a few. English is the working language of many international organizations, like NATO and the European Union, and it's the language of global advertising. It is also the most-used language of the internet, accounting for more than half of all websites. For many people, learning English is a way to get access to a broader range of information, connections, and opportunities. The importance of English is clear.[12]

According to a report by Education First, English is the language of the internet. An estimated 565 million people use the internet every day, and an estimated 52 percent of the world's most visited websites are displayed in the English language.Learning English is important as it gives you access to over half the content on the internet. Knowing how to read English will allow you access to billions of pages of information which may not be otherwise available.[13]

English is the International Common Tongue, there are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.[14]

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[11]Jehan Mahmoud Ashour, **The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking,** (Gaza: The Islamic University, 2014), pp. 37-39.

[12]https://effortlessenglishclub.com/importance-of-english [12 January 2019].

[13]https://www.elc-schools.com/blog/4-reasons-why-learning-english-is-so-important/ [12 January 2019].

[14]https://owlcation.com/humanities/importanceofenglishlanguages [12January, 2019].

2.2 The Concept and Theory of the English Speaking Skills

2.2.1   The Meaning of English Speaking Skills

Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation (Spratt, Pulverness & Williams). Speakers express themselves with the correct sociolinguistic competence.

Nation (1991) defines fluency as the ability to get across communicative intent without too much hesitation and too many pauses or cause barriers or a breakdown in communication. In agreement with this definition, (Baker &Westrup) defined fluency as speaking with ease and without thinking about possible errors. In this study, the researcher developed a strategy based on skype. Students are supposed to communicate orally with people in a remote place to achieve specific learning objectives within a sequence of planned activities.

The researcher designed an achievement test and an observation card to measure students' improvement in fluency mainly, number of words per specific period of time, correct grammar, appropriate sentence formation, paces and correct pronunciation.

Appropriacy: It is the extent to which utterances are produced and understood in different contexts depending on contextual factors such as status of participants, purposes of the interaction and norms or conventions of interaction. Appropriateness of utterances refers to both appropriateness of meaning and appropriateness of form.

English for Palestine Grade 9 refers to the English curriculum for the 9th graders published by the Palestinian Ministry of Education and Higher Education in August 2008. It includes general guidelines for the authors of the syllabus, general objectives, the methods and the teaching procedures as well as the various ways of evaluating the students' achievement.

The grade 9 English Curriculum has 16 units. Each unit includes one main dialogue and extra speaking activities (English for Palestine 9, Student's Book, 2010).

The study focuses on the following language functions:

Describing an air journey, Discussing a picture, Asking and answering about locations/ the way, Telling a story, Advising/requesting/obligating, Reporting an event/action, Meeting friends since ages and discussing news, Comparing ancient and

modern lives, Talking about city problems and suggesting solutions, Talking about a leader/giving personal qualities.[15]

Fluency and accuracy dichotomy is one of the concepts which usually come to mind first when speaking of teaching speaking skills. According to the term fluency is "an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately". This definition is interesting because it clearly shows that both concepts, fluency and accuracy, are closely knit together. Technically speaking, the term fluency is a hypernym because to be fluent means not only to 'produce utterances smoothly and rapidly' but also accurately. This is where approaches like Communicative Language Teaching (CLT) are sometimes misunderstood. Wen Wu reports that "one of the fundamental principles of CLT is that learners need to engage in meaningful communication to attain communicative fluency in ESL settings" (Wu 2008). Since fluency means also accuracy, it is clear that the aim of CLT is to reach both.

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a foreign learner in Indonesia, many students have amount vocabularies and mastering the grammatical structure, but they still have difficulty in speaking. This problem also appears to the students of English department *Tarbiyah* Faculty at IAIN *Walisongo* Semarang.[16]

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speech is about making choices. Students

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[15]Jehan Mahmoud Ashour, **The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking,** (Gaza : The Islamic University, 2014), p. 9.

[16] RICHA RUBIATI, **IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE,** (IAIN Walisongo Semarang: English Language Teaching Department Tarbiyah Faculty, 2010-2011), p. 2.

must choose how to interact in expressing themselves and forming social relationship through speech.

According to Hall speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating.13 Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech.

In short, speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of speaking.

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

1) Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3) Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk.

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All

messages we delivered will be acceptable by all communicants if we mastered those elements.[17]

2.2.2 The Importance of English Speaking Skills

The ability to deliver an effective talk is one of the most valuable skills you can possess. If you want to be a leader in school, public speaking is often essential. As a class officer, head of the student council, or president of a club, you are often called on to stand up and speak to a group. Public speaking is also important in the workplace. As career counselor **Rozeanne** Burt explains, "The people who can stand up and give a talk stand out and are set apart from other employees."[18]

Speakers can't produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competence such as register of the expressions and the contextualizing of the language. Teachers were used to focusing on teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language use ability.Speech is not always unpredictable as language functions or patterns that tend to recur in certain discourse situations; inviting, requesting, offering, greeting, and introducing selves.

Speaking has a meaning when it enables children and young people to explore their own selves and clarify their identity. They can manage to understand and respect their own selves. When speaking happens, learners express their views, feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations. Fielding and Ruddock (2002) explained that speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning.

Celce-Murcia's (2001), stated that authenticity is very important when students ought to speak. The topics should be of great interests to the learners with

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[17] RICHA RUBIATI, **IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE**, (IAIN Walisongo Semarang: English Language Teaching Department Tarbiyah Faculty, 2010-2011), pp. 7-8.

[18] Career Skills Library, **Communication Skills**, (United States of America, 2004), p. 45.

focus on meanings, values, collaboration, social development and provision of a rich context.

The researcher sums up the importance of speaking as follows:

a) Speaking is the communication tool to transform ideas (Conrad &Dunek) express feelings, (Bar-On), explain about discoveries, research results and discussions and responding to others.

b) Mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (Ranson, 2000).

c) Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message.

d) Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events.

e) Speaking to the public gives speakers the power to influence people and shape their decisions (Griffin, 2008).

f) Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations (Cushman & Cahn, 1985).

g) Speakers of a foreign language develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations.

h) Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning (Fielding and Ruddock, 2004).[19]

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[19]Jehan Mahmoud Ashour, **The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking Skills and their Attitudes towards Speaking,** (Gaza: The Islamic University, 2014), pp. 39-40.

2.2.3 The Qualification of English Skills

The English qualification that, make learning English enjoyable, the effective and rewarding. The qualification are based on research into effective teaching and learning. They motivate people of all ages and abilities to learn English and develop practical skills for the real world. Each learning focuses on a level of common European framework of reference (CEFR), that to be helping learners to improve their English speaking, writing, reading and listening skills step by step as following:

1) **Speaking skills:** Usually speakers use words to express their true meaning, but sometime speakers want to be funny or humorous. We can often tell when people are using humor when they use words we don't except. Their words may be surprising, or they may express the opposite of what they mean. We can also tell when people are using humor when they laugh or use a humorous in their voice.

Making conversation: When making conversation, it's polite to ask about a person's job and interests (what people like to do in their free time). It's also polite to express interests (to react positively) when people tell you somethings about themselves.

Expressing agreement and disagreement: In speaking, there are different phrases we can use to agree with other's opinions. Sometimes we want to express a strong agreement, and sometimes we want to express a weak agreement.

We can also disagree with other's opinions. Sometimes we want to express a strong disagreement and sometimes we want to a weak disagreement. In conversation, weak disagreements are more polite.

Understanding disagreement: Speakers use different phrases to disagree with each other's opinions. To disagree politely, speakers usually avoid saying "I disagree with you" directly. Instead, they use other phrases to disagree and then give different opinion.

Example 1:

A: My counselor said this workshop would help, but I don't know. I think we are wasting our time.

B: Really? You think so? I hope it's going to be useful. I want to go to medical school, so it's really important for me to do well in school.

Emphatic stress: Mean putting extra stress, or emphasis on certain words in phrase or sentence. We emphasize a word words that are especially important for understanding the speakers meaning. When we emphasize a word, the stressed syllable is higher, longer, and louder than a syllable with regular stress.

Negotiating making suggestion and coming to an agreement: When two or more people need to make a decision together, they need to negotiate, they need to come to an agreement. When negotiating, you need to make suggestions until each person agrees.

Example 2:

Making suggestion	Agreeing with suggestions	Disagreeing with suggestions
Let's buy this chair. Why don't we go to the thrift store?	Ok. / All right That's fine with me or that's a good idea.	Well, I don't know. How about..? I have another idea. Why don't we ...?

Making polite offers and invitations: There are different ways to make offers and invitations. There are also different to accept (say 'yes') and to decline (say 'no' or turn down the invitation).

Example 3:

Making polite offers and invitation	Accepting and declining
1) When making offer, you can use polite questions with would you like: Would you like somethings to drink? Would you like some help?	Yes, I would Yes, thank you Yes. please
2) We can also make offers in less formal ways: Help yourself to drink. Do you need any help?	Thanks, I appreciate it. No, thanks. I'm good

Expressing concern, giving and receiving advice: When someone has problem, it's polite to express concern. Sometimes we also want to offer some advice. When we give advice to someone else, it is polite to use maybe with should or ought to, or to use another polite expression.

Expressing concern:

What is the matter? / What is wrong? / That's too bad. / I'm sorry to hear that.

Give polite advice:
Maybe you should ... change your sleep patterns.
Maybe you ought to ... go to the doctor.
You might want to ... get some rest.
Why don't you try having some hot tea?
Have you tried ... exercising?
Receiving advice
That's the good idea.
Thanks for the advice.
I'll give it a try.

Thanks anyway, but I'd rather...[20]

2) Writing skills: We think study writing is most suitable for students whose English level is between intermediate and early advanced. You will already be capable of writing in English and so this course is intended to extend that skills to include the different types of English essential for studying.

Study skills:

Writing task 1: how long is the writing module?

- 90 minutes, 60 minutes, and 45 minutes.

Writing task 2: complete the writing

- How long should you spend on this task? Or minimum number of words.

Writing task 3: which of the following do you sometimes have to do?

- Express your opinion, Make a complaint, describe a graph, Make recommendations, describe a problem, and Present an argument.

Writing task 4: what do you have to write?

- A report, a short story, a latter.

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[20] Frazier Laurie, Robin ills, **Northster2: Listening and Speaking,** (United States of America, 2004), p. 162.

Writing task 5: which of the following do you sometime have to do?

- Describe a historical event in your country, express your opinion, suggest solutions, discuss advantages and disadvantages, talk about solution in your country, describe a famous person, and say if you agree or disagree with statement

Writing task 6: what do you have to write?

- An essay or composition, a formal latter, and a description of a process[21]

Organization each chapter cosmists of eight steps in the writing process as following:

Generating Ideas: One of problem that most students encounter is how to get started. This section teaches strategies to help students generate ideas, gain self-confidence, and overcome "writer's block," the common problems of staring at a blank piece of paper without knowing where or how to being. Some of techniques presented in the books are the freewriting, brainstorming, clustering, and asking questions. This idea gathering process includes engaging class and group activities and which students can collaborate to generate ideas.

Organizing Ideas: In this section, students are taught organizational skills for different types of paragraphs. Different kinds of logical orders are presented, namely chronological order, spatial order, listing order, order of importance. In some chapters, students are asked to arrange ideas in a proper sequence. Other exercises focus on sequencing by asking students to complete partial outline of the material given in the paragraph. They will also learn to write effectives topic sentences and concluding sentences.

Developing Cohesion: The focus of this section is on the grammatical and lexical features that connect one idea to another. Students are taught the use of structures related to the kind of writing being practiced in that chapter. Features such as transitional words, reference, varied words order, parallel construction and structures that serve various rhetorical purposes are taught in this section.

Writing the First Draft: At this step students will have gathered adequate details and acquainted themselves with the organizational skills to be used in that particular kind of writing taught in each chapter. Now they will produce a paragraph of their

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[21] Amanda French, Rechael Roberts, Joanne Gakonga, Andrew Preshous, **IELTS Foundation Study Skills**, (Spain: Mateu Cromo, 2005), p. 46.

own. It is important for students to realize that the first paragraph they write is only a draft-somethings that needs to be revised further, not the final product.

Revising Your Writing: This section emphasizes the important of revising and helps students improve their own work. Students are giving practice in revising for global content and organizational problems before they edit for mechanical details. The development of ideas in a proper sequence, eliminating irrelevant details, and adding greater details to achieve more clarity.

Editing Your Writing: This section provides students with paragraphs that contain common errors of form, grammar, punctuation and capitalization. Only one type of error is focused on in each chapter. By finding errors in the paragraphs they haven't written, students learn to critically evaluate their own writing with less anxiety. Working in pairs or in small group can make this activity more fun. After students practice editing, they are asked to edit their own work. It is suggested that students work with partners to help each other locate the problems in their writing. Writing the Second Draft: After students revise and edit their paragraphs, they write the second draft and hand in a neatly written paper for the teacher's evaluation. Developing Your Skills: This section provide additional writing assignments to reinforce the chapter's teaching points. The assignments can be done as homework for the whole class, or as additional activities for some students who need further practice. At this point students will write without the step-by-step guidance. However, it is hoped that from the earlier step-by-step practice, students will eventually develop the skills and confidence to become independent writers.[22]

> **3) Reading skills:** The according about reading a foreign language, and particularly about reading the English as a foreign or second language (EFL/ESL). We shall be dealing mainly with the place of reading in a teaching program me; whether it is possible to teach people to read is a vexed question, but I believe we can at least help them to learn.

In the reading class, the most important thing is that both the teacher and the students should understand reading process. It certainly seems to be true that some of the things that happen in classroom may interfere with reading rather than promote it. So I would like to advice the reading skills as following:

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[22]Chuencheewee Chalermtarakul, **Paragraph Writing: A Process Approach,** (Bangkok: Thummasat University 2015), p. 10.

1) **Defining reading:**

Different people use the term reading in the ways, which can cause much confusion. So we had better start by making sure that we are thinking about the same thing when we use the term. As a first step, it would useful to find out what your own ideas are about reading.

2) **The reasons for reading:**

Reading in different ways for different purposes: think about listed in activity. Why did you read each one? What did you want to get from it? Was it only information? What about the letter from home? The detective novel? You will find that you had a variety of reasons for reading, and you compared notes with other people, you would find different reason again.

Now think about the way you read each item. Now did the various reasons influence this? Do you read a telephone directory the same way as a poem? How about a street map or a diagram? Reading these is very unlike reading a book.

The way you tackled each text was strongly influenced by your purpose in reading. Quickly scanning a page to find someone's telephone number is very different from perusing a legal document. You probably noticed big difference in the speed you used. Did you also find that in some cases you read silently while in others you read aloud? What were the reasons that red you to articulate what you read? For most of us, reading aloud is uncommon outside the classroom.

Reading for meaning: Whatever your reason for reading (excluding any reading for language learning). It is not very likely that you were interested in the pronunciation of what you read and event less likely that you were interested in the grammatical structure used. You read because you wanted to get something from the writing. We will this the *message:* it might have been facts, but could just as well have been enjoyment, ideas, feelings, whatever it was you probably wanted to get the message that the writer intended. You were interested in what the writing meant: hence the sort of words found in the group comp 2 turns out to be the important ones if we are trying to make a definition that covers most authentic reasons for reading.

The view of reading offered in this book is essentially concerned with meaning, specifically with the transfer of meaning from mind to mind: the transfer of a message from writer to reader. As we shall see, it is not quite as simple as that, but we exclude any interpretations of the word reading in which meaning is not central.

We shall explore how we get meaning by reading and how the reader, the writer and the text each contribute to the process.

Why do people read foreign language?

Perhaps the advantages of knowing a foreign language are clear to your students' better jobs, access to literature or whatever. Reading is usually recognized as a necessary part of these activities. However, if the only foreign language items you have read recently (your list in Activities), were directly connected with your teaching, it may be that you and your students too, do not really need to read that language except for the classroom purpose.

I contend that by the treated reading as the purposeful activity, we can make teaching more purposeful and classes livelier, even in the difficult circumstances just outlined. If you teach in such circumstances, please suspend your disbelief for the moment; we are going to discuss the way reading works when it is used for real life purpose, and this should give you a better understanding of it. Later we shall explore ways using this understanding to help students read well, whether this is matters of real necessity or just an examination requirement.

Getting a message from a text.

We shall assume, therefore that reading has one overriding purpose: to get meaning from a text. Other ways of looking at reading will not concern us. Our business is with the way a reading gets a message from a text. So we will begin by establishing what we mean by a message.

3)   Reading and the communication process

Figure1: gives a very simple model of the process of communication. Sender, encoder, writer, speaker to message to encoding to text written, spoke to decoding to receiver, decoder, reader, listener.

On the left is the writer; but since she (we will make her a woman) could equally well speak her message, we will use the more general term encoder for her role. The encoder has a message in mind (it may be an idea, a fact, a feeling, etc.) which she wants somebody else to share. To make this possible, she must first put it into words. That's she must encode it. Once encoded, it is available outside her mind as a written or spoken text. The text is accessible to the mind of another person who reads or hears it, and who may then decode the message it contains. After being

decoded the message enters the mind of the decoder and communication is achieved.[23]

4) Reading and meaning

The reader's purpose and the writer's purpose: The reader's purposes and the writer's purpose: most of us are accustomed to thinking that meaning is somehow located in the text, writing for us uncovers it; and for convenience, this is how I shall often write in this book. Yes it is only partly true. As we have seen, the readers themselves contribute to the meaning they deserve from text.

We all have different purposes in reading, different opinions, background and experiences, and thus different achievement. Inevitably we all get something different from a text. The differences may be slight: most of us would not interpret a train timetable or a recipe very differently, though some might do some more accurately than others. But they may be acute; for instance, readers of various political opinions might react very differently to a polemical tract; and you might hate a poem I love.

There is a lot of interest currently in this issue: if different readers understand a text differently, whose meaning is the real meaning? Do we have to the writer what she meant? What if she has forgotten? In the end, our only resource is active interrogation of the text. Fortunately, the meaning of many texts is not in dispute most readers agree what the recipe or the train timetable means.

Writers originally have fairly clear purposes when they write and have in mind (consciously or not) certain target readers: the writer of a carpentry manual does not try to make it accessible to young children. If we are not among the targets readers, we must not complain if the book does not suit us. On the other hand, we are entitled to oppose the assumptions the writer makes or reject the position she tries to make us adopt. (This is often referred to as 'resisting reading'.) In this book however our primary aim is consider the skills a reader needs to make sense of a text more or less as the writer intended. This is not to deny importance of personal reasons, but to assert that to be entitled to disagree with the text, we must first understand it.

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[23] Christine Nuttall, **Teaching Reading Skills in a Foreign Language**, (UK: Oxford, 2005), pp. 1-4.

Meaning is central: to sum up: the view of reading offered here sees it as essentially concerned with meaning. This view of reading is a valid that at any level. A concern with meaning and the reader's responsibility for getting meaning out of text is appropriate even in the earliest lessons from a primer. Equally, the skills of interpretation needed every reader are, when fully developed, precisely the skills needed for a sensitive appreciation of literature.

5) **Further reading**

Williams and Moran 1989 surveys recent thinking on reading with full bibliography. Williams 1984 is a concise introduction to many topics covered in this chapter. Davies 1995 surveys reading, text analysis and programmes planning from a more research based viewpoint.

Two important collections of papers cover more theoretical issues: Alderson and Urquhart 1984 is strong on the relationship between language proficiency and reading, the nature of comprehension, readability; it remains very relevant. Carrell et al 1988 discusses interactive reading (in the sense defined on p17), schema theory and top-down/bottom-up processing. Brown et al 1994 includes discussion of these and similar issues from a variety of viewpoints.

Widdowson (e.g. 1979, 1984) deals with reading as interactions in the others sense: that between reader and writer/ text. Like Wallace 1992 and Cairney 1990 (both good introductory texts), he sees reading as a social process and stresses the readers role in the creation of meaning.[24]

Reading widely is a highly effective means of extending our command of language, so it has an important place in classrooms where language learning is the central purpose. However, students also need to learn how to read or meaning and it is not always possible to teach for both purposes at the same time or with the same text.

Many foreign language learners have a specific need dealing with overseas customers keeping up to date with research in nuclear physics and so on which has nothing to do with language. They need to read for meaning. Language is simply the vehicle conveying the message which is important to them whereas in language classroom the message is too often the vehicle conveying the language.

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[24]Christine Nuttall, **Teaching Reading Skills in a Foreign Language,** (UK: Oxford, 2005), pp. 18-19.

Language lessons and reading lessons: improvement is a natural byproduct of reading and a highly desirable one but it is not our focus in this book. We have discussed it only because text based lessons are often lessons on pronunciation, vocabulary or structure, not reading lessons. You need lessons like this, of course but you need reading lessons too, if your students want to be able to read in foreign language.[25]

4) Listening skills: The study listening is for adult learners of English who are planning to study at a university or college where English is the language of instruction or who need to attend international conferences where English is used. To make the most effective use of study listening your overall English level needs to be a great English listening.

Improve your listening: according to the proverbs 'Practice makes perfect' but a lot depends on what sort of Practice you get. In study listening you will be working through three stages of classroom activity to help you increase your ability to understand and take notes on lectures before, while and after listening as follows:

Before listening to each lecture you will be discussing the content and language that you can expect the lecture to use. When we hear lectures as part of university courses, we use our knowledge of the subject to help us to understand what we hear. Study listening simulates that real life situation though pre listening discussion, which helps you to call up the background knowledge and relevant language in preparation for what the lecture says.

While listening to the lecture you will be practicing the skills you need to make notes. Combining listening and writing in this way is not easy, even in our first.Language, so this book highlights technique for making your notes shorter but effective.After listening tasks are of two kinds. First, there are tasks in which you analyze the language used by the lecturer spoke quickly 0or used an unusual expression. Second, there are tasks that focus on the content of the lecture. Here you get a chance to express your views on the lecture topics to argue the points the speakers made to extend the discussion beyond what was said in the lecture and so on etc.

Strategies for learning: so far in this introductory unit we have looked at detailed notes taking techniques at the micro level which can help to make notes

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[25] Christine Nuttall, **Teaching Reading Skills in a Foreign Language,** (UK: Oxford, 2005), p. 30.

making quicker But researchers have also found that people who are successful in listening strategies which we will call *macro-strategies* to help themselves before, during and after listening.

Listening Skills: Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.
Many successful leaders and entrepreneurs credit their success to effective listening skills. Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin.

Good listening skills also have benefits in our personal lives, including: A greater number of friends and social networks, improved self-esteem and confidence, higher grades at school and in academic work, and even better health and general well-being. Studies have shown that, whereas speaking raises blood pressure, attentive listening can bring it down.

Listening is not the same as Hearing: Hearing refers to the sounds that enter your ears. It is a physical process that, provided you do not have any hearing problems, happens automatically.

Listening, however, requires more than that: It requires focus and concentrated effort, both mental and sometimes physical as well. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase '*active listening*' is used to describe this process of being fully involved.

We spend a lot of Time for Listening:

Adults spend an average of 70% of their time engaged in some sort of communication. Of this, research shows that an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001). That is, by any standards, a lot of time listening. It is worthwhile, therefore, taking a bit of extra time to ensure that you listen effectively.

The Purpose of Listening

There is no doubt that effective listening is an extremely important life skill. Why is listening so important? Listening serves a number of possible purposes, and the purpose of listening will depend on the situation and the nature of the communication as follows:

1) To specifically focus on the messages being communicated, avoiding distractions and preconceptions.

2) To gain a full and accurate understanding into the speakers point of view and ideas.

3) To critically assess what is being said. (See our page on Critical Thinking for more).

4) To observe the non-verbal signals accompanying what is being said to enhance understanding.

5) To show interest, concern and concentration.

6) To encourage the speaker to communicate fully, openly and honestly.

7) To develop a selflessness approach, putting the speaker first.

8) To arrive at a shared and agreed understanding and acceptance of both sides views.

Often our main concern while listening is to formulate ways to respond. This is not a function of listening. We should try to focus fully on what is being said and how it's being said in order to more fully understand the speaker.[26]

Employers will look for you to demonstrate listening skills during job interviews. Discover why good listening skills are vital in the workplace. Plus, see how to build this skill along with bad habits to avoid.

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[26] _____, **Skills You Need,** [online], resource: https://www.skillsyouneed.com/ips/listening-skills.html [January 16, 2019].

The Listening Process

Listening within the work context is the process by which you gain an understanding of the needs, demands, and preferences of your stakeholders through direct interaction. A stakeholder could be anyone from your boss, a client, customer, co-worker, subordinate, upper management, board member, interviewer, or job candidate.

There are two components to actively listen with success in the workplace: attention and reflection.

Attentive listening involves holding eye contact, nodding, having good posture, and mirroring the speaker's body language to show genuine interest in what they are saying. In addition to these nonverbal cues, you must also allow the speaker to finish their thought in its entirety.

Reflection is the repeating and paraphrasing of what the speaker has said to show that you truly understand what they are telling you.

What Makes a Good Listener?

Good listeners always strive to fully understand what others want to communicate, particularly when the statement lacks clarity. Listening demands the attempt to decode and interpret verbal messages and nonverbal cues (e.g., the tone of voice, facial expressions, and physical posture).

Great listeners also show their curiosity and ask a lot of questions. Do this, and you will make a great impression. Through their body language and other cues, effective listeners subtly communicate to the speaker that they are listening. Additionally, they encourage and welcome the thoughts, opinions, and feelings of others.

One way to demonstrate your listening skills is to allow the interviewer to complete each question and statement before responding. Do not interrupt and be sure that your responses genuinely answer the question. Remember that it is perfectly fine to take a few moments to frame the right response. Doing so shows that you have fully absorbed the speaker's words and are considerate enough to formulate the best answer.

What Makes a Bad Listener?

Interrupting the other party indicates that your listening skills are underdeveloped. Likewise, responding in a way that fails to answer the question will

reflect poorly on your listening skills, especially in a job interview. Talking too much is also problematic, as proper conversations should be well balanced, with parties getting equal time to speak. Monopolizing a conversation prevents you from listening and the other party from fully expressing what they want to say. In the end, this will lead to you making a poor impression.

Looking distracted is also a quality of a poor listener. That could involve anything from avoiding eye contact to checking your phone or watch while someone else is talking.

Examples of Effective Listening:

1) A job candidate shares her understanding of an unclear question during an interview and asks if she has it right.

2) An interviewer notices that a candidate doesn't look her in the eye when asserting a key strength.

3) A customer service worker repeats a patron's problem or complaint back to her to reassure her that she has been heard.

4) A counselor nods and says, "I hear you," to encourage a client to continue to talk about their traumatic experience.

5) A meeting facilitator encourages a reticent group member to share her views about a proposal.

6) An interviewer asks a follow-up question to gain further clarification on the ways in which a candidate has applied a critical skill in a past job.

7) A manager summarizes what her team has said during a staff meeting and asks them if she has heard things correctly.

8) At the end of a performance review, an employee restates the specific areas in which his supervisor asks he improve.

9) At a client meeting, a salesperson asks an open-ended question like, "What can I do to serve you better?" and encourages his counterpart to express any concerns fully.

10) A nurse informs a patient that she is aware of how scared they are about their upcoming surgery and says she is there for her.

11) An employee pays careful attention to a speaker at a training session and asks clarifying questions on the information they are receiving.

More Valuable Workplace Skills

Having strong listening skills is essential at every organizational level and will improve one's chances of future promotions. However, there may be some soft and hard skills that are of more value than others, depending on the career field. To determine which lists of skills you should highlight in your resume and interview, have a look at employment skills listed by job.[27]

2.3 The Concept and Theory of the English Communication

2.3.1 The Meaning of English Communication

It's nearly impossible to go through a day without the use of communication. Communication is sending and receiving information between two or more people. The person sending the message is referred to as the sender, while the person receiving the information is called the receiver. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions.[28]

Communication is also the exchange of information and the expression of feeling that can result in understanding. The process of sharing information, especially when this increases understanding between people or groups: We have been in communication with various agencies in regard to this matter. A form/means/method of communication Email is an excellent means of communication because of the flexibility it allows. The training department uses a special board game to improve communication between managers and their employees.[29]

In each version, the communicative purpose of the first sentence is to present one particular phenomenon a tombstone *(une Pierre / a tombstone / einSteinjkdmen)*. It is towards this phenomenon that the development of the

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[27][**The balance careers**,] https://www.thebalancecareers.com/types-of-listening-skills-with-examples-2063759 [January 16, 2019].

[28] [**Study.com**,] https://study.com/academy/lesson/what is communication definition importance. html [January 16, 2019].

[29][**Cambridgedictionary**,]https://dictionary.cambridge.org/dictionary/english/communi cation [January16, 2019].

communication is oriented (perspective). In each version, such presentative orientation (perspective) is also displayed by sentences.[30]

Many international students come from educational environments that differ from those in North America. Differences in academic traditions mean that many students have very different expectations about how learners are supposed to behave, and also about how teachers should behave. Where two sets of expectations intersect, linguistic and paralinguistic cues can have vastly different meanings; these differences may create varied responses when people use them in cross-cultural contexts, and opportunities for misunderstandings and miscommunications may arise.

One way to understand intercultural communication (i.e., communication that occurs in encounters between people from different cultural backgrounds) *(Scollon & Scollon, 2001; Spencer Oatey, 2000)* is to consider the cultural preferences for certain communication patterns that various researchers have examined in their efforts to link cultural norms to communication and linguistic patterns. *Anthropologist Edward T. Hall (1976)* distinguishes between low-context and high context cultures to describe cultural differences in communication patterns. Context is related to whether what is being communicated is inherent in the setting and is already understood by the speakers involved (i.e., high context) or whether speakers must communicate most of the information overtly through the spoken exchange of messages (i.e., low context).

According to Hall, individuals from low-context cultures, including those in North America, German-speaking countries, and Scandinavian countries, tend to be verbally explicit and do not rely on a store of shared assumptions and implicit information that are present in the context of an event; these individuals may prefer to use a direct and linear discourse in communication and to provide contextual information, such as facts, figures, statistics, and other pieces of background information, to their listeners.[31]

On interpersonal communication and is designed to help you enter, maintain, and exit conversations with ease and confidence. The diagnostic section includes questions that will help you explore potential communication challenges

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[30] JAN FIRBAS, **Functional sentence perspective in written and spoken Communication,** (New York: Cambridge University Press, 1992), p. 5.

[31] Li-Shih Huang, **Academic Communication Skills**, (United Kingdom: University Press of America, 2010), p. 2.

during initial interpersonal encounters. The mechanics of language needed to master interpersonal communication, such as face-to-face meetings, small talks, and telephone conversations, are introduced before four classroom-tested application activities designed to help you put the mechanics into practice. This unit concludes with strategies for leaving phone messages, making new acquaintances, maintaining conversations, and practicing active listening skills that aim to facilitate your continuing development and success.[32]

The communication strategies and language for fielding questions: Here are some suggested strategies and language for fielding the first seven challenging situations covered in this unit. If you feel competent to deal with the situations covered in this unit and wish to move on to other challenging situations.

A "you-will-cover-later" question

If it's a question that you can answer briefly right away, do so. For example: "The short answer to your question is 'yes,' and I will be addressing your question fully when I get to the Methodology section, which is coming up next."
Be *specific* about when you will be addressing a listener's question if you choose to postpone answering it so that the question does not disrupt the flow of your presentation. For example: "Thank you for raising the point about... I have considered that issue, and I will be covering it in the Discussion section of my presentation. Please ask your question again if that section does not provide clarity for you."

You also might like to remind the questioner when you get to that section: "This is related to the question you raised earlier. . ."

An "off-the-subject" question

If it's a question that you can answer quickly, always comment on it *very briefly.*If a question is off the subject and would move the focus away from your talk, consider postponing it until the end of your presentation. For example: "That's an interesting question, but it seems to be more related to... Would you mind if we discuss it after the presentation?"

Note that sometimes a seemingly irrelevant or off-the-subject question may not be so. It could very well be a questioner's indirect way of getting to the heart of the question that help she has in mind. If you are unsure about the

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question's relevance, check with the person who raised the question by politely asking "How does the question relate to the topic at hand? The question seems to be more related to...."

A "stupid" question

First, there is really no "stupid" question. Some questions that are seemingly simple on the surface might lead to stimulating discussion about your work. Consider each question as an opportunity for you to clarify your work or to emphasize the key points that you intend to convey to your audience members. Be tactful, and never insult the questioner! If it's a question that answered already: "This is the same question that [name] raised earlier. Let me answer it again briefly. This is an important question. Let me approach answer this issue in a different way."

A limited interest question

For comments that you can comment on very briefly, your priority is always to answer your audience's questions. For questions that seem obscure or of limited interest, and that might take valuable time away from the focus of your presentation, then, as with the strategy recommended for dealing with an "off-the-subject" question, postpone the question and discuss it with the questioner one-on-one after your presentation. Having said that, you need to make sure that the question is indeed a "limited interest" question by using the following approach: "Thank you for your question. The question you have raised is a complicated one that merits more time to answer fully. How many of you would like to spend some time discussing this question?"

If only one person raises his / her hand, then it's safe to table the question until after the presentation: "Would you mind if I address your question if we have some time left at the end of the question-and-answer session, or else when the formal presentation has ended?" If several people raise their hands, then perhaps the question is not of limited interest and deserves some time during the question-and-answer session.

A rambling or long winded question

Many international graduate students find this communication style very challenging to face in either a seminar discussion or a question-and-answer session. Many students are quick to share their experiences of feeling panic about not knowing whether one has missed the question as the questioner's monologue continues, and at the same time feeling too embarrassed to ask the questioner to

repeat something he/she said a while earlier. Does this sound familiar? The key is to interrupt as soon as you find yourself getting lost in a question that lacks focus or not understanding what the question means. For example:

"Excuse me for interrupting... so the question you are asking is ..." (with rising intonation).

"Excuse me for interrupting... so what you need to know from me is ..." (with rising intonation).

Avoid waiting until the end or asking, "Could you repeat your question?"!

A multi-question

Another situation that intimidates many international graduate students is facing multiple questions at once or a question that includes multiple sub-questions. Zero in on one pointy question at a time. For example: "You've raised a lot of important issues. Let me try to respond. On the matter of..."

If time is very limited, prompt the questioner to choose the question that he/she would like you to answer. For example: "Those are important issues, but I don't think we have enough time to address them all. What is the main question that you would like me to answer?"

If you do not feel comfortable answering multiple questions at once, try interrupting politely as soon as the questioner starts moving on to the second part of a question by saying, for example: "Before you move on to the next question, may I answer your first question first?"

If you feel comfortable dealing with multiple questions, consider jotting down a key word or two to remind you of the questions raised so that you can state the focus of each question to remind the audience before you answer it. In this way, you will also avoid repeating: "What was your second question again?" "What was your third question again?" You may say, instead: "To answer your first question... On the question about... Finally, your question concerning..."

A "don't understand" or "need-more-time-to-think" question

Ask for repetition, clarification, or elaboration when you are not certain if you have understood the question (Review Unit 3). For example: "Would you mind repeating the question so that I can be sure I understand you?"

If you need a few moments to think about the question and/or to formulate a response, send explicit verbal signals to let your listener know. For example: "That's an excellent question. Let me think about it for a few moments."

If it's a question that you think you can answer, but you need more than a few moments to flesh out your ideas, postpone it. For example: That's an excellent question that I need more time to consider. Can we come back to this question later?"

Also, use visual aids (e.g., the blackboard, whiteboard, flipchart available onsite) to help you answer a question when you need more time to formulate a well-thought-out response, and your response can be presented visually.[33]

2.3.2 The Importance of English Communication

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of 3/10 speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems.[34]

Why the importance of speaking skills? While a picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted

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[33] Li-Shih Huang, **Academic Communication Skills**, (United Kingdom: University Press of America, 2010), p. 57.

[34]MrsIshratAamer Qureshi, "Student of Diploma TEFL", **THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS,** (Pakistan: Alama Iqbal Open University, 2019), pp. 2-3.

or poorly understood. After all, the most effective way to communicate is through speech. Thus, speaking skills are a vitally important method of communication.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages:

Ability to inform, persuade, and direct. Business managers, educators, military leaders, lawyers, and politicians, among others, seek to develop their speaking skills to such a level that they are transformed into master communicators. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Wise is the speaker who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.[35]

English is a language which is important, useful and helpful for every citizen in today's world. By learning English language, we can develop four important skills like: Listening, Speaking, Reading, and Writing.

Knowledge of English is important as we can get to know how to frame sentences, how to use words in dialogues while speaking to others. As every word has a particular context where it fits right, using words in such a manner in English is a art that can only be mastered by practice. And with such command, we can easily communicate with others on any level. Mostly, listening and speaking improves our command on English language. Daily listening to English speakers and trying speaking in English, helps you to know how to use the language, where to use each word and when to use it in a correct manner.

Advantages of learning English language communication is an endless list, creating possibilities each day to connect with people worldwide. With command over English language you can get jobs easily and can participate in interviews and discuss with people in a group about any particular important topic or aspect. English communication gains us wisdom and we can also gain lots & lots of knowledge by

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[35] [**GeraldGillis],**http://www.geraldgillis.com/importance-speaking-skills/ [January 16, 2019].

reading online magazines, newspapers, story books, essays, websites and journals and any of the greatest and famous writing written in English by poets, authors or leaders.

Apart from being most important, widely used and useful, English is considered to be one of the easiest languages to learn and speak. With daily practice, you can communicate-well with others and improve your skills, show-off or expose your skills before others to impress and motivate them to come up with their English language communications skills. Hence, English even-though being a foreign language to many is now most commonly used language worldwide especially in British dominion later became Independent republican countries like India and Pakistan. Proud to be an Indian, speaking English language.[36]

2.3.3 The Element in Competence of Communication

Communication competence has become a focus in higher education over the past couple of decades as educational policy makers and advocates have stressed a "back to basics" mentality *(Mc Croskey, 1984).* The ability to communicate effectively is often included as a primary undergraduate learning goal along with other key skills like writing, critical thinking, and problem solving. You likely haven't heard professors or university administrators use the term *communication competence*, but as we learn more about it in this section, I am sure you will see how communication competence can benefit you in many aspects of your life. Since this book focuses on communication in the real world, strategies for developing communication competence are not only limited to this section. A "Getting Competent" feature box is included in each chapter, specifically to help you develop communication competence.

Defining Competence: We have already defined *communication*, and you probably know that to be competent at something means you know what you're doing. When we combine these terms, we get the following definition: communication competence refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts (Cooley & Roach, 1984). To better understand this definition, let's break apart its components.

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[36][**Tech-Wonders.com**], https://www.tech-wonders.com/2010/11/importance-of-english-language.html [January 16, 2019].

Despite the fact that no guidelines for or definitions of competence will be applicable in all situations, the National Communication Association (NCA) has identified many aspects of competence related to communication. The primary focus has been on competencies related to speaking and listening, and the NCA notes that developing communication competence in these areas will help people in academic, professional, and civic contexts *(Morreale, Rubin, & Jones, 1998).* To help colleges and universities develop curriculum and instruction strategies to prepare students, the NCA has defined what students should be able to do in terms of speaking and listening competencies by the time they graduate from college:

1) State ideas clearly.
2) Communicate ethically.
3) Recognize when it is appropriate to communicate.
4) Identify their communication goals.
5) Select the most appropriate and effective medium for communicating.
6) Demonstrate credibility.
7) Identify and manage misunderstandings.
8) Manage conflict.
9) Be open-minded about another's point of view.
10) Listen attentively.

These are just some of the competencies the NCA identified as important for college graduates. While these are skill focused rather than interpersonally or culturally focused, they provide a concrete way to assess your own speaking competencies and to prepare yourself for professional speaking and listening, which is often skill driven. Since we communicate in many different contexts, such as interpersonal, group, intercultural, and mediated, we will discuss more specific definitions of competence in later sections of the book.

Developing competence communication: Knowing the dimensions of competence is an important first step toward developing competence. Everyone reading this book already has some experience with and knowledge about communication. After all, you've spent many years explicitly and implicitly learning to communicate. For example, we are explicitly taught the verbal codes we use to communicate. On the other hand, although there are numerous rules and norms associated with nonverbal communication, we rarely receive explicit instruction on how to do it. Instead, we learn by observing others and through trial and error with our own nonverbal communication.

Key Takeaways:

"*Communication competence refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts.*

To be a competent communicator, you should have cognitive knowledge about communication based on observation and instruction; understand that individual, social, and cultural contexts affect competence; and be able to adapt to those various contexts.

Getting integrated: The NCA notes that developing communication competence in speaking and listening will help college students in academic, professional, and civic contexts.

Levels of communication competence include unconscious incompetence, conscious incompetence, conscious competence, and unconscious competence.

In order to develop communication competence, you must become a more mindful communicator and a higher self-monitor".

Communication apprehension (CA) refers to fear or anxiety experienced by a person due to real or imagined communication with another person or persons. Public speaking anxiety is a form of CA that more specifically focuses on anxiety about giving a public presentation. Both are commonly experienced by most people and can be managed using various strategies.[37]

2.4 The Problems of English Speaking skills

2.4.1 The Problem in English Communication

Describe situations when your use of spoken English has caused some problems for you. Either the person you were speaking to didn't understand, got the wrong message or may have even become offended by what you said (though this was not your intention). Analyze the situation and explain why communication broke down. You will need to reflect on your performance in light of what the literature says about pitfalls in learning to speak English as a second language.

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[37]**Logo for M Libraries Publishing**
https://open.lib.umn.edu/communication/chapter/1-4-communication-competence/ [January 16, 2019].

People live in the world of communication. According to the Oxford Dictionary of Current English (Moore, 1997), communication is defined as, "The activity or process of expressing ideas and feelings or of giving people information". The significance of communication can be found within the context of a human existing as a social being. As a human being manages his or her life in the course of the interaction between other members of the entire society, communication is inevitable. Communication occurs through the medium of a language and it is presented in two different forms which are written and spoken (Brown & Yule, 1983). The importance of spoken performance of a language is becoming more prominent over the written performance capability. It is because the ability to speak a language reflects a person's personality, self-image, knowledge of the world, ability to reason, skill to express thoughts in real-time (Luoma, 2004).[38]

Poor English Vocabulary: "Vocabulary is important when learning a language. Any language, of course including English, has thousands and thousands of words. In many cases, even those native speakers of the language do not know all the words of that language. There are just too many to learn. In fact, according to many sources, I have come across, there are only 800 words that you must know to converse in English. That list is too long to display here, but a good start is to read through that list and see how many words you know. You may surprise yourself with the amount of words you are familiar with. I have posted the list on World English club, and you can go over it there. Another problem people face in learning English vocabulary is that they learn new words, but they tend to forget what they have learned quite soon after the just learned them.

Poor English Speaking Skills: "One of the biggest complaints I hear about when one is learning a new language is their inability to communicate successfully. Whether it is an issue with reducing their accent, or not knowing the vocabulary or grammar to create a decent conversation, many people struggle with poor speaking skills. People assume that learning grammar in a classroom or studying vocabulary words will help them speak English as a language. But those factors only gain your knowledge of the English language and cannot translate into real conversational

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[38] **123**   **HELPME:**https://www.123helpme.com/difficulties-in-speaking-english-view.asp?id=168619 [January 16, 2019].

English skills. Are you having problems with English speaking skills? Here are ways to improve your English speaking skills.[39]

2.4.2 The Elements of the Solutions or Improve in English Speaking Communication

Chances are, there wasn't much wrong with what you were trying to say; it's just that you needed to work on how you said it. In this article, we'll help you to become a better all-round communicator by addressing six areas of communication:

1. Understanding the Basics: It's important to take a systematic approach to communication, given the wide range of channels that are available, such as emails, marketing materials, presentations, and other written and spoken forms.

2. Planning Your Communications: The purpose of Communications Planning is to get the right message to the right people, in the right way. It sounds simple, but many people fail to plan their communications properly. This can lead to misunderstandings, frustration and missed opportunities.One effective approach is to use a strategy framework to identify and understand your audience, and think about how best to reach it. Don't make assumptions. Listen intelligently to what your audience needs. Ask the right questions in the right way, to get as much information as possible during the planning phase.

3. Communicating Powerfully in Writing: No one wants to waste time decoding badly written emails, rambling reports, or over-complicated messages. That's why effective writing skills are a must. Your written communications compete with many other messages, so you need to grab your readers' attention and ensure that they get important information as quickly as possible. This is where Inverted Pyramid Writing is useful, as it puts the key points at the top of your message.

4. Communicating Effectively Face-to-Face: Face-to-face communication offers the best opportunity to build good relationships and engage with people personally. Using small talk can put the other person at ease, but be sure to listen carefully to his responses. They can teach you a lot about his interests and values, and you can learn what kind of language to use to build rapport.

5. Running Productive Meetings: A meeting can be a forum for sharing great ideas, making bold decisions, and inspiring one another. However, in organizations where they're mishandled, people often consider them to be a poor use of their

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[39]**E Emmerin Learning:**https://www.emmersionlearning.com/problems-in-learning-english-and-how-to-improve-them/ [January 16, 2019].

time. Effective meetings don't just happen, they require a specific set of communication skills. This Expert Interview podcast explores how to get more done in less time by simplifying and streamlining meetings.

6. Delivering Great Presentations: Being able to deliver a presentation is a key communication skill for managers, or for anyone with leadership ambitions. And even if you consider yourself to be an experienced "performer" in front of an audience, you should still look at areas where you can develop your skills further. The first step is to plan thoroughly. You'll find delivering a great presentation much easier if you've taken the time to craft what you're going to say. It's also vital to pick a structure and style that suits your audience. Think about what visual impact you can make, too.

The best communicators listen actively, inspire people, help them to take effective action, and remove obstacles to their understanding. Unfortunately, effective communication isn't as common in business as it should be. Chances are, we've all been confused and frustrated by incomprehensible, jargon-filled messages.However, by focusing on these six key skill areas, anyone can begin their journey to becoming an exceptional communicator.[40]

2.5 The Suggestions of the English Speaking Skills

2.5.1 The Suggestions Improving English Speaking Skills

Many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills. Don't forget that listening is the foundation for speaking! When you also want to practice speaking, here are some suggestions for how to improve English speaking skills.

Find an English speaking conversation partner: First of all, it's important to find native speakers to practice with. Students who are living around many English speakers may be able to find informal opportunities to chat with neighbors and local business people. Joining a club or a volunteer organization can be a great way to get to know people informally. If that isn't an option, consider hiring a private tutor. A

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[40] [MindTools Essential skills an excellence career], https://www.mindtools.com/page8. html[January 16, 2019].

lot of students find and meet with tutors online via tools like Skype or Google Hangouts.

Make sure to listen as well as speak: When practicing with a native speaker, try to balance your listening and speaking. It's a good idea to prepare questions in advance so that the conversation will flow back and forth. If your conversation partner asks you a question and you answer at length, you can always turn the question back to your partner by asking, "What do you think?" or "What about you?"

Record your conversation practice: Recording is a great way to get the maximum benefit from a conversation with a native speaker. When you listen again, you can evaluate your own pronunciation and notice areas where you need to improve. You can also review the content of the conversation, take notes on new vocabulary or misunderstandings, and prepare questions for the next meeting.

Surround yourself with the English language: Another way to improve your English speaking skills is to immerse yourself in English as much as possible. Watch movies or TV in English, with subtitles if you need them, and watch the same programs over and over. Most people find that they understand more each time. Listening helps you become familiar with the rhythms and intonations of English. Once the sounds are familiar, try imitating them.

Practice with music and movies: Listen to music in English and sing along. Music is one of the best tools for learning intonation pronunciation. Listening to and singing songs might also help you remember vocabulary and phrases (if the song is easy to understand), and it will help you learn to pronounce English rhythm in a more natural way. By unconsciously imitating the singer, you'll learn to pronounce phrases the way native speakers do. One good song for ESL or EFL students is "Tom's Diner" by Suzanne Vega because it uses simple language to describe everyday scenes and actions. Movies are a much better choice for learning English. You'll learn vocabulary, idioms, slang, pronunciation, and listening by watching movies. Be sure to use my movie technique when you do this!

Read Aloud: Reading out loud is a great way to practice speaking when there are no conversation partners available. Reading aloud gives you a chance to focus on pronunciation and pacing without worrying about coming up with words. Make sure to practice with material that you can understand. Some students find videos online that have transcripts. Many TED talks, for example, include word-for

word transcripts of the talk. By reading aloud from a transcript, you can check your pronunciation by listening to how the speaker says something.

Talk to yourself: Saying your thoughts out loud or narrating your actions ("I am drinking coffee, and now I'm going to open my book") can be a very effective way to practice spoken English. By talking to yourself, you can become more fluent in translating your thoughts into spoken words. Practicing alone is also a low-pressure way to practice, since no one will hear your mistakes.[41]

2.5.2   The Suggestions of English Communication Skills

In today's day and age, having solid English skills is a must. It's becoming the language of the world and all of us got to keep up. But if you've been learning for a while and don't find yourself really communicating with ease, how do you get around the learning slump? You'll need a bit of ingenuity and dedication, but luckily it's easier now more than ever.

Find native English speakers: In certain areas it's the hardest thing to do, but it's the best use of your time. Talking to actual native speakers is the *most effective* way to improve your English skills, speaking or otherwise. So whether you have to Skype them, call them, or beg them to speak to you, do so. Your progress will be faster this way than any other.

> *Even if they're just tourists, invite them to dinner! They get a meal, you get an English lesson. Advertise on Craigslist. Take a class and get buddy-buddy with your teacher. Offer a language exchange. They're hiding out there somewhere!*

> *Listen to the music of English: No, not English music, the music of English - its lilt, its prosody, the sing-soggy-ness of it. The intonation. Even if you speak perfect English technically, if you speak it like a robot you're not speaking it the way it's meant to be spoken.*

> *Watch people. Watch how their mouths form the words. Watch how emotion is communicated. Watch where the emphasis goes on certain sentences and how that provides context. Apart from*

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[41]**[Effortless English teaching English since 1996],**https://effortlessenglishclub.com/-improve-english-speaking-skills [January 17, 2019].

just deciphering their words, take notice of the humor, the feeling, and the formality they employ.

Slow down: Above all, if you want to be understood, slow down. The more clearly you speak, the better chance your listener has of understanding you. It's tempting to get nervous and want to speed up to get it all over with, but you can't do that! Clarity is key for some native English speakers, too!

They will be patient with you don't worry! You just got to be patient with yourself. It's much less frustrating to speak to someone who you understand even though they're speaking slowly than to speak to someone you don't understand at all. Speaking quickly isn't impressive if your tongue gets all jumbly.

Record yourself: Though we hear ourselves all the time, we really don't know quite what we sound like. So record yourself! What are the weak and strong points you hear in your speech? And then you can concentrate on what you need to work on.

A great idea is to get a book on tape, record yourself reading an excerpt from it (or mimicking the narrator), and comparing yourself to the recording. That way you can do it over and over until you get it right!

When that's a bit too much effort, just read your books aloud. You'll score points on your reading skills and you're speaking skills. Half the battle is just getting comfortable with the words!

Take different style classes: Yes, one class is good. In fact, one class is even great. But if you can take more than one class of differing styles that's even better. A group class can be cheap, fun, and work on all your skills, but adding a one-on-one class, too? You'll get that individualized attention to your speech you've been craving. That's a double dose of improvement.

There are specialized classes you can take, too. Accent reduction classes, business English classes, tourism classes, heck, sometimes even food classes. If you see something that interests you (let's face it, sometimes grammar doesn't cut it), go for it! You may learn more than you think.

Speak English at home: This is the biggest, easiest mistake to make. You go about your day, you're on the job working partly in English, you go to your English

class, and then you go home and revert back to your native tongue. While you may be making slow improvements, you'll never get past that dreaded lingual plateau. Make a point to speak it at home, too. Have only English at the dinner table. Stick to English TV at home. Make it as 24/7 as possible.

> *Heck, talk to yourself in English. Narrate your actions. While you're washing the dishes, say what you're doing, thinking, or feeling. It sounds a little silly (if you get caught!), but it keeps your brain thinking in English before your first language, which is huge. Once you can do that, the rest is just keeping it up.*

Create opportunities: It's easy to look at your situation and think that you'll never be exposed to English naturally as much as you would like. Going abroad is expensive, you don't know any foreigners, etc. That's the lazy way of looking at it! English speakers are everywhere; sometimes they just have to be found and coaxed out of hiding. You have to come to them.

> *Heck, call up an English hotline. Call up Nike and ask about their sneakers. Call a phone company and make small talk about phone plans. Start a blog. Set your OS to English. Play Wow. Get into English chat rooms. There are ALWAYS opportunities to be had.[42]*

2.5.3 The Suggestions Foundations of Interpersonal English Skills for Communication

Throughout this course and this text I will recognize the situations discussed and the skills suggested as crucial to your personal as well as professional success.

Personal success: your personal success and happiness depends largely on your effectiveness as an interpersonal communicator. Close friendships and romantic relationships are developed, maintained, and sometimes destroyed largely through your interpersonal interactions. Likewise, the success of your family relationships depends heavily on the interpretation communication among members. For example, in a survey of 1,001 people over 18 years of age, 53 percent felt that a lack of effective communication was the major cause of marriage failure significantly

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[42] **[wikiHow],** https://m.wikihow.com/Improve-English-Communication-Skills [January 17, 2019].

greater than money (38 percent) and in-law interference (14 percent) (How American communicate, 1999).

Likewise, your success in interacting with neighbors, acquaintances and people you meet every day depends on your ability to engage in satisfying conversations, that's comfortable and enjoyable. Professional success: the ability to communicate interpersonally is widely recognized as crucial to professional success *(Morreale& Pearson, 2008).* From the initial interview at a college job fair to interning to participating in and then leading meetings, your skills at international communication will largely determine your success.

Interpersonal communication involves interdependent individuals: interpersonal communication is the communication that takes place between people who are in some way "connected". Interpersonal communication thus includes what takes place between a son and his father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends and so on. Although largely dyadic (two-person) in nature, interpretation communication is often extended to include small intimate groups such as the family. Even within a family, however the communication that takes place is often dyadic-mother to child, father to mother, daughter to son, and so on. Interpersonal communication is inherently relational: because of this interdependency, interpersonal communication is inevitably and essentially relational in nature. Interpersonal communication takes place within a relationship it has an impact on the relationship; it defines the relationship.

The communication that takes place in a relationship is in part a function of that relationship. That is the way you communicate is determined in great part by the kind of relationship that exists between you and the other person. You interact differently with your interpersonal communication instructor and your best friend; you interact with a sibling in ways very different from the ways in which you interact with a neighbor, a work colleague, or a casual acquaintance. You interact on Facebook and Twitter in ways very different from the ways you interact in a face to face situation.

Interpersonal communication exists on a continuum: interpersonal communication exists along a continuum that ranges from relatively impersonal to highly personal (Miller, 1978-1990). At the impersonal end of the spectrum, you have simple conversation between people who really don't know each other the server and the customer for example. At the highly personal end is the communication that takes place between people who are intimately interconnected a father and

son, two longtime lovers or best friends, for example. A few characteristics distinguish the impersonal from the personal forms of communication.

International communication involves verbal and nonverbal messages: international interaction the exchange of both verbal and nonverbal messages. The words you use as well as your social expressions, your eye contact and your body posture in face to face interaction and your online text, photos and videos send interpersonal messages. Likewise, you receive international messages through all your senses hearing, vision, smell and touch. Even silence sends interpersonal messages. These messages as you'll see throughout this course, very greatly depending on the other factors involved in the interaction. You don't talk to a best friend in the same way you talk to your college professor and your parents.

International communication takes place in varied forms: interpretation communication often takes place face to face as when we talk other students before class, interact with family or friends over dinner or trade secrets with intimates. But international communication also takes place over some kind of computer network, though texting, e-mailing, posting to Facebook, phoning, pinning to Pinterest, and tweeting. Some would argue that online communication is today's communication platform; others argue that online communication is tomorrow's communications platform. No one seems to argue that online communication is not here to stay and grow. Interpersonal communication involves choices: the interpretation messages that you communicate are the result of choices you make. Many times you don't think of what you say or don't say as involving a choice it seems so authentic that you don't think of it as under conscious control. At other times the notion of choice is paramount in your mind do you admit your love openly, and if so where and when do you do it? What do you say when you face the job interviewer?

Look at this way: throughout your interpersonal life and in each interpretation interaction, you're presented with choice points moments when you have to make a choice about whom you communicate with, what you say, what you don't say, how you phrase what you want to say and so on.[43]

The importance of communication skills in helping: Although there is a great deal of research on the importance of the helping relationship together with, as

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[43] Joseph A. DeVito, **The international communication Book,** (USA: Courier Kendallville, 2016), pp. 24-28.

we have seen, suggestions on how to develop and maintain a solid helping relationship the research literature says little about the communication and relationships building skills needed to do this. Perhaps this is related to the taken for granted attitude toward effective communication in many societies, including our own. Over the years the following mini-drama has played out when I address large audiences. I say, "Given the importance of good relationships in almost every facet of society, how important is it for your children to develop a solid set of communication and relationships building skills? Rate this on range from 1 through 100." Inevitably the score are near (and sometimes surpassing) 100. Then I say, "Here's my next question. How do we and our society in general make sure that our children develop these skills?" Then the hemming and hawing beings. Ultimately, the answer seems to be, "We more or less leave it to chance." And so a solid set of communication skills on the part of helpers constitutes a key ingredient to successful helping. However, the communication skills outline in these chapters are not special skills peculiar to helping. Rather, they are extensions of the kinds of skills all of us need in our everyday interpersonal transactions (Adler & Proctor, 2007; Canary, Cody, & Manusov, 2008; and Wood, 2009). Ideally, helpers to be would enter training programmes with this basic set of interpersonal communication skills in place and training would simply help them adapt the skills to the helping process. Unfortunately, this is often not the case. Training or retraining in communication skills is the norm when it comes to "therapeutic communication" *(Knapp, 2007).* These communication skills need to become "second nature" to helpers.[44]

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[44] Linden Harris, **The skilled Helper**, (United Kingdom: Croatia by Zrinskid.d., 2014), p. 55.

Chapter III

Research Methodology

In this documentary research the researcher tried to search for various information to write this thesis on a study of English speaking skills of international students in English atFaculty of Humanities, Mahachulalongkornrajavidyalaya University from creditable sources of data such as academe books, Faculty of Humanities library, general books, oxford advanced books, data from documentary research such as books, texts, joules, newspaper, thesis, dictionary, online website, Thailiss (TDC) online, Mahachulalongkornrajavidyalaya University library, dictionary, research, and others necessary documentary materials and so on as given.

After that the research methodology that has been finalized can be divided into five parts as below:

     3.1 Research Design
     3.2 The Populations and Sample Group
     3.3 Research Tools of Data Collection
     3.4 Methods of Data Collection
     3.5 Data Analysis

3.1 Research Design

The research is the qualitative and quantitative research, including in-depth interviews, participants' observation, and group discussion, questionnaire and then analyzing its results gathered from the Master's Degree first year students in English of Faculty of Humanities at Mahachulalongkornrajavidyalaya University. The purpose of this study is to explore English speaking skills for communication by the interviews, participants' observation, and group discussion, questionnaire used for this study in the academe year 2018-2019 that, every stage of data collection is performed systematical to make things comfortable and useful to value the study. Therefore, research design is the most important part of the data collection methods that extremely benefit for the study and be helpful to succeed in terms of data collection.

3.2 The Population and Sample Group

Population consists of 30 M.A. first year international students studying English at Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

The sample group in this research study refers to M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, Wongnoi, Ayuthaya, Thailand.

3.3   Research Tools of Data Collection

The research question for interviews is created by the researcher and gives assessor to interview people who are concerned with this research. And the other things are that the researcher will interview and do an observation when the Master's Degree first year international students studying or speaking English contest in the class. That is to get more information to be discussed by group of students too. And the researcher has created a tools used in the research as below:

3.3.1 Creation Tools in the Research

Creating a research tool for the research was carried out to build up a review of theoretical concepts and research related to study of the study of English speaking skills for communication of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The measure establishes a question about the four levels based on the concept of like by determining the answer as following:

1) The objective to create research tools from advisors.

2) Tools and the presentation of the tools for further research as recommended.

3) Research tools for target people that tools are similar to the simple to conduct research to determine the confident of precision tools.

4) To print the complete questionnaire ready to collect data from the sample group.

3.3.2 Details of Questionnaires

The researcher will collect data by administering questionnaire in the form of individual interview and survey. The questionnaires will be used structural questions which the questionnaires for individual interview will consist of open-ended question, whereas most of the questionnaires for survey will be close-ended

type and respondents will be asked to mark the appropriate box matching the correct answer. Other questions, however, will require respondents to give opinion also.

The five points likes scale is used in this questionnaire with the following criteria:

5 = Strongly Agree

4 = Agree

3 = Fairly Agree

2 = Disagree

1 = Strongly Disagree

3.3.3 Details of the Interview and Open-end Question

To ask the participants about their opinion and suggestions on a ways to develop and how to English communication.

3.4 Method of Data Collection

In this data collection to conduce the process of informal interview with the students to answer all of the questions, giving out techniques, proposing, and solutions from students, Including participant observation and group discussion of all information that will be collected. In order to collect the data of this research study. Researcher uses two method called primary data and secondary data as:

Primary data is directly collecting information from the target group of research that consists of 30 international students, of the five scholars by answering the questionnaire, observation, and face to face an interview.

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

3.5 Data Analysis

In this data analysis, in the end of this study the researcher will analyze all of information that have been collected. The research defined variable to determine as below:

The independent variables: the general status of international students sample group's status, gender, age, education, and institute.

When data collection is completed, researcher completes a questionnaire rating. That, the data was analyzed with the SPSS for windows in the average and standard deviation (S.D.) of each item. And for the open-end questions to determine each question and present their data.

3.6   The Statistics and Data Presentation

Takes the 25 questionnaires and complete responders for being analyzed by the statistics and percent the information as of following:

3.6.1 The Statistics Used to Analyze Data

The data analysis researcher will use the SPSS Statistics bellows:

1) SPSS
2) Statistics
3) Mean
4) Standard Deviation
5) Percentages

Chapter IV

Research Results

This research is an experimental research by using an experimental design of one group pretest and posttest design for proposed acquisitiona study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. As already mentioned under the method of data collection in chapter three, which each of data collection instrument was used to address the leading research question raised under the objective of the study in many ways as the standardized test, interview questions and questionnaires were answered by the students who are studying M.A. international Program was completed by researcher to address the broad question that is, "what are the factors that affect students' speaking English skills for communication?"

The researcher has proposed the development of English speaking skills for communication by using the English structure to frequently use to describe. For the sample groups are consisted of 30 people, who are studying M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

The salient points of presenting and discussing the results of the study can be divided into three points as the following:

1. General background information students

2. The study of English speaking skills for communications

3. The question for interviewing about study of English speaking for communications

4.1 General Background Information

4.1.1 General Information about Students

General background information about the gender is male and female.

General background information about the status is single, married, divorced, and other (live-in relationship).

General background information about the age is 20-25 years old, 26-30 years old, 31-35 years old, 36-40 years old and over 40 years old.

General background information about the education is high school, B.A. (Bachelor's Degree), M.A. (Master's Degree), Ph.D. (Doctorate Degree), and others.

4.2 The Analysis of Data

The achievement of development English speaking skills for communication of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

The opinion and suggestion of international students with development English speaking skills for communication of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

4.3 The Data Analysis Consists of the Objectives of the Research

4.3.1 General Information

Table 1: The data about gender of population by Numbers/Percentages

Gender	Numbers / Percentages	
	Number	Percentage
Male	28	93.3 %
Female	2	6.7 %
Total	**30**	**100 %**

In this part, from the table 1; it mainly presents the information on gender, referring to the population who are studying M.A. first year international English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 people almost are male for 28 persons, equal to 93.3 percent, and female for 2 persons, equal to 6.7 percent.

Table 2: The data about status of population by Numbers/Percentages

Statue	Numbers / Percentages	
	Number	Percentage
Single	29	96.7 %
Married	1	3.3 %
Divorced	0	0.0 %

Others	0	0.0 %
Total	**30**	**100 %**

In this part, from the table 2; it mainly presents the information on status, referring to the populations who are studying M.A. first year international English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are single for 29 persons, equal to 96.7 percent, married for 1 person, equal to 3.3 percent, divorced for 0 person, equal to 0.0 percent, and others for 0 person, equal to 0.0 percent.

Table 3: The data about age of population by Numbers/Percentages

Age	Number / Percentage	
	Number	Percentage
20-25 years old	14	46.7 %
26-30 years old	7	23.3 %
31-35 years old	5	16.7 %
36-40 years old	3	10.0 %
Over 40 years old	1	3.3 %
Total	**30**	**100 %**

In this part, from the table 3; it mainly presents the information on age, referring to the populations who are studying M.A. first year international English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are 20-25 years old for 14 persons, equal to 46.7 percent, for 26-30 years old for 7 persons, equal to 23.3 percent, for 36-40 years old for 3 persons, equal to 10.0 percent, and over 40 years old for 1 person, equal to 3.3 percent.

Table 4: The data about education of population by Numbers/Percentages

Education	Numbers / Percentages	
	Number	Percentage
High school	1	3.3 %

B.A. (Bachelor's degree)	9	30.0 %
M.A. (Master's degree)	20	66.7 %
Ph.D. (Doctorate degree)	0	0.0 %
Others	0	0.0 %
Total	**30**	**100** %

In this part, from the table 4; it mainly presents the information on education, referring to the populations who are studying M.A. first year international program in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are high school for 1 persons, equal to 3.3 percent, B.A. (Bachelor's degree) for 9 persons, equal to 30.0 percent, M.A. (Master's degree) for 20 persons, equal to 66.7 percent, and Ph.D. (Doctorate degree) for 0 person, equal to 0.0 percent, and Others for 0 person, equal to 0.0 percent.

4.4 The Data Analysis about the Study of English Speaking

4.4.1 The Data Analysis of English Speaking Skills

Table 5: The result of English speaking skills

Question	Speaking Skills	N	Mean	S.D.	Interpretation
1	English speaking is very important for communications.	30	4.13	1.042	Strongly agree
2	English speaking pronunciations is not clear for communications.	30	3.30	1.119	Agree
3	You don't understand English speaking communications from the other people.	30	2.63	0.928	Fairly agree
4	Do you understand when your classmate speak with you?	30	3.63	0.928	Agree
5	Teacher can't speaking English for communications as clearly to the students in the class.	30	3.10	1.213	Agree
6	Being able to appropriately use language that is effective in the real situation of	30	3.50	0.861	Agree

	communications.				
Total	Speaking skills	30	3.38	1.02	Agree

In this part, from the table 5; it mainly presents the information on English speaking skills, referring to the populations who are studying M.A. first year international program in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are the results in table 5 as follows: No. 1 English speaking is very important for communications Mean equal to 4.13, Standard deviation equal to 1.042, No. 2 English speaking pronunciations is not clear for communications Mean equal to 3.30, Standard deviation equal to 1.119, No. 3 You don't understand English speaking communications from the other personMean equal to 2.63, Standard deviation equal to 0.928, No. 4 Do you understand when your classmate speak with you? Mean equal to 3.63, Standard deviation equal to0.928, No. 5 Teacher can't speaking English for communications as clearly to the students in the class Mean equal to 3.10, Standard deviation equal to 1.213, and No. 6 Being able to appropriately use language that is effective in the real situation of communications Mean equal to 3.50, Standard deviation equal to 0.861. And Mean total, equal to 3.38, and Standard deviation total, equal to 1.02.

Table 6: The result of English listening skills.

Question	Listening Skills	N	Mean	S.D.	Interpretation
1	How much do you understand when listening to English?	30	3.50	0.861	Agree
2	How well can you follow in order people when listening to English?	30	3.43	0.858	Agree
3	How can efficiently you communicate when listening to English language?	30	3.40	0.894	Agree
4	I listen to English from YouTube, internet, and google every day to improve my English listening skills.	30	3.93	1.112	Agree

5	How can you write without any mistakes in the grammatical rules?	30	3.30	0.915	Agree
6	How can you correction the mistakes of English sentences?	30	3.43	0.935	Agree
Total	**Listening skills**	**30**	**3.50**	**0.93**	**Agree**

In this part, from the table 6; it mainly presents the information on English listening skills, referring to the populations who are studying M.A. first year international program in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are the results in table 6 as follows: No. 1 how much do you understand when listening to English? Mean equal to 3.50, Standard deviation equal to 0.861, No. 2 how well can you follow in order people when listening to English? Mean equal to 3.43, Standard deviation equal to 0.858, No. 3 How can efficiently you communicate when listening to English language? Mean equal to 3.40, Standard deviation equal to 0.894, No. 4 I listen to English from YouTube, internet, and google every day to improve my English listening skills Mean equal to 3.93, Standard deviation equal to 1.112, No. 5 How can you write without any mistakes in the grammatical rules? Mean equal to 3.30, Standard deviation equal to 0.915, and No. 6 How can you correction the mistakes of English sentences? Mean = 3.43, Standard deviation equal to 0.935. And Mean total, equal to 3.50, and Standard deviation total,equal to 0.93.

Table 7: The result of English writing skills.

Question	Writing Skills	N	Mean	S.D.	Interpretation
1	Do you want to improve your English writing more and more?	30	4.07	1.048	Strongly agree
2	Many students are weak in writing English grammar.	30	3.43	1.135	Agree
3	I don't understand of English writing of teacher in the classroom.	30	2.87	0.819	Fairy agree
4	Do you read English newspaper every day to improve your English reading?	30	3.28	0.922	Agree

		N	Mean	S.D.	
5	I read English stories from the internet, google and YouTube, to improve my English reading skills for communications.	30	3.63	1.129	Agree
6	I read English books and note new words every day.	30	3.90	0.845	Agree
Total	**Writing skills**	30	3.53	0.98	Agree

In this part, from the table 7; it mainly presents the information on English writing skills, referring to the populations who are studying M.A. first year international program in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are the results in table 7 as follows: No. 1 Do you want to improve your English writing more and more? Mean equal to 4.07, Standard deviation equal to 1.048, No. 2 Many students are weak in writing English grammar Mean equal to 3.43, Standard deviation equal to 1.135, No. 3 I don't understand of English writing of teacher in the classroom Mean equal to 2.87, Standard deviation equal to 0.819, No. 4 Do you read English newspaper every day to improve your English reading? Mean = 3.28, Standard deviation equal to 0.922, No. 5 I read English stories from the internet, google and YouTube, to improve my English reading skills for communications Mean equal to 3.63, Standard deviation equal to 1.192, and No. 6 I read English books and note new words every day Mean equal to 3.90, Standard deviation equal to 0.845. Mean total, equal to 3.53, and Standard deviation equal to 0.98.

Table 8: The result of English reading skills.

Question	Reading Skills	N	Mean	S.D.	Interpretation
1	English reading skills and strategies for communication is important for me.	30	3.90	0.885	Agree
2	How well can you analyze and evaluate when reading English?	30	3.67	0.802	Agree
3	The students understand English communication while teachers are speaking.	30	3.60	0.855	Agree
4	The teachers intend to use	30	3.57	1.006	Agree

	English communication while teaching.				
5	I watch English movies and improve my English speaking with classmates every day.	30	4.00	0.983	Strongly agree
6	English vocabulary is very important for communication.	30	3.77	0.817	Agree
7	How can you correct the mistakes of English grammar structure?	30	3.60	0.855	Agree
Total	**Reading skills**	30	3.73	0.89	Agree

In this part, from the table 8; it mainly presents the information on English reading skills, referring to the populations who are studying M.A. first year international program in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are the results in table 8 as follows: No. 1 English reading skills and strategies for communication is important for me Mean equal to 3.90, Standard deviation equal to 0.885, No. 2 how well can you analyze and evaluate when reading English? Mean equal to 3.67, Standard deviation equal to 0.802, No. 3 the students understand English communication while teachers are speaking Mean equal to 3.60, Standard deviation equal to 0.855, No. 4 The teachers intend to use English communication while teaching Mean equal to 3.57, Standard deviation equal to 1.006, No. 5 I watch English movies and improve my English speaking with classmates every day Mean equal to 4.00, Standard deviation equal to 0.983, No. 6 English vocabulary is very important for communication Mean equal to 3.77, Standard deviation equal to 0.817, and No. 7 How can you correct the mistakes of English grammar structure? Mean equal to 3.73, Standard deviation equal to 0.855. AndMean total, equal to 3.73, and Standard deviation equal to 0.89.

Table 9: The Mean and S.D. of a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University by the overview and each aspect as follows:

No	A study of English speaking skills of international students in English of Faculty of Humanities at Mahachulalongkornrajavidyalaya University	N	Mean	S.D.	Interpretation
1	Speaking Skills for Communications	30	3.38	1.02	Agree
2	Listening Skills for Communications	30	3.50	0.93	Agree
3	Writing Skills for Communications	30	3.53	0.98	Agree
4	Reading Skills for Communications	30	3.73	0.89	Agree
Total	Four Skills	30	3.53	0.96	Agree

From the table 9; it mainly presents the information on English speaking skills, referring to the populations who are studying M.A. first year international program in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Students of 30 persons almost are the results in table 9 as follows: No. 1 English speaking skills for communication Mean equal to 3.38, Standard deviation equal to 1.02, No. 2 English listening skills for communication Mean equal to 3.50, Standard deviation equal to 0.93, No. 3 English writing skills for communication Mean equal to 3.53, Standard deviation equal to 0.98, and English reading skills for communication Mean equal to 3.53, Standard deviation equal to 0.89.

4.5 The Data Analysis of the Question for Interviewing

5   Data Opinion from the Question of Interviewing

1) What are the English speaking skills of the first year international students for M.A. in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

The students have a lot of experiences in the first year in English language, English is very important for overseas students, and many students are hound of speaking English in MCU. If school be better organize in MCU. To use the body language for communication. I can't understand what he said because I can't listen so I still listen more and more, so MCU should more active with students. To be practice yourself on the time and make a group for communications and find out foreigner to talking so English is really important for communicate and speaking is

really important also, should be have native speaker teacher. We should have conversation with students each other and native speaker teacher. So we need to speak English to everyone who are students. We should guide to each other for how to read English books. And we should small group to practice English language. The most of students can be obtained English speaking skills because they can do always day by day, if you want to communicate each other you must full of English speaking skills. So English speaking skills for communications is confident and English skills are important to communicate with each other. Body mummer is essentials for good communications. Speaking, listening, and reading is to get the good English skills. English speaking skills are clear for communications in each other. English speaking skills are the most important for everyone in the world so who are the students must improve their English speaking skills every day. Clearly speaking is most important for all speakers. The most of clearly English speaking is important for us. English speaking is our native speaker because of we need to speak clearly and perfectly.

2) What are the English speaking skills of the first year international students for M.A. in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University categorized?

The English speaking is the most communication in human life. Therefore, we have to try to study English speaking and we needs to experience in our knowledge so , try to study English and use the body language for communicate. To be attend English class and to use English communications in MCU. We need to understand our English levels for communicate more people, and go to talk to different students. These are bodies language and traditional vice, life recess the end of learning and speaking, the as tale, poem, textbooks. The understanding each other is in need for communications, respect to each other and friendships, also the speaking, listening, writing, and reading skills are very important for skills to English language. To take vocabulary in every day can get the good English skills, and pronunciation is good for communications. The self-confident is very important essential to speak English in class. So they are international students for native language.

3) What are the English speaking skills for first year international students for M.A. in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University method?

In first year, we made presentations so have a lot of knowledge. To use conversations in the classroom and more practice do not just listen to the teacher. To use Thai language and English language. To make more practice in the class gets more foreigner teacher. To listen to English music, try to copy from native accent and to make collection mistake from our teacher. The English practice make perfect to the method logy of English in this classroom. Crest a small group of English, listen to the story in English every day, and read English news from BBC, VOA studio. We all are kind each other and to shares knowledge and the best method is understand with their mind. Whatever the way of communications is a smile to believe each other in communications, for the leadership style is necessary to communications to practice English, so English listening, speaking and writing are important to get good English skills. To be a good communications is to get the listening power. The listening is also very important because speaking is come from listening for us. Listening is also very important become to speaking for many people. English mothers are including four skills language, they are speaking skills, listening skills, writing skills and reading skills. At the finally, all of these are also very important skills for communications of international students.

Chapter V

Conclusion, Discussion and Suggestion

In this, research is a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University which chapter five is the final chapter presents the conclusion of the research, which research questions used to guide the study as following discussion is best results of the survey, which were provided in the chapter four. Moreover, the conclusion, discussion, and suggestion of the findings implication of the findings and the suggestion for further studies in this chapter.

This chapter consists of the conclusion, discussion and suggestion. This chapter can be divided into three points which each one is explained respectively as the following:

1. Conclusion
2. Discussion
3. Suggestion

5.1 Conclusion

In the data analysis a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University researcher conclusion as the following:

It is concerned with the overall picture mention about the research's title, objectives, 1) to study English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University, and 2) to analyze English speaking skills of M.A. first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

The Scope of the study is focuses on the English speaking skills of M.A first year international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya, and scope of the population in this study focuses on 30 students, scope of the place focuses on Faculty of Humanities at Mahachulalongkornrajavidyalaya University at Wangnoi, Ayutthaya, in Thailand, and scope of time will start from October 2018 to February 2019.

Research methodology of the study is the qualitative and quantitative research studying on the topic: A study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. There are six main parts as the following: 1) Research design, 2) Population and sample group, 3) Research tools, 4) Data collection, 5) Questionnaire and 6) Data analysis.

1)   The result of data analysis from sample group of 30 students who are male and female. For the male for 28 persons equal to 93.3 percent, and female for 2 persons equal to 6.7 percent. For the status almost still at single number for 29 persons equal to 96.7 percent. For the age almost still at 20-25 years old with number of 14 persons equal to46.7 percent. And for the education almost still at B.A. level with number of 9 persons equal to30.0 percent, and M.A. level with number of 20 persons equal to66.7 percent.

2)   The result of data analysis about a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University by the overview, for the recommendation as percentages, equal to 3.73 percent which is strongly agree, when considering each aspect it was considered as No. 1 As for speaking skills for communications as mean, equal to 3.38 percent which is agree, for standard deviation, equal to 1.02 percent which is agree, No. 2 As for listening skills for communications as mean, equal to 3.50 percent which is agree, standard deviation, equal to 0.93 percent which is agree, No. 3 As for writing skills for communications as mean, equal to 3.53 percent which is agree, standard deviation, equal to 0.98 percent which is agree, and No. 4 As for reading for communications as mean, equal to 3.73 percent which is agree, Standard deviation, equal to 0.89 percent which is agree. In overall picture, it is at agree level.

The part of the speaking skills for communications by the overview is recommends mean equal to 3.38 percent, standard deviation equal to 1.02 percent. That is strongly agree. Which each other at strongly agree to disagree by the respectively finding as: English speaking is very important for communications mean equal to 4.13 percent, standard deviation equal to 1.042 percent which is a strongly agree, you don't understand English speaking communications from the other people mean equal to 3.30 percent, standard deviation equal to 1.1109 percent which is agree, do you understand when your classmate speak with you mean equal

to 3.63 percent, standard deviation equal to 0.928 percent which is fairly agree, teacher can't speaking English for communications as clearly to the students in the class mean equal to 3.10 percent, standard deviation equal to 1.213 percent which is agree, and being able to appropriately use language that is effective in the real situation of communications mean equal to 3.50 percent, standard deviation equal to 0.861 percent which is agree.

The part of the listening skills by the overview, which is recommends mean equal to 3.50 percent, standard deviation equal to 0.93 percent that is strongly agree. Which each other at strongly agree to disagree by the respectively finding as: I listen to English from YouTube, internet, and google every day to improve my English listening skills mean equal to 3.93 percent, standard deviation equal to 1.112 percent, which is strongly agree, How much do you understand when listening to English? Mean equal to 3.50 percent, standard deviation equal to 0.861 percent which is agree, How can you correction the mistakes of English sentences? Mean equal to 3.43 percent, standard deviation equal to 0.935 percent which is agree, How can efficiently you communicate when listening to English language? Mean equal to 3.40 percent, standard deviation equal to 0.894 percent which is agree, And how can you write without any mistakes in the grammatical rules? Mean equal to 3.30 percent, standard deviation equal to 0935 percent which is agree.

The part of the writing skills by the overview, which is recommends mean equal to 3.53 percent, standard deviation equal to 0.98 percent that is strongly agree. Which each other at strongly agree to disagree by the respectively finding as: Do you want to improve your English writing more and more? Mean equal to 4.07 percent, standard deviation equal to 1.048 percent which is strongly agree, I read English books and note new words every day mean equal to 3.90 percent, standard deviation equal to 0.845 percent which is agree, I read English stories from the internet, google and YouTube, to improve my English reading skills for communications mean equal to 3.63 percent, standard deviation equal to 1.129 percent which is agree, Many students are weak in writing English grammar mean equal to 3.43 percent, standard deviation equal to 1.135 percent which is agree, and I don't understand of English writing of teacher in the classroom mean equal to 2.87 percent, standard deviation equal to 0.819 percent which is fairly agree.

The part of the reading skills by the overview, which there are recommends mean equal to 3.73 percent, standard deviation equal to 0.89 percent that is strongly agree. Which each other at strongly agree to disagree by the

respectively finding as: I watch English movies and improve my English speaking with classmates every day mean equal to 4.00 percent, standard deviation equal to 0.983 percent which is strongly agree, English reading skills and strategies for communication is important for me mean equal to 3.90 percent, standard deviation equal to 0.885 percent which is agree,   English vocabulary is very important for communication mean equal to 3.77 percent, standard deviation equal to 0.817 percent which is agree, How well can you analyze and evaluate when reading English? Mean equal to 3.67 percent, standard deviation equal to 0.802 percent which is agree, The students understand English communication while teachers are speaking mean equal to 3.60 percent, standard deviation equal to 3.60 percent which is agree, how can you correct the mistakes of English grammar structure? Meanequal to 3.60 percent, standard deviation equal to 0.855 percent which is agree, and the teachers intend to use English communication while teaching mean equal to 3.57 percent, standard deviation equal to 0.817 percent which is agree.

Finally, the four parts of a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University conclusion of speaking skills for communications mean equal to 3.38 percent, standard deviation equal to 1.02 percent which is agree, listening skills for communications mean equal to 3.50 percent, standard deviation equal to 0.93 percent which is agree, writing skills for communications mean equal to 3.53 percent, standard deviation equal to 0.98 percent which is agree, and reading skills for communications mean equal to 3.73 percent, standard deviation equal to 0.89 percent which is agree. And the most of all total of mean equal to 3.53 percent, and total of standard deviation equal to 0.96 percent which is strongly agree.

5.2 Discussion

In this research about a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University which research was found overview and each aspects that:

5.2.1 A study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University by overview and each aspects. There are recommends each still strongly agree, because the general students experience for English speaking is very good which, the subject of study each subject help students can be speaking English skills for communication in the four parts of speaking skills, reading skills, listening skills and writing skills. There are activities to improve skills and be develop in the English speaking skills for students

to get the performance and appropriateof the situationat the present. Students can use to in the speaking skills and can be understand contents. For the listening skills for communications as students improving from many ways as well as listen to YouTube, VT, Facebook, google, social, movies, and internet. For writing skills for communications as well as students attention to write in the classroom every day, which is a way to improve English writing and can be collection of grammatical structure, and last one for the reading skills for communications that students can research from newspaper, books, letters, internet, article, all of these skills to develop who are the students to clearly of English speaking for communication to best understand.

5.2.2 To develop students for English speaking skills about international students in English. So a study of English speaking skills in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University was found that there was development of English speaking skills.

Rebecca Hughes 'statement had said that teachers may incline toward the written form of a language when teaching having said that, it needs to be taken into account that my perspective of reasoning, choice of resources, activities, etc. are bound to be influenced by my ten years' experience teaching adult learners. Speaking is consistent with my main line of argument. That is, that one of the problems with teaching speaking skills in the traditional classroom setting is that it is not the spoken but the written form of language and its characteristics that are taught. As a result, teachers do not meet their students' needs when it comes to speaking skills training because in the end it is not speaking skills that are taught.[1]

Speaking: By age sixteen, Washington had copied out by hand, 110 Rules of Civility & Decent Behavior in Company and Conversation. They are based on a set of rules composed by *French Jesuits in 1595.* They all have in common a focus on other people rather than the narrow focus of our own self-interests that we find so prevalent today. Fussy or not, they represent more than just manners. These rules proclaim respect for others and in turn give people the gift of self-respect and heightened self-esteem. When it concerns the manners of speaking, the relevant rules of civility that can be drawn from Washington's book are:

1) Be considerate of others. Do not embarrass others.

---

[1]Bc. Petra Šolcová, **Department of English and American Studies,** (American: Masaryk University Faculty of Arts, 2011), pp. 16-17.

2) Don't draw attention to yourself.

3) When you speak, be concise.

4) When a person does try his/ her best and fails, do not criticize him/her.

5) When you must give advice or criticism, consider the timing, whether it should be given in public or private, and the manner and above all be gentle.[2]

5.3 Suggestion

From the study results of a study of English speaking skills of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University which researcher has found as following:

1) General suggestion for further to use of the Lecturer who should consider dividing the content, select the English speaker, allowing students to organize teaching and learning activities that are appropriate for their abilities, interests and the differences between individuals, to prevent inequality that may occur.

2) The teaching and learning activities can exchange roles as: English speaking skills, English listening skills, English writing skills, and English reading skills, to understand the processes and techniques of English speaking skills. Both the role of students, including the process of activities in the classroom to lay the foundation and create the ability to English speaking of students.

3) The students and teachers should prepare, accuracy, understanding of the content of speech clearly and apparent.

4) The speech should be prepared in advance as well as preparing questions about speaking such as the contents of the speech from the four parts as speaking skills, listening skills, writing skills and reading skills which all of these is for communications.

5) To create interaction between instructors and students or general person, and to increase the ability to English speaking skills for communication.

---

[2] French Jesuits, Center for good government, **Handbook on Communication Skills,** p. 15.

The Suggestion for Further Research

1) Researcher should study ability and method of English speaking skills for communications of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

2) Researcher should study development and usage of English speaking skills for communications of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

3) Researcher should study more about achievement of English speaking skills for communications of international students in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

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Appendix

Appendix (A)

Research Questionnaires

A Study of English Speaking Skills for Communications of International Students in English of Faculty of Humanities at Mahachulalongkornrajavidyalaya University

Instruction:

The purpose of the questionnaires is to study English speaking skills for communications of international students in English of Faculty of Humanities at Mahachulalongkornrajavidyalaya University.

Questionnaire has three sections:

Part 1: General background information.

Part 2: The study of English speaking skills for communications in the timetable.

Part 3: The question for interviewing about study of English speaking skills for communications.

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

Ven. Nhai Yasindharo (Phanthonglay)
Master of Arts, (Faculty of Humanities)
Mahachulalongkornrajavidyalaya University

Part 1: General background information.

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

1. **Gender**

   ☐ Male.   ☐ Female.

2. **Status**

   ☐ Single.   ☐ Married   ☐ Divorced.

   ☐ Other (live-in relationship).

3. **Age**

   ☐ 20-25 years old.   ☐ 26-30 years old.

   ☐ 31-35 years old.   ☐ 36-40 years old.

   ☐ Over 40 years old.

4. **Education**

   ☐ High school   ☐ B.A (Bachelor of Arts)

   ☐ M.A. (Master of Arts)   ☐ Ph.D. (Doctor of Philosophy)

   ☐ others…….

Instruction: Please mark √ in the boxes ☐ to identify the fact of you.

        1. Strongly disagree

        2. Disagree

        3. Fairly agree

        4. Agree

        5. Strongly agree

Part 2: The study of English speaking skills for communications.

Question Subject	Satisfaction level				
Communication English skills contents	Strongly agree	Agree	Fairly agree	Disagree	Strongly disagree
	5	4	3	2	1
Speaking Skills					
1. English speaking is very important for communications.					
2. English speaking pronunciations is not clear for communications.					
3. You don't understand English speaking communications from other people.					
4. Do you understand when your classmates speak with you?					
5. Teacher cannot speak English for communications as clearly to the students in the class.					
6. Being able to appropriately use language that is effective in the real situation of communications.					

Listening skills						
7.	How much do you understand when listening to English?					
8.	How well can you follow in order people when listening to English?					
9.	How can efficiently you communicate when listening to English language?					
10.	I listen to English from YouTube, internet, and google every day to improve my English listening skills.					
11.	How can you write without any mistakes in the grammatical rules?					
12.	How can you correction the mistakes of English sentences?					
Writing Skills						
13.	Do you want to improve your English writing more and more?					
14.	Many students are weak in writing English grammar.					
15.	I don't understand of English writing of teacher in the classroom.					
16.	Do you read English newspaper every day to improve your English reading?					
17.	I read English stories from the internet, google and YouTube, to improve my					

	English reading skills for communications.				
18.	I read English books and note new words every day.				
Reading Skills					
19.	English reading skills and strategies for communication is important for me.				
20.	How well can you analyze and evaluate when reading English?				
21.	The students understand English communication while teachers are speaking.				
22.	The teachers intend to use English communication while teaching.				
23.	I watch English movies and improve my English speaking with classmates every day.				
24.	English vocabulary is important for communication.				
25.	How can you correct the mistakes of English grammar structure?				

Part 3: The question for interviewing or open-ended questions for study of English speaking skills for communications.

1. What are the English speaking skills of the first year international students for M.A. in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

1) ....
....

2) ....
....

3) ....
....

    2. What are the English speaking skills of the first year international students for M.A. in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University categorized?

1) ....
....

2) ....
....

3) ....
....

    3. What are the English speaking skills of first year international students for M.A. in English at Faculty of Humanities, Mahachulalongkornrajavidyalaya University method?

1) ....
....

2) ....
....

3) ....
....

Appendix (B)

Picture of activities collection questionnaires
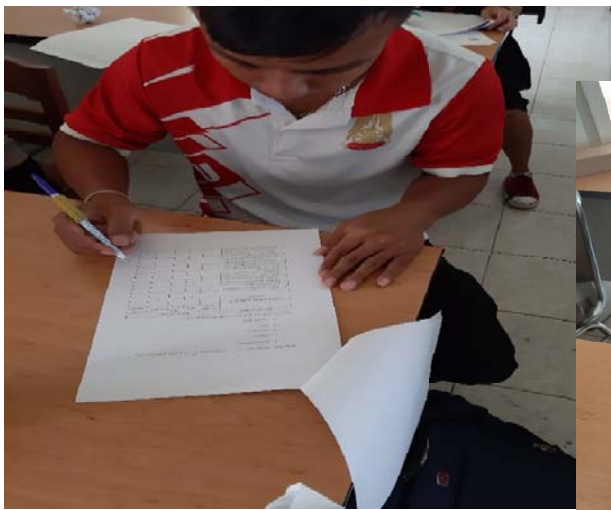
Appendix (C)

Place of research in Mahachulalongkornrajavidyalay University

Library collection information

Appendix (D)

IOC: Index of item Objective Congruence

The list of the peer review that who checks my questionnaires of this study about a study English speaking skills for communication of international students in English of Faculty of Humanities at MahachulalongkornrajavidyalayaUniversity has 3 persons as following:

1. Asst. Prof. Dr. Veerakarn Kanokkamalade, B.A. (English), M.A. (Linguistics), Ph.D. (Linguistics), Head of Department of foreign language Director of Graduate studies, Faculty of Humanities, MCU.

2. Assoc. Prof. Dr. Preecha Kanetnog, B.A. (Education Administration), M.A. (Linguistics), Ph.D. (Linguistics).

3. Mr. Alexander Willis

Result of the index of item objective congruence (IOC)

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

Part 1: General Information

No.	Statement of question	The committee of Research Tool Evaluation						Note
		5	4	3	2	1	IOC	
1	**(Gender)** Male Female	+1	+1	+1	+1	+1	1	
2	**(Status)** Single Married Divorced Other (live-in relationship)	+1	+1	+1	+1	+1	1	
3	**(Age)** 20-25 years old 26-30 years old 31-35 years old 36-40 years old Over 40 years old	+1	+1	+1	+1	+1	1	
4	**(Education)** High school B.A. (Bachelor of Arts) M.A. (Master of Arts) Ph.D. (Doctor of Philosophy)	+1	+1	+1	+1	+1	1	

Instruction: Please mark √ in the boxes ☐ to identify the fact of you.

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

Part 2: The study of English speaking skills.

No.	Statement of question	The committee of Research Tool Evaluation						Note
		5	4	3	2	1	IOC	
Speaking Skills								
1.	English speaking is very important for communications.	+1	+1	+1	+1	+1	1	
2.	English speaking pronunciations is not clear for communications.	+1	+1	+1	+1	+1	1	
3.	You don't understand English speaking communications from other people.	+1	+1	+1	+1	+1	1	
4.	Do you understand when your classmates speak with you?	+1	+1	+1	+1	+1	1	
5.	Teacher cannot speak English for communications as clearly to the students in the class.	+1	+1	+1	+1	+1	1	
6.	Being able to appropriately use language that is effective in the real situation of communications.	+1	+1	+1	+1	+1	1	
Listening skills								
7.	How much do you understand when listening to English?	+1	+1	+1	+1	+1	1	
8.	How well can you follow in order people when listening to English?	+1	+1	+1	+1	+1	1	
9.	How can efficiently you communicate when listening to English language?	+1	+1	+1	+1	+1	1	
10.	I listen to English from YouTube, internet,	+1	+1	+1	+1	+1	1	

	and google every day to improve my English listening skills.							
11.	How can you write without any mistakes in the grammatical rules?	+1	+1	+1	+1	+1	1	
12.	How can you correction the mistakes of English sentences?	+1	+1	+1	+1	+1	1	
Writing Skills								
13.	Do you want to improve your English writing more and more?	+1	+1	+1	+1	+1	1	
14.	Many students are weak in writing English grammar.	+1	+1	+1	+1	+1	1	
15.	I don't understand of English writing of teacher in the classroom.	+1	+1	+1	+1	+1	1	
16.	Do you read English newspaper every day to improve your English reading?	+1	+1	+1	+1	+1	1	
17.	I read English stories from the internet, google and YouTube, to improve my English reading skills for communications.	+1	+1	+1	+1	+1	1	
18.	I read English books and note new words every day.	+1	+1	+1	+1	+1	1	
Reading Skills								
19.	English reading skills and strategies for communication is important for me.	+1	+1	+1	+1	+1	1	
20.	How well can you analyze and evaluate when reading English?	+1	+1	+1	+1	+1	1	
21.	The students understand English communication while teachers are speaking.	+1	+1	+1	+1	+1	1	
22.	The teachers intend to use English communication while teaching.	+1	+1	+1	+1	+1	1	
23.	I watch English movies and improve my English speaking with classmates every day.	+1	+1	+1	+1	+1	1	
24.	English vocabulary is important for communication.	+1	+1	+1	+1	+1	1	
25.	How can you correct the mistakes of English grammar structure?	+1	+1	+1	+1	+1	1	

บันทึกข้อความ

ส่วนงาน ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ โทร. ๐๓-๕๒๔-๘๐๐๐ ภายใน ๘๒๔๒

ที่ ศธ ๖๑๐๔.๗/ ๒๘ วันที่ ๑๐ มกราคม ๒๕๖๒

เรื่อง ขออนุญาตแจกแบบสอบถามเพื่อทดสอบเครื่องมือวิจัย (Try-out)

นมัสการ คณบดีคณะมนุษยศาสตร์

สิ่งที่ส่งมาด้วย แบบสอบถามการวิจัย จำนวน ๓๐ ชุด

    ด้วย Ven. NHAI PHANTHONGLAY รหัสประจำตัว ๖๐๐๑๒๐๓๐๗๔ นิสิตระดับปริญญาโท สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) ภาควิชาภาษาต่างประเทศ คณะมนุษยศาสตร์ มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย ได้รับอนุมัติให้ทำปริญญานิพนธ์ เรื่อง "A Study of English Speaking Skills for Communication of International Student in English of Faculty of Humanities at Mahachulalongkornrajavidyalaya University." ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรพุทธศาสตรมหาบัณฑิต โดย ผศ.ดร.วีระกาญจน์ กนกกมเลศ และ รศ.ดร.ปรีชา คะเนตนอก เป็นคณะกรรมการควบคุมวิทยานิพนธ์

    ในการนี้ นิสิตมีความประสงค์จะขออนุญาตเก็บข้อมูลเพื่อนำไปทดสอบเครื่องมือวิจัยประกอบการทำวิทยานิพนธ์ดังกล่าวข้างต้น ดังนั้น ทางโครงการหลักสูตรพุทธศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ (หลักสูตรนานาชาติ) หวังเป็นอย่างยิ่งจะได้รับความอนุเคราะห์จากท่านให้นิสิตแจกแบบสอบถามเพื่อเก็บข้อมูลในกลุ่มตัวอย่างในการทดลองเครื่องมือวิจัย จำนวน ๓๐ รูป/คน เพื่อประโยชน์ในการศึกษาและนำผลการศึกษาไปใช้ประกอบในเชิงวิชาการและพัฒนาองค์กรต่อไป

    จึงนมัสการมาเพื่อโปรดอนุญาตให้ Ven. NHAI PHANTHONGLAY แจกแบบสอบถามเพื่อทดสอบเครื่องมือวิจัย (Try-out) และขอกราบขอบพระคุณมา ณ โอกาสนี้

                                        กราบนมัสการด้วยความเคารพอย่างสูง

☐ ทราบ.............................
☐ มอบหมายให้.......................
....
                                        (ผศ. ดร. วีระกาญจน์ กนกกมเลศ)
                                        ผู้อำนวยการหลักสูตรพุทธศาสตรมหาบัณฑิต
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