



A STUDY OF ENGLISH COMMUNICATION SKILLS OF THE SECOND YEAR
STUDENTS IN INTERNATIONAL PROGRAM,
MAHACHULALONGKORNRAJAVIDYALAYA UNIVERISITY

Ven. Punnyananda (Mong Hsai)

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

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

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Abstract

The aim of this research study is to explain the English communication skills of the second year student in international program, Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The objectives of the study are classified into three parts as the following (1) To study the problems in English communication for the second year students who enrolled in international program, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University (2) To analyze the possibility of English communication problems at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University (3) To find the possible strategies that could be utilized in real listening and speaking in order to avoid English communication problems of students at Faculty of Humanities, at Mahachulalongkornrajavidyalaya University. The study is consisted of both quantitative and qualitative method. In this research, it is referred to the second year international students to develop English communication skills. To get the information from the second year M.A. students, the researcher had interviewed them and took a note as a tool to collect the information from their opinions and suggestions.

The result of this research has been found that students developed their English after second year of study at international program, Faculty of Humanities in Mahachulalongkornrajavidyalaya University. The methods of developing English communication skills are listening, speaking, reading, writing, watching English movies, or other movies with English subtitles. They also agreed that English communication skills were very necessary for their positions, and the skills of listening and speaking were the most used at work. Moreover, second year international students had evaluated themselves and the results show that they have moderate skills in English

communication through speaking and listening skills. However, the results also revealed that both second year international students and English learners needed to improve their English communication skills for practicing English more both in and outside the classrooms. The findings from the research study pointed out that second year international students could speak well, but they still wanted to enhance their communication skills in order to make their audiences to be satisfied with their speech. Hence, the major problems in English communication were accent/pronunciation, using correct grammar, and using appropriate words. If the students are related with these problems, the teachers must encourage them to read more, practice more to overcome the communication problems in order to avoid misunderstanding and saving time between their friends and differences foreigners around the world.

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First of all, I would like to take this opportunity to express my deep gratitude to my thesis, supervisors, Asst. Prof. Dr. Veerakarn Kanokkamalade, Asst. Prof. Dr. Phramaha Suriya Varamedhi for their encouragement, valuable suggestions, and guidance throughout this study. In addition, I would like to say “many thanks” to Miss Lalita Pimrat for helping me to finish this study and making it possible. Without her, I cannot imagine completing my Thesis on time. Moreover, my heart-felt thanks go to all teachers who taught me, but I have not mentioned here for their knowledge.

Secondly, I would like to take this opportunity to express my deepest gratitude to my parents for their love, care and inspiration that they have constantly provided me throughout my education life. Without them, I would not be here today.

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The List of Abbreviations and Symbols

The abbreviation uses in the research as following data

S'	=	Singular
's	=	Plural
,	=	Comma
“Or”	=	Quotation Marks
:	=	colon
;	=	semicolon
.	=	Full stop
-	=	Hyphen
—	=	Dash
?	=	Question mark
!	=	Exclamation mark
—	=	Underline
()	=	Parentheses
%	=	Percentage
S.D.	=	Standard Deviation
t.	=	T- test
Sig.	=	Significance
e.g.	=	Example
MCU	=	Mahachulalongkornrajavidyalaya

Chapter I

Introduction

1.1 Background and Significance of the Problems

English Communication is one of the essential foundations of human existence, yet most people overlook the need to enhance their communication skills. An effective communication skill is a must whether it is individual or a group. English communication skill is the art and technique for communicating and persuading. Thus, a communication skill is the ability to use language and express information. A communication skill is the set of skills that enables a person to convey information so that it is received and understood. Therefore, communication skills are necessary and important for second year students in the international program at the Faculty of Humanities at Mahachulalongkornrajavidyalaya University.

Ferguson states that “Communication is a vital part of our daily routines. We sit in school and listen to teachers. We read books and magazines. We talk to friends, watch television, and communicate over the Internet. The workplace is no different. Experts tell us that 70-80 percent of our working time is spent in some kind of communication. We’re reading and writing memos, listening to our co-workers, or having one-to-one conversations with our supervisors. Communication involves at least two people: the sender and the receiver.”¹

English Communication skills refer to the behaviors that serve to convey information. A communication skill is the ability an individual displays in consistently to effectively communicate with classmates, colleagues, and subordinates in both the professional and personal world. Listening and communication skills are two of the most basic and important skills that help desk analysts must possess. Analysts take in information by listening. They use both verbal and nonverbal skills to communicate. These skills are important because analysts must communicate and listen actively when customers provide information about their problems or requests.

¹ Ferguson, **Communication Skills**, (USA: Ferguson Publishing Company, 2010), p. 1.

Marc J. Riemer stated that communication skills are essential for students who aspire to carry out his or her professional practice in the global arena. Communication skills basically constitute several core elements such as the fluency in the English language and the fundamentals of visual communication. Evidence indicates that communication skills are what helped Homo sapiens evolve beyond our related ancestors, and that these skills have helped humankind develop into the advanced societies on Earth today.²

The ability to effectively communicate with other people is an important skill. Through communication, people reach come understanding of each other, learn like each other, influence one another, build trust, and learn more about themselves and how people perceive them. People who communicate effectively know how to interact with others flexibly, skillfully, and responsibility, but without sacrificing their own needs and integrity. To add that again, when people talk to themselves, communication takes place within the brain. It embraces their thoughts, experiences and perceptions during a communication event.

Alan Barker points out that excellent communication skills are vital in today's workplace. Whether keeping the interest of a large audience, impressing a potential employer or simply winning the argument at an important meeting, the key part is sounding. Effective communication is one of the most important life skills we can learn; yet one we don't usually put a lot of effort into. Whether you want to have better conversations in your social life or get your ideas across better at work.³

Communication is like the house door that migrants must enter first. The adaptation to the cultural differences relates directly with the failure or success of the migrants and it depends greatly on the communication competence of the migrants with host. Communication between people is the central part of the structural change for adaptation that will give the greatest effect on adaptation.

² Marc J. Riemer, **English and Communication Skill**, (Australia: University of Sydney, 2016), p. 3.

³ Alan Barker, **Improve Your Communication Skills**, (UK: Kogan page limited in United Kingdom, 2013), p. 4.

MS. Waewta Soisuwan states that “communication has a significant influence of global business. Many organizations pay attention to both internal and external communications. As the use of the English language continues to grow popularly, it is obvious that English is the international language of communications. Researchers concur on that view and for various purposes, such as education, technology, business and cultural development. Hence, communications skills are a vital part of personal life.”⁴

English plays a key role for second year students to develop their communication skill. It is very helpful to them to learn the language effectively and to be able to communicate fluently with each other; it helps to enhance their English speaking proficiency level. In the work world, communication skills are critical in many situations. These include going on job interviews, asking questions when you need to help on an unfamiliar project, training other employees, and dealing with other customers.

Jeya Santhi states that learning a second language is as important as it is essential in every aspect and interaction in our everyday lives. Every sentence we use has the purpose of enabling second language learners to move beyond vocabulary and grammar to the functional aspect of communication. Being able to communicate with each other forms bonds, teamwork, and it’s what separates humans from other animal species. Communication drives our lives. To English language learners in enhancing and equipping them with the basic communication skills which will be helpful for them to converse effectively in the target language and be employable.⁵

They facilitate people to interact. Communication is the basic thread that ties us together. Thailand is a perfect example; English has become a second language. This does not apply only to students, but also to people that use it on a daily basis. The most frequently used skills in English communication are listening and speaking.

As the researcher states, the world is changing rapidly and it is convenient to be in contact with people across the countries and the continents.

⁴Ms. Waewta Soisuwan, “The Needs on English Communication Skills of the Vat Refund for Tourist Officers”, **M.A. Thesis**, (Graduate School: Thammasat University, 2014), p. 11.

⁵Jeya Santhi, **Advanced Skills for Communication in English**, (India: New Century House, 2016), p. 2.

Nowadays, people of different nationalities and languages increasingly live together. Moreover, communication is not just important to organizations; it is also of great necessity to our daily life. Hence, it is the core of our humanness”, and that is how we communicate with each other; it shapes our lives and our world.

Phra Thaweesak Thanawaro (Chanpradit) explained that the importance of the English language is that it helps Buddhists who live in different countries to understand about Buddhism by communicating in English. Communication is the process of sharing ideas, information and messages with others in a particular time and place. , it is for us, human beings, easy way to live together as a society.⁶

Besides, the English curriculum at Mahachulalongkornrajavidyalaya University offers to fulfill the ability of the students to use English as a part of the education level and their professional lives. A student with good English communications skills will have better career opportunities. As we know, English is an international language. Hence, there are lots of people around the world who use it as a way to communicate with each other. The purpose of using English includes careers, education, technology and other specific purposes; suffice to say, the learning of the English language consists of four skills. They are reading, writing, listening and speaking. Speaking, as a skill, also plays in important role in the development and enhancement of effective communication among people. In every society, human beings develop spoken and written languages as a means of sharing messages.

Regarding the communication skills, listening and speaking are the most important. Listening requires concentration; the listener has to be able to understand and analyze what is being said. Speaking helps people to understand the points the speaker is trying to put across. The advantages of the speaking competence are that we are able to express ourselves and relating to one another. Moreover, we can share our experiences, although we come from different countries and have different cultures. A good knowledge of the English language is very essential, especially to the second year students because it has

⁶Phra Thaweesak Thanawaro (Chanpradit), “A study of Reading Headlines of English Newspaper to Improve Reading Skills of Foreign Monks at Wat Nakprok”, **M.A. Thesis**, (Graduate School: Mahachulalongkornrajavidyalaya University, 2014), p. 1.

become a bridge for them to know the world. Furthermore, it is a big contribution towards the students' performance in their communications skill; it will be for the benefit of the students' physical and emotional wellness. They will also experience less stress and anxiety. It is important to have at hands a good dictionary for the purpose of pronunciation and words definitions.

Of the communication skills, for the learners, the listening skill is a basic approach that can improve their speaking, reading, and writing facilities. However, at the Faculty of Humanities students try to improve their speaking ability and to communicate with each other by using foreign languages in their classrooms. To be able to improve these skills, one must take time to listen, speak and repeat what they listen to, whether it is CDs or tapes, and what they watch on a daily basis, such as Videos or TV programs. Students need to be both confident and proficient in listening and speaking in order to communicate effectively.

English is one of the most important languages we can learn and it leads to everything that we do whether we're communicating at work to meet deadlines and achieve results, or communicating with friends, family and partners to build strong relationships. Nowadays, the people all around the world are able to communicate more easily because of their knowledge of English. With the use of modern technology it is even easier now for people to communicate. People can use it easily and it saves time. The aims of the research are to overcome communication problems. After two years of study, students feel confident that their English communication skills have improved. In English communications skills, firstly, students need to develop their speaking, reading, writing and translation skills. Secondly, they need to improve on their vocabulary.

Ms. Napamon Nilkuha mentions that "Thailand has become one of the Asian countries where international organizations are interested in establishing their offices. Therefore, English has been used increasingly among Thai people who work in those organizations. Thus, it seems necessary for people to have good English proficiency to communicate with foreigners from all over the world.

To understand the communication skills, students should take time to listen attentively and speak with their classmates whenever they meet. With daily

practice, they can communicate well with others, improve their speaking skills and try to impress their peers. That will motivate and encourage them.⁷

According to Prangkamon Bunthong, “Speaking is the most important skill in communication. Communication needs more than one person who is sender and receiver because communication is communicating is between persons”. Many students always feel uncomfortable when they try to speak English with foreigners; sometimes they find it difficult to understand the foreigners’ vocabulary.⁸

In addition, speaking is a crucial part of second language learning and teaching. Despite, its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as repetition of drills or memorizing or dialogues. However, today’s world requires communicative skills, because, only in that way, can students learn to express themselves and learn how to follow the social and cultural rules appropriate in each circumstances requiring communication.

Muthita Chinpakdee claims that to acquire vocabulary effectively, learners should be able to understand the original of meaning of the words and also understand the meaning according to the context where the words appear. Understanding the word meanings involves the learners’ ability to connect the form with the meaning⁹”. Therefore, they can catch the words from others speaking. Since English is an international language, it is taught widely at formal schools starting from elementary schools up to universities. The object of this research is to describe the student’s difficulties in speaking English in the classroom at Mahachulalongkornrajavidyalaya University.

⁷Ms. Napamon Nilkuha, “A Study of English Speaking Problems Among Thai Employees at I.C.C. International PLC”, **M.A. Thesis**, (Graduate School: Thammasat University, 2014), p. 1.

⁸Prangkamon Bunthong, “Problems in English Listening and Speaking Skills of Thai Teachers When Communicating with Foreign Team Teachers: A Case Study of Thai Team Teachers at Fun Language International Thailand”, **M.A. Thesis**, (Graduate School: Thammasat University, 2014), p. 13.

⁹Muthita Chinpakdee, “Vocabulary Knowledge and Vocabulary Learning Strategies of Thai Undergraduate Students in A Science Program”, **M.A. Thesis**, (Graduate School: Mahidol University, 2014), p. 8.

No matter where you live, where you work or go to school, or what kinds of media you use, you are probably exposed to hundreds. If not thousands, of advertising messages every day. Because we live in a world where we are overwhelmed with content, communicating information in a way that is accessible to other is more important today than ever before. Hence, to help we further understand why public speaking is important; we will first examine public speaking in everyday life. Then, we will discuss how public speaking can benefit personally.

Rangsima Limpisawas states that “English language has achieved a global status because it has developed globally. Mastering a foreign language is important in our modern society. At present, people rely on communications in order to fulfill their needs and their professional lives. If students master the four skills, for example listening, speaking, reading and writing, they will be able to communicate with other people without any difficulty. One of their handicaps, when speaking, is lack of vocabulary.”¹⁰

The researcher wants to describe that the students show lack of self-confidence, which also leads to the fear of their choosing incorrect words while conversing. Therefore, vocabulary plays an important role as part of the speaking skill. Looking back twenty years, people did not use the English language in their professional lives. They simply communicated in their own languages.

Nowadays, English has become an important language all around the world. This study is intended to describe the students’ difficulties in speaking English at Mahachulalongkornrajavidyalaya University.

ISMI Azizah stated, “Speaking a language is especially an oral communication that requires the ability to use the language appropriately in social interactions⁸”. Therefore, as the researcher views’, knowing the language does not only give one an opportunity to connect with the world, it can also act as a manual to access various sources of knowledge. Without languages

¹⁰Rangsima Limpisawas, “The Impact of the M.A. Teflon Program at the Language Institute of Thammasat University of Tefl Student and Graduate Knowledge, Pedagogical Skills and Personal Improvement”, **M.A. Thesis**, (Graduate School: Thammasat University, 2014), p. 1.

people can't communicate effectively and express their ideas. This is a perfect example whereby communication skill is related to speaking skill.¹¹

English speaking is not easy for students, because they must study hard if they want to develop fluency and good comprehension; therefore, they have to learn more vocabulary, pronunciation, grammar, and they must have willingness. Hence, students should also master a lot of vocabulary, pronunciation and grammar in order to improve on their speaking and communication skills. Based on this, learners must also acquire the knowledge of how native speakers use the language in the context of structured and interpersonal exchanges.

Nulasri Khamprated points out that "Speaking is one of the important skills in the English language learning and a fundamental part of human communication. In short, speaking skill is the ability to perform the linguistic knowledge in actual communication. Hence, it is unquestionable that English communication skills are very essential to people around the world and it's influenced many parts of societies."¹²

Public speaking is one of the most practical classes you'll ever take, and here's why: you may be required to give presentations in other classes, and these researches help prepare you for that. Effective speaking skills give you a tremendous advantage at work too. Overall, public speaking ability helps you become a more active member of your community, allows you participate more fully in an organizations you belong to, and boost your self-confidence in both personal and professional contexts. No matter what you do with your life, you are going to need to communicate with others verbally and these researches is will be the best ways to help you get over your fears and learn.

My study will focus on English communication skills for second year students in international program, Faculty of Humanities. To my understanding,

¹¹Ismi Azizah, "An Analysis of Student's Difficulties in Speaking English: A Case Study at Eleventh Grade Students of MA AL- Muslimun Nw Tegal English Education Program Language and Art Department Faculty of Teacher Teaching and Education", **M.A. Thesis**, (Graduate School: University of Mataram, 2016), p. 2.

¹²Nualsri Khamprated, "The Problems With The English Listening And Speaking of Students Studying at a Private Vocational School in Bangkok", **M.A. Thesis**, (Graduate School: Srinakharinwirot University, 2012), p. 16.

it has never been studied by anyone before. I also want to do more research about this topic because it is very significantly precious and more important to enhance the English communication skills for the second year in international program, Faculty of Humanities.

1.2 Objectives of the Study

Based on this thesis, the main objectives are to discover English Communication Skills of the second year students in international program, Faculty of Humanities. The objectives of the study are classified into three parts as the following:

1.2.1 To study the problems in English communication for the second year students who enrolled in international program, Faculty of Humanities

1.2.2 To analyze the possibility of English communication problems at the Faculty of Humanities for second year students.

1.2.3 To find the possible strategies that could be utilized in real listening and speaking in order to avoid English communication problems of students at Faculty of Humanities.

1.3 Statement on the “need to know” problems.

Based on the statement of the problems the researcher deserves to Know, it has been divided into three categories as follows:

1.3.1 What are the problems in English communication problems that students face when communicating with other people in international program at the Faculty of Humanities?

1.3.2 What are the outcomes on these problems at the Faculty of Humanities for second year students?

1.3.3 What are the possible strategies that students face when they are communicating with other people in the international program at the Faculty of Humanities?

1.4 Scope of the Research

This thesis is aimed at second year students studying English communication skills in international program, the Faculty of Humanities by analyzing documents, books, questionnaires, pretest-protests, population and sample, thesis, journals and in-depth interview English Reading Skills. The study scopes are as the follows:

1.4.1 The scope of content focuses on books, thesis, journal, document related.

1.4.2 The scope of place focuses on Faculty of Humanities of Mahachulalongkornrajavidyalaya University.

1.4.3 The scope of population and sample focus on second year students in international program, Faculty of Humanities.

1.4.3 The Scope of the study time was taken from June to August 2017.

1.5 Definition of the Terms Used in the Research

The definitions of terms for this research study are as follows:

1.5.1 **English communication skills** refers to the students who enrolled in the international program, Faculty of Humanities at Mahachulalongrajavidyalaya University.

1.5.2 **Second year students** refers to both Thai and foreign students studying at Mahachulalongkornrajavidyalaya University.

1.5.3 **International program** refers to both Thai and foreign students who come to study at Mahachulalongkornrajavidyalaya University to improve their English communication skills.

1.5.4 **Faculty of Humanities** means a Faculty of Arts. It is a division specializing in teaching in areas traditionally classified as "arts" for academic purposes, generally including creative arts, writing, philosophy, and humanities.

1.6 Literature Review and Research Works Concerned

1.6.1 Marc J. Riemer, in his book, the author explained that communication skills are essential for students who aspire to carry out his or her professional practice in the global arena. Communication skills basically constitute

several core elements such as the fluency in the English language and the fundamentals of visual communication. Evidence indicates that communication skills are what helped Homo sapiens evolve beyond our related ancestors, and that these skills have helped humankind develop into the advanced societies on Earth today.

1.6.2 Alan Barker, in his book, the author has pointed out that excellent communication skills are vital in today's workplace. Whether keeping the interest of a large audience, impressing a potential employer or simply winning the argument at an important meeting, the key part is sounding. Effective communication is one of the most important life skills we can learn yet one we don't usually put a lot of effort into. Whether you want to have better conversations in your social life or get your ideas across better at work.

1.6.3 Ferguson, in this book, the author explained that Communication is a vital part of our daily routines. We sit in school and listen to teachers. We read books and magazines. We talk to friends, watch television, and communicate over the Internet. The workplace is no different. Experts tell us that 70-80 percentage of our working time is spent in some kind of communication. We're reading and writing memos, listening to our co-workers, or having one-to-one conversations with our supervisors. Communication involves at least two people: the sender and the receiver.

1.6.4 Jeya Santhi, in this book, the writer stated that learning a second language is important as it is essential to every aspect and interaction in our everyday lives. Every sentence we use has the purpose of enabling second language learners to move beyond vocabulary and grammar to the functional aspect of communication. Being able to communicate with each other form bonds, teamwork, and it's what separates humans from other animal species. Communication drives our lives. It enhances and equips the learners with the basic communication skills which will be helpful to them in order to converse effectively.

1.6.5 ISMI Azizah, in this book stated that "English speaking is not easy for students, because they must study hard if they want to develop fluency and good comprehension; therefore, they have to learn more vocabulary, pronunciation, grammar, and they must have willingness". Hence, students should also master a lot of vocabulary, pronunciation and grammar in order to improve on their speaking and communication skills. Based on this, learners must also acquire the knowledge of how native speakers use the language in the context of structured and interpersonal exchanges.

1.6.6 Rangsim Limpisawas, in this journal, the researcher stated that the English language has achieved a global status because it has developed globally. Mastering a foreign language is important in our modern society. At present, people rely on communications in order to fulfill their needs and their professional lives. If students master the four skills, for example listening, speaking, reading and writing, they will be able to communicate with other people without any difficulty. One of their handicaps, when speaking, is the lack of vocabulary. The researcher wants to describe that the students show lack of self-confidence, which also leads to the fear of their choosing incorrect words while conversing. Therefore, vocabulary plays an important role as part of the speaking skill. Looking back twenty years, people did not use the English language in their professional lives. They simply communicated in their own languages.

1.6.7 Muthita Chinpakdee, in this thesis, the researcher focused on to acquire vocabulary effectively, learners should be able to understand the original meaning of the words and also understand the meaning according to the context where the words appear. Therefore, they can catch the words from others speaking. Since English is an international language, it is taught widely at formal schools starting from elementary school up to universities. The object of this research is to describe the student's difficulties in speaking English in the classroom at Mahachulalongkornrajavidyalaya University.

1.6.8 Ms. Napamon Nilkuha, in this thesis, the researcher explained that "Thailand has become one of the Asian countries where international organizations are interested in establishing their offices. Therefore, English has been used increasingly among Thai people who work in those organizations. Thus, it seems necessary for people to have good English proficiency to communicate with foreigners from all over the world. "The importance of the English language is that it helps Buddhists who live in different countries to understand about Buddhism by communicating in English. To understand the communication skills, students should take time to listen attentively and speak with their classmates whenever they meet. With daily practice, they can communicate well with others, improve their speaking skills and try to impress their peers. That will motivate and encourage them.

1.7 Research Methodology

The research method of this work is qualitative and quantitative. The research processes are as follows.

1.7.1 Necessary information and collecting data will be analyzed and categorized from the primary source of books and secondary sources of the English Journals, Thesis, population and sample, questionnaires', pre-test and post-test, in-depth interview and from the internet.

1.7.2 Researcher will find the way to solve the problems of English communication skills for the second year students in international program, Faculty of Humanities.

1.7.3 Researcher will find the way to enhance English communication skills for the second year students in international program, Faculty of Humanities.

1.7.4 Necessary data will be analyzed in accordance with the purpose of this study.

1.8 Expected Benefits

After having completed two years of study, the students should be able to achieve their goals, such as a thorough comprehension of the four skills. The benefits are as follows:

1.8.1 It makes us know the level of the English communication skills for the second year students in international program, Faculty of Humanities.

1.8.2 It makes us know the best ways to solve the English communication problems when listening and speaking with other people and classmates international, Faculty of Humanities.

1.8.3 It makes us know the improvement of English communication skills of the students in second year classes' international program, Faculty of Humanities.

Chapter II

Review literatures and Research Works Concerned

This research concerns about pertains to the English Communication Skills of the second year students in the English program at the Faculty of Humanities. It is deliberated considered to be a momentous part of the research. Its main purpose is a review of related literature and other research works that concerning with tools and methods for improving cement or developing the English communication skills of the second year students; in the international program at Mahaculalongkornrajavidyalaya University. The concept of analyzes the method and tools of English communication skills. Subsequently, the research is works concerns categorized into various part of English communication skills of the second year students. Therefore, the majority of the study areas are mainly subdivided into 7 parts. They are as the follows in: 1). definitions of English communication skills, 2). Types of communication skills, 3). Listening skills, 4). speaking and reading skills, 5) Improving oral communication skills, 6) Vocabulary learning strategies, and 7). Verbal and non-verbal communication skills. In deep, if the researcher is going to explain and highlight the most important and precious points about English communication skills. In deeply under the bellows;

2.1 Definitions of English Communication Skills

First of all, the researcher would like to explain and describe that communication can be defined as a process of transmitting information from one person to another. Hence; English communication skills will help the second year students who are participating in the international program, Faculty of Humanities in order to become great communicators. Considering this fact, most countries particularly those teaching in English are also focusing on communication skills. Since English is a global language. It is learnt and spoken internationally. It is characterized not only by the number of native and second language speakers, but also by its geographical distribution, its use in international organizations, and in diplomatic relations. A global language acts as a “lingua franca,” a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis. In addition, a communication skill includes speaking English

fluently, whether it is a group of students or other people. The amount of foreigners coming to Thailand has been increasing year by year. Their purposes are to study, invest in businesses, and to live on a permanent basis. So, English communication skills are become essential in the workplaces and in human societies; hence the importance of English communication skills to the second year students, especially in their professional lives.

Thiida Paosuphan has pointed out that “since tourism industries in Thailand have expended every year and Thailand has become one of the most popular destinations for foreigners to visit. The tourism industry is one of the businesses that English is used for communicating.¹” Hence, some countries nowadays have become competitive world and the people have been striving in their daily lives in order to earn a living. No one could deny that English communication skills plays an important role in our lives, both personal and working. According to the studies, it is found that English communication skills are one of the most influential social media and for the people who use English in the workplaces. This shows that English communication skills is the way of exchanging or sharing information between individuals or groups within an organization.

Sean Mcpheat states that, communication is a two way street. The person on the other side, those barriers will also try to send messages back to you. Your ability to understand them clearly could be left to a dependence on their ability to use communication skills, but that’s leaving the success of the communication to chance. Instead you can also use your own communication skills to ensure that you receive messages clearly as well.²

However, the researcher views that where English is used as a foreign language, it has become one of the most important languages in the academic and professional lives of students for accessing scientific sources in their learning. Therefore, the definition of English communication skills is the level to be able to understand the native English speakers and the people who they talk with. As mentioned earlier, there are five elements of the typical communication model:

¹Thiida Paosuphan, “A Study of Communication Problems in Speaking and Listening Between Customers Service Staff of Airline Companies and Foreign Customers at Airline Companies’ Offices in SiLom Area”, **M.A. Thesis**, Graduate School: Thammasat University, 2013), p. 1.

²Sean Mcpheat, **Effective Communication Skills**, (UK: MTD Training & Ventus in 2010), p. 11.

namely to say, a sender, a message, a medium, a receiver, and a feedback process etc. First, the sender is a person who wants to share information with others. The message is the idea that the sender wants to communicate with someone.

Medium is the method that the sender chooses to transmit or share information. Receiver is the person who gets the message and the feedback process will occur when the receiver responds to the sender. All of the above mentioned are the five elements of the typical communication.

Moreover, in English communication skills, there will be something that distorts the message such as, different perceptions, language barriers, interruptions and attitudes. The barriers in communication happen when the people sending a message use the wrong communication styles for a situation or fail to express his or her thoughts. However, there are several types of communication problems not everyone learns English using a standard method; some people use different approaches, based on their culture and native backgrounds. The difference in study styles exists between people from international speaking country and people from a non-English speaking country. Here, the researcher would like to describe that most of the students who are studying international program in Mahachulalongkornrajavidyalaya University, are not from English speaking countries. It is difficult at times to understand them when they speak because teachers and students are from different places and have different accents. Therefore, second year students need to be aware of the importance of English communication skills because it would be of great help in improving their pronunciation. So, people are communicating in order to interact. People agree that social interaction cannot take place without communication because human interaction is essential.

Gill Hasson stated that the term communication comes from the Latin word “communis”, which means common to communicate, to make language known. The act of making common and known is expressed by the people’s feelings. Communication then is an exchange of ideas, information and feelings. The emphasis is on the word “exchange” which means giving and receiving. Communication is a two way process where the speaker and listener both take part.”³ That means the people who are good at English communication skills are likely to get greater job opportunities. Hence, second year students who are undergraduates need to have

³ Hasson, Gill, **Brilliant Communication Skills**, (UK, Great Britain: Pearson Education, FT press, 2012), p. 12.

more practice in class in order to increase their skills. In addition, English is the most widely used language among non-native speakers all over the world.

Mr. Meechai Anukkamontree pointed that “about 375 million people speak English as a first language while around 750 million speak it as a second language. Currently, English has become more and more important than ever due to the globalization and the intense competitive environment in both academic aspect and business aspect⁴”. Without a good preparation, university students will face with big problems when dealing with people from the different countries. At that time, it is vital to understand what communication is how it affects their lives and how to better communicate.

As Beverly-Mallett-Hamer pointed out, “We live in a world filled with other people. We live together, work together, and play together. In our personal lives, we need each other for security, comfort, friendship and in our working environment; we need each other in order to achieve our goals and objectives. None of these goals can be achieved without communication⁵”. Besides, every human society has developed spoken and written languages as a means of sharing messages and meanings. As everyone knows, English communication skills include writing, talking, using body language and gestures. The finding of this study in international program could reveal the real causes of English communication problems and it could be useful to students when they are in contact with their peers and other people.

Wisbon, stated that a lack of those skills can cause communication barriers, such as are poor grammar, pronunciation, using words incorrectly, misleading body language. Choice of words is important because they can be interpreted in different ways by different people. It is quite possible that the people will not attribute the same meaning to the same words”.⁶ Therefore, -skilled communicators are able to build rapport with coworkers and business associates, which can help move projects along more efficiently.

⁴ Mr. Meechaianukkamontree, “To Understand Thai University Students’ in Bangkok area Needs For and Attitude toward English Language Learning”, **M.A. Thesis**, (Graduate School: Thammasat University, 2013), pp. 1-3.

⁵ Beverly-Mallett-Hamer, **Communication within the Workplace**, (United States of America: University of Wisconsin-Stout, 2005), p. 2.

⁶ Wisbon, **The Basic of Communication Research**, (USA: Cengage Learning Center at Chapman University, Berkeley, 2004), p. 12.

2.2 Types of communication skills

Communication is a kind of skill which is within us. It includes our thoughts, our feelings and our comportment. There are different types of communication skills but the researcher has found there are three basic types of communication: verbal, non-verbal, and written.

Jean, MC Pheat claims that communication element is verbal communication. It is actually the least impactful element in face to face communication. The old adage is true, it is not what you say; it is how you say it that counts, and off course this is a bit simplified. We don't want to use verbal communication. The words we choose, to our best advantage, should definitely make a different impression⁷. Verbal communication, obviously, refers to spoken words. It includes pronunciation, accents, and vocabulary used by different people based on their age, gender, education, and occupation. However, to become competent users of a second language, they must focus on their English pronunciation and accent when they addressing an audience either inside or outside the class.

Phillip Beckley mentioned, "Poor pronunciation can be difficult to listen to, as it demands greater effort and concentration on the part of the listeners. In addition, poor pronunciation can lead to misunderstanding, even breakdown in communication. On the other hand, if a speaker has a clear pronunciation, this has immediate benefits: listeners judge the speakers' overall language ability much more favorably"⁸. In addition, poor pronunciation can lead to misunderstanding even, a breakdown in communication. Here, the researcher means that the most effective way for students to master pronunciation and accents is to listen regularly to native speakers and to copy what they hear. Good pronunciation always starts with careful listening. Therefore, the most frequently used skills in English communication are listening and speaking. This shows that it is necessary to have good listening and speaking skills in order to achieve communication.

In general, some students and English learners cannot speak English effectively even though they have been studying English for more than 10 years.

⁷ Mc Pheat jeans, **Advanced Communications Skills**, (USA: MTD Training Ventus publishing Aps, 2010), p. 20.

⁸ Phillip Backley, **Improving Your English Pronunciation**, (Japan: Tohoku Gakuin University Faculty of Letters, Department of English Literature, 2015), p. 126.

There are many factors that lead to poor performance in both listening and speaking. There are five causes to consider. The first is the teacher, the second is the students' attitudes, and the third is their motivation followed by the classroom environment, and finally the level of the students' exposure to English⁹”.

In all above mentioned, the researcher wants to state that if these problems are related to the students, then the teachers should find the best way to solve these problems in order to help the students to become more effective and proficient learners. In this study, the researcher wants to examine that teachers should also establish a conformable classroom atmosphere, be flexible enough to recognize the abilities of their students and their personal likes and dislikes. It's certain that if the teacher can build a good relationship with his/her students and their needs, the teaching process may run more smoothly and students may pay more attention in class. Moreover, the teacher should also know the attitudes of his/her students. Their likes and dislikes are crucial factors in the development of second language learning. In this study there are two kinds of attitudes: positive and negative attitudes. Firstly, it is very important for English learners to have positive attitudes as they motivate them to reach their goals.

Jean Yates stated that English Conversation gives you helpful instruction on correct pronunciation, grammar, syntax, and word usage, keeping in mind the typical problems of non-native English speakers like you. Each section includes a series of exercises that give you extra practice in using new concepts and encourage you to construct personalized conversations. The lessons will reassure even grammar-phobic learners that you can achieve a confident speaking style.¹⁰

Language is a good start for second English learners. A negative point could lead a student to not wanting to practice speaking English both inside and outside the classroom. They might develop a fear of speaking English in class and with other people. Their ability to communicate in English in real-life situation would be limited. Furthermore, the researcher usually heard from students who complained that they had too much homework and not enough time to practice in

⁹ Nualsri Khamprated, “The Problems With the English Listening and Speaking of Students Studying at a Private Vocational School in Bangkok”, **M.A. Thesis**, (Graduate School: Srinakhrinwirot University, 2012), p. 20.

¹⁰ Jean Yates, **Practice Makes Perfect English Conversation**, (Mc Graw Hill: Washington University, 2012), p. 23.

class. This means lack of practice would not be beneficial to them. Therefore, the opportunity to practice and use English both inside and outside the classroom are crucial the students who wish to enhance their English communication skills. Besides, teachers should encourage students with interesting activities and make them practice their speaking and listening skills. In this study it is also mentioned some problems faced by students in three situations, such as in meetings, in face to face conversation, and while making presentation in front of the audiences. For this reason, students frequently fail to communicate effectively because they don't express themselves clearly or forcefully enough. Based upon conversation among the students' representative, this study is important because there appears to be a lack of communication within the organization.

2.3 Listening Skills

Listening is the most critical communication skill. Students are involved in various listening situations 60% to 90% of the time, but most students have little or no listening instruction. Little listening instruction may be due to a lack of preparation, time or material. In addition, teachers may be uncertain whether they are good listeners themselves and may, therefore, hesitate to teach this skill. Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non-verbal component.

Basically, English listening problems shows that students have had several problems with English, such as people from different countries that have their own various accents. Besides, there are some possibilities that students may be unfamiliar with the different accents when foreigners speak too fast. Moreover, some words used by the native speakers might be unfamiliar to the students, especially if the natives speak very fast. Therefore, the problems in listening could lead them to the communication problem. According to English listening and speaking skills experts, there are many problems that affect the listening skills for English learners. The first is being unable to keep up with the fast speaker.

Cook Ann states that listening and communication skills are two of the most basic and important skills that help desk analysts must possess. Analysts take in information by listening. They use both verbal and nonverbal skills to communicate. These skills are important because analysts must communicate and listen actively when customers provide information about their problems or requests.

In return, analysts must respond in ways that give customers a sense of confidence that they are being heard and understood. They must also deliver information in a way that is meaningful to their customers. Good listening and communication skills benefit both parties involved in a conversation and can be improved through practice.¹¹” It is clear to say that listening is a critical means of acquiring a second language and language performance skills. The problems usually occur when the speaker chooses words which the listeners do not know. It makes it difficult for the listeners to understand what they are hearing.

In this study the researcher suggests that in order to be an effective listener, students need to practice more and should try to learn from the media, English newspapers and the teacher should use various visual aids to give learners more opportunity to practice listening and to become more acquainted with the sounds. As a result, it will be easier to communicate and understand spoken English. If the students are aware of the importance of English listening skills, they will become effective learners in the classrooms. In order to become an effective English listener, teachers should encourage them to learn English frequently, reminding them of the importance of mastering the language.

Hedge, claims that when students attend higher levels of second language learning, there should be an increased focus on fluency-based activities. The rationale behind the increased focus on fluency is that learners should develop their skills with grammar, vocabulary and pronunciation during the lower levels of second language learning.¹²

Generally speaking, students only use English in class and have few opportunities to converse outside the classroom. Besides, they are faced with the English listening problems when speakers speak too fast and the students have to ask them to speak more slowly. Additionally, other factors contributing to listening difficulties of MCU students are the lack of opportunity to use and practice English skills, and lazy learning habits. Because of that, they lack of the strategies that could facilitate their listening comprehension. The researcher strongly believes that if teachers were to encourage students to practice speaking and listening both inside

¹¹Ann Cook, **Developing Strong Listening and Communication Skills**, (America: United States, 2013), p. 34.

¹² Hedge, **Teaching and Learning in the Language Classroom**, (USA: Oxford University Press, 2000), p. 283.

and outside the classroom by having conversation with native and non-native speakers, it would be an effective way to improve their listening skills. Therefore, it is very necessary for teachers to motivate students to improve their listening skills.

Jehan Mahmoud Ashour describes that to help students overcome their lack of confidence, teachers should offer a supportive learning environment. In addition, students ought to feel free to ask questions, comments, to add, even to make jokes whenever they feel like behaving this way and to feel secure of making mistakes¹³.

To illustrate, listening plays an outstanding role in the communication process. Actually to say, people spend 45% of their time listening in the communication process. In order to communicate, they must be attentive to speaking well and listening effectively. As we know, many countries throughout the world have adopted English as a second or foreign language and it is taught both at schools and universities. As a result it has become the best way to communicate internationally. Due to the importance of both listening and speaking skills, teachers also are trying to find new methods of teaching to help students improve their English communication skills. In conclusion the researcher feels that listening skills are crucial to language learning and they help language learners to comprehend spoken languages.

2.4 Speaking Skills

Speaking is an act of making vocal sounds. So, I can say speaking means to converse, or to express one's thoughts and feelings in spoken languages. Speaking skills are the skills that give us the ability to communicate effectively.

In this point, the researcher would like to suggest that one of the best ways to improve communication skill is through public speaking. In terms of international relations, the ability to speak English is very important as it enables non-native speakers to participate at an international level. Besides, the levels of speaking skills are measured in terms of the ability to carry out a conversation successfully in the target language. This studies found that it can lead second or foreign language learners to believe that speaking abilities can improve their lives of

¹³ Jehan Mahmoud Ashour, "The Effect of Using a Video Conferencing-Based Strategy on UNRWA 9th Graders' English Speaking Skills and Their Attitudes toward Speaking", **M.A. Thesis**, (Graduate School: the Islamic University of Gaza, 2014), p. 45.

professional careers. Among the four main English skills, speaking plays a vital important role in the learning process and is a fundamental part of human communication. Therefore, students should have strong communicative competence in order to enable them to express their thoughts and feelings in all situations.

On the other hand, most students are not effective speakers as the English language is not their mother tongue. The result found that they may be unable to comprehend when native and non-native speakers speak English with different accents and too quickly. In speaking, learners try out new vocabulary and develop working knowledge form and structure once visually prompt and culturally familiar information provided. If the problems are related to their speaking, they should be able to identify their listening and speaking and improve the quality their listening and speaking skills to be more efficient English learners. Some students have been learning English from the primary to high standard, but they still feel uncomfortable when it comes to speaking. They have a fear of being ridiculed by their peers.

Stephanie J. stated that “When you think about public speaking, you probably focus on the act of delivering a speech. However, a speaking course gives you a chance to develop many other communication skills, such as critically analyzing a topic, managing nervousness, listening effectively, adapting to an audience, building your credibility, finding and using many different types of information, organizing ideas, and presenting ideas and information”.¹⁴

Furthermore, the speaking skill is vital; it is the tool that helps us to communicate with one another. By the same token, the advantages of speaking competence help us to know the world. Hence, we can share our experiences and knowledge with other people from different countries. “Being able to speak English well is very essential, especially for the students because it becomes the bridge for them to know the world¹⁵”. For a good way to relate to the students a classroom should not be overcrowded, as the larger it is the more difficult it is to control. In an overcrowded situation some students might not have an opportunity to practice their skill. Some others might avoid participating due to the fear of facing an

¹⁴ Stephanie J, **Public Speaking the Evolving Art**,(USA: Wadsworth Cengage Learning, 2010), p. 9.

¹⁵RP Wardani, “Improving the Tenth Grade Student’s Speaking Ability by Using Stad at Smkn 5 Jember”, **M.A. Thesis**, (Graduate School: Muhammadiyah University, 2017), p. 80.

audience. These problems usually happen during class times. Therefore, the student with weak speaking competence may have a greater challenge in delivering oral presentations due to lack of expressive communication skills.

Rahmawati states that, “to solve the problem of speaking English, students must understand the importance of English as a foreign language. They also need to be motivated in order to avoid shyness and fear of speaking in public¹⁶.” Besides, they should be aware that speaking is most important skill in communication. There are four factors which can cause communication breakdown. The first is related to a lack of proficiency in English pronunciation. The learner should be aware of his English pronunciation. No matter how accurate his grammar and no matter how rich and expressive his vocabulary, if his pronunciation is too poor the listeners will find it difficult to catch up what he is saying. At least, if a learner has a clear pronunciation, that will be of great benefits.

In addition, good pronunciation always starts with careful listening. Clear pronunciation is of importance; it makes communication flow. Ameena Phirualee describes “pronunciation is the first thing that people notice when speaking English as background, education and social standing are often inferred from pronunciation¹⁷.”

In Mahachulalongkornrajavidyalaya University, there are large numbers of students who want to improve their proficiency in English, especially in speaking skill. As speaking is a crucial part of the communication skill, they should become aware of how to speak clearly and accurately in order to express themselves and to prevent communication breakdown. If they are aware of the importance of English in their lives, they will become highly motivated learners. As everyone knows, the ability to speak is very important as it enables non-native speakers to participate in an international level. At this level, speaking skills are measured in terms of the ability to carry out a conversation successfully in the target language. Besides, this can lead second or foreign language learners to believe that speaking abilities can improve their levels of professional lives. Therefore, they should be aware of

¹⁶ Rahamwati, **Improving English Speaking Ability Using the Team – Games – Tournament Technique**, retrieved (online). wtrahma@yahoo.com, Syah Kuala University, Banda Aceh, 2017), p. 5.

¹⁷ Ameema Phirualee, “A Survey of Awareness towards English Pronunciation among MEC Students, Thammasat University”, **M.A. Thesis**, (Graduate School: Thammasat University, 2013), p. 5.

mishaps which can give them problems when they speak with native and non-native speakers due to different cultures and accents. The problems may arise between students speaking English to one another both in and outside the classroom.

Mostly, students may be frightened when they speak English in front of the audiences especially in the classroom. The fear of making mistakes and being laughed at by their peers prevents students from allowing themselves to practice speaking in the classroom. If that happens, they may avoid speaking activities. The problem is they show up in class unprepared. That is to say, a lack of preparation reduces students' self-confidence in speaking English. When they speak English they tend to forget some of the words they had prepared in advance. For this reason, they are nervous and worried about making mistakes. They usually forget the important words that would help them to express their thoughts and ideas. This situation could lead them to not wanting to practice speaking English in class. In oral tests, it's necessary to get students to actually say something to recognize that there is a difference between knowledge about a language and the skill to use it.

A lack of practicing reduces students' self-confidence, when they speak English with native or non-native speakers. That is clearly a problem even though they have enrolled in an English course for several years; it seems as if they do not have much time to practice both in and outside the classroom. It is important to find a solution in order for them to improve their communication skills. Furthermore, English is very important for global business because it is used as the international language to communicate among people with different cultures and languages. That also applies to industrial workers who are in constant contact with foreign customers. For them knowledge of English is of utmost importance. The purpose in this study shows that students also want to improve their skill even though they could communicate with native/ nonnative speakers. When questioned by the researcher, they reply that improving their skill could help them to avoid mistakes and misunderstanding in a conversation.

2.5 Reading Skills

Reading plays an essential role in our lives. It is so much a part of everyday living that one can hardly imagine to manage without it. Reading is also unique and flexible. Without reading, it will be difficult for students to further their education to higher level fields.

Somporn Montasut claims that reading is the recognition of the words within paint or books as the reader is recognition of author written, both in terms of definition, meaning, Knowledge, and the relations with other things that the author intended to express the idea, however, what that means and what that relation. The hierarchy of the reading will start from the understanding of words, each word; phrase each group and the story in each the paragraphs or in each an episode ought to understand step by step.¹⁸

Therefore, reading plays a great role for comprehension of written texts. Currently, the English language has essentially engaged in the curriculum of Thailand's education system. Therefore, reading is one of the necessary skills which are used and needed by students in the international program test in English subjects at the Faculty of Humanities.

The researcher agrees that reading is significant for both Thai and foreign students who learn English as a foreign language because most educational and professional texts are available in English. In order to develop these abilities, students have acquired a certain sensibility to the text and reflect on what kind of communicative (?) as it taking place in their relationship with written language. Therefore, it is important to teach students to establish their reading goals before starting reading, so that comprehension can be facilitated by giving the task a specific direction. In addition, students are required to read written English resources in order to obtain such knowledge at their higher education, especially in high schools and universities. As a result, students who are studying cannot avoid reading. It helps a reader to comprehend words, sentences and entire texts in order to improve their knowledge.

Gokce Erkan states that “reading is one the most complicated skill which a person deals with throughout his life time. It needs a lot of practice and experience to understand written text and the message in it. The issue becomes more difficult when the text appears in a foreign language in which the reader is not proficient enough¹⁹”. Though it is difficult for the readers but there are always some clues

¹⁸ Somporn Montasut, **Writing of Communication**, (Bangkok: Thammasat University, 1995), p. 24.

¹⁹ Gokce Erkan, “Developing Reading Skills in English Throughout Strategy Training at Upper Intermediate Level in Bilkent University School of English Language”, **M.A. Thesis**, (Turkey: BilkentUniversity Press, 2005), p. 2.

which guide them. Most of the researchers agree that reading is one of the receptive skills which are of great importance in language teaching and learning. As reading is such an important skill in language learning, it is necessary to put it into use.

As we known reading is what happens when people look at a text and apply meanings to the symbols in that text. In the world today, effective reading means a flexible and appropriate response to the materials in hand, and this is always guided by the reader's options, including the option to give up. Furthermore, reading strategies function to monitor and regulate reading strategies. There many reasons for its being important. Firstly, learners come across it a lot in their daily lives. Secondly, since the students in this research are preparatory school learners who are learning English for academic purpose, it is definite that they will have to read a lot of long article or books in their departments.

Hence, it needs a lot of practice and experience to understand a written text and a message in it. That is clearly to say reading is one of the receptive skills which is of great important in language teaching and learning. There are many reasons for its being important. Firstly, learners come across it a lot in their daily lives. Secondly, since the students in these researches are University students who are learning English for academic purpose, it is definite that they have to read a lot of books and long articles in the libraries. Reading is a skill which is not easy to improve and develop. It requires a considerable amount of time and effort. In this sense, the purpose of reading is to get some information out of a text and apply that information wherever needed. While one is reading a text, there is always a purpose in his/ her mind because reading is a purposeful activity.

2.6 Improving Oral Communication

Speaking is considered to be an important factor as it is one of the four language skills, (listening, speaking, reading, and writing). Therefore, this paper is an attempt to find out the real factors behind the inability to communicate orally. Nowadays, numbers of people across the world learn English for many reasons. We are living in an international world where our ability to communicate in English is of great importance. Besides, the ability to use English as a foreign language has become necessary for studies, travel to other countries and for social and professional lives. With the importance of speaking skills, communication is an exchange of ideas either orally or in writing. Therefore, teachers should strive for

students to become communicatively competent and encourage them to use their own initiative in order to express themselves orally.

In this study it is found that oral communication is a challenge for any language learner. It is considered as a two-way process between a speaker and a listener. For example, a speaker becomes a listener, a listener becomes a speaker. Hence, someone argues that a second language is complex. Anna Tornqvist pointed out that “oral communication in the teaching of English as a foreign language involves many different aspects of the English spoken language. For instance the pupils can read different types of text dialogues aloud or they can present something that they have prepared in advance to the class²⁰.” For instance, the senior students can read different types of texts or dialogues aloud. Furthermore, they can present something with the topic that they have prepared in advance to the class.

This study explains that oral communication skills refer to both speaking and listening. They are lifelong activities and probably our most important communication tools. To sum up, the listening skill is as important as the speaking skills because to communicate face to face has to be developed in tandem. Boussiada Soraya states that” in speaking, the learners have to acquire these sub-skills of knowing what, why, and to whom to say something. Once again, the teacher’s role is to monitor students’ speed production in order to determine what skills and knowledge they already have and what areas need improvement. Hence, the responsibility of the teacher is to devise activities that can address different skills by providing authentic practice that prepares students for the real life communication skills²¹”.

In all the above mentioned, the researcher believes that this study provides opportunities for learners to develop successful learning and communicative strategies. In regards to the study, the researcher views that students need many opportunities to practice their oral skills on various levels and it is the teachers’ responsibility to provide them with these opportunities. Kathrine Staksrud

²⁰ Anna Tornqvist, **Oral Communication in the English Language Classroom**, (Hogskolan, Sweden: Kalmar University, 2008), p. 14.

²¹ Boussiada Soraya, “Enhancing Students’ Oral Proficiency through Cooperative Group Work, the Case of 3rd Year LMD Students of English”, **M.A. Thesis**, (Graduate School: Constantine University, Algeria, 2010), p. 10.

points out: “This development of communicative competence requires practice and many opportunities to speak in the classroom²²”. Therefore, English is not merely the language of English native speaking countries, but of all countries throughout the world. In summary, nowadays English is widely accepted as an international language and is essential for communication. In order for students to communicate efficiently in English, they should be able to practice their speaking skills so that they can face real life situations. The aims of in this research refer to the English learners who are enrolled in the international program to become great communicators in the future. As described earlier, learning a second language today requires the development of oral skill in order to interact and to communicate with others both in and outside the classroom. Inside the classroom, speaking and listening are the most commonly used skills.

This shows that oral language is important not only as a vital communication tool that empowers us in our daily lives, but also as a valuable way to learn. In sum, oral communication skills means both speaking and listening to oral languages, both talking and listening are lifelong activities and probably our most important communication tools. With the importance of oral communication, we can relate to others, to express and exchange ideas as well. Without speech we cannot communicate with one another. Taking a look at the English teaching system at Mahachulalongkornrajavidyalaya, many of us would agree that one of the students’ greatest needs is to develop their conversational abilities in the foreign language.

Looking back to 2014, at the beginning of the first semester, the researcher realized and evidenced that the students faced great difficulties trying to interact with each other in English; they were unable to sustain a conversation on a familiar topic or interact with each other when talking about the content of an assigned reading. The main goal in this research is to improve students’ oral communication skills and to help them develop oral abilities to communicate fluently in different contents.

V’ictor Alfonso Castrillon’Rami’rez stated that “students need to be able to communicate confidently and appropriately with people from all walks of life:

²² Kathrine Staksrud, **Oral Communication in the Language Learning Classroom, a Study of two EFL Textbooks Use**, (Norway: University of Bergen, 2017), p. 16.

with those who are older or younger, with those in positions of powers, with peers and family, with small and large group.²³

In addition, we use language to achieve a variety of social purposes, for instance, to entertain, to explain how something works, to provide information and to explore the inner world of the imagination. More importantly, learners need to be involved in activities which develop specific listening skills, such as the ability to understand completely the main point of a talk, the ability of identify particular details, and the ability to evaluate critically what is being said. The aim in these researches was to find out how important students find learning oral communication in English, what they like and dislike in English classes and how they see the status of English in their future occupations. In order to communicate in the classroom, students need to have knowledge of the language structure and skills, and to use them in actual communication.

Furthermore, the goal of the communication approach is to help both Thai and foreign students to use English effectively in their daily lives. On the other hand, for their oral communication improvement, they not only need to be well prepared in English skills, they also need to use them to build social relationships that allow them to interact with each other.

Harmer discusses that adolescents are in the stage of life where they are more likely to feel less motivated due to the fear of embarrassment in front of their peers rather than their teachers. Furthermore, Harmer states that it is crucial for a teacher to create an environment where students feel that their peers are assets in their learning rather than critics.²⁴

Many students believe that if they make mistakes they will lose face. Because of that, some students resort to mother tongues when they cannot communicate in a secondary. But the researcher views that making a mistake is normal. Students cannot learn without making mistakes. Hence, it is important to make students conscious of the fact that mistakes play in the development of a language. The error makes them realize they are having success in their learning

²³Victor Alfonso Castrillon' Rami' rez, "Students' Perception about the Development of their Oral Skills in English as a Foreign Language Teacher Training Program", **M.A. Thesis**,(Colombia: Technological University of Pereira, 2010), p. 13.

²⁴ Harmer, **Translation and the Role of the Mother Tongue in ELT**, (Poland: Palacky University in Olomouc, 1993), pp. 7-8.

process. As English is the main subject in the faculty of humanities, teachers need to provide students with a broad spectrum of comprehensible input so that they can develop their skills and proficiency.

Learning English means not only learning specific contents, but acquiring skills to be used in the years to come. Hence, the students have to be given enough time to express themselves, discuss, debate, or argue with others in the classroom. Therefore, it is essential to develop oral skills and the ability to use these skills in different communication situations. The English language has become popular for business, commerce, cultural reasons and especially for internet communications throughout the world. People who have appropriate levels of communication skills and high levels of interpersonal skills are more likely to reach their career goal. It can conclude that good communication comes from good practicing.

As students practice this process every day, they will automatically develop their English communication skills. Finally, the researcher concludes that the ability of a clear enunciation would be of great advantage to the learner; he would demonstrate articulation and good pronunciation. However, communication is an exchange of ideas between people either orally or in writing. In this research, the researcher believes that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as valuable way to learn. Oral communication skills means are both speaking and listening to oral language. Both talking and listening are lifelong activities and probably our most important communication tools.

2.7 Vocabulary Learning Strategies

Vocabulary learning plays an important role in developing language proficiency. That means one cannot communicate in any meaningful way without vocabulary.

Monique Eide describes that “no matter how well the student learns grammar, no matter how successfully the sounds L2, second language, are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way²⁵.” Fundamentally, vocabulary is essential in

²⁵ Monique Eide, “English Vocabulary Learning with Special Attention to Norwegian Pupils in Lower Secondary Schools”, **M.A. Thesis**, (Graduate School: University of Bergen, 2010), p. 1.

developing the four language skills: reading, writing, speaking and listening. Therefore, it is essential to have adequate vocabulary because it helps the students to communicate more comprehensibly.

Panitda Reanjaroenusuk claims that a good vocabulary is the most important area of second language competence in regards to academic achievement. To be successful in vocabulary learning means the students are able to retain and recall vocabulary at will²⁶. The more we recognize the words and understand them, the easier it will be for us to read without stopping and wondering. In the classroom, students must know words in order to understand their teachers and contexts.

Generally speaking, the outstanding students are those who know a subject and who have the ability to express their knowledge in well-chosen logical, articulated words. This research is intended for the benefit of the English learners who want to master their vocabulary. Learning a second language does require knowledge of words and vocabulary. Hence, one cannot communicate successfully without a sufficient vocabulary. This shows that vocabulary is crucial to language and of great importance to language learners. Knowing a lot of words can help the learners to be able to speak, understand, read or write a foreign language easily. It helps the learner to develop the four skills.

The learner with a rich vocabulary will be able to increase his language proficiency. Since vocabulary is a vital part of communication skills, some learners found that it was still difficult and they said that the main problems of vocabulary learning were their being unable to retain the meaning of some words, especially new words they learned in a short time. If they come across such problems they have to find ways and make enormous efforts to acquire new vocabulary. In order to retain or expand their vocabulary, they need to find the useful approaches by themselves.

Parker stated that good communication skill is essential for successful, personal and business relationship communication in the process people something ideas and feeling with each other in commonly understandable ways. It is an

²⁶ Panitda Pranjaroenusuk, "An Investigation into the English Vocabulary Proficiency in a Natural Science Context of First Year Arts and Science Oriented University Students", **M.A. Thesis**, (Graduate School: Mahidol University, 1999), p. 13.

exchange of useful message that serves the reader's needs, which make their exact meaning clear and enable them to share momentous end.²⁷

For instance, EFL learners need to know how to pronounce words, stress on them, and to spell them correctly. All the above mentioned, it is undeniable that vocabulary is an essential part in learning a foreign language. In addition, it is essential for English communication in all works of life.

Sonu Angi states that “in regards to learning vocabulary, vocabulary learning strategies can help students succeed in language learning since appropriate strategies used are very important. Therefore, teachers should plan their lessons in ways that help students to learn vocabulary effectively²⁸.” In all the above mentioned, we can see that in language learning, it is unavoidable for language learners and language teachers to deal with vocabulary and vocabulary learning strategies.

Consequently, the main purpose of this section is to study and review the importance of vocabulary strategies in language learning. Moreover, words are the tools learners use to think, to express ideas and feelings, as well as to explore and analyses the world around them. On the one hand, a large, rich vocabulary helps them with selection of right words to use and enable them to express their real thoughts, ideas and feelings. Mayuree Siriwan explained that “the more words one is able to use correctly, the better one will be able to express oneself easily and with self-confidence and to understand the world one lives in²⁹.” The study in this research shows that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations. Here, it is undeniable that vocabulary is useful and necessary for language learners to be taught vocabulary learning strategies in order that they can learn how to discover the meaning of new words, how to store them in their memory and expand their vocabulary.

²⁷ Parker, **Business Communication Process and Product**, (United States of America: in 1997), p. 95.

²⁸ Sonu Angi, “The Survey of Vocabulary Learning Strategies of Students at Silpakorn University of Pecthaburi Campus”, **M.A. Thesis**, (Graduate School: Thammasat University, 2012), p. 1.

²⁹ Mayuree Siriwan, “English Vocabulary Learning Strategies Employed by Rajabhat University Students”, **M.A. Thesis**, (Graduate School: Suranaree University of Technology, 2007), p. 20.

As Mayuree Siriwan mentioned that “language learners not only need to expand their knowledge of words, but they also need to understand words well enough to be able to use them appropriately during their social life.³⁰” In the classroom, students should be aware of the vocabulary unless they know the meaning of words, they will have difficulties in understanding what is read. Therefore, as there are in every language too many words a foreign language learner must know in order to understand authentic situations. Some students admit that even though they understood when they are spoken to, they find it difficult to their interlocutors. In other words they are lack of vocabulary.

Monique Eide states that if your grammar is not correct, you might still be understood, if your pronunciation is not perfect, you still may be able to communicate, but if your vocabulary is deficient, misunderstanding may arise and communication might become difficult³¹.” Mastering a lot of vocabulary can help the English learners to increase their four language skills namely listening, speaking, reading and writing. Thus, he who has an extended vocabulary will show an increase in his language proficiency. To summarize, vocabulary is a key to success in learning language proficiency and knowing the words is a good target for the learners in communicating in their daily lives.

The main purposes in these researches are to help the MCU students who are enrolled in international program, to make their learning easier, faster, more enjoyable, more self-directed and more transferable to new situations. Hence, students need to know how to practice and use it to express real thoughts, ideas and feelings in a wide range of appropriate situation. In this study, the researcher would like to suggest that in order to cope with new vocabulary when the problems occur, learn unfamiliar words and the learner requires a tremendous effort in learning new words. As a result, students with a fair amount of vocabulary seem to have no difficulty when they hold conversations with other English speaking people. It is undeniable that vocabulary is important both in schools and universities and for the people who are working in companies where the knowledge of English is compulsory. Moreover, people say that both vocabulary and grammar are essential

³⁰ Mayuree Sirawan, “English Vocabulary Learning Strategies Employed by Rajabhat University Students”, **M.A. Thesis**, (Graduate School: Suranaree University of Technology, 2007), pp. 20-43.

³¹ Monique Eide, “English Vocabulary Learning with Special Attention to Norwegian Pupils in Lower Secondary Schools”, **M.A. Thesis**, (Norway: University of Bergen, 2010), p. 1.

for the learners, but when comparing vocabulary with grammar, we will see that vocabulary is much more important and should receive more attention than grammar. For instance, from primary schools to high schools, teachers start to teach their students how to read words and how to pronounce them correctly. This means that vocabulary is more important than grammar and is a fundamental element for learning English.

Dance & Larson, both of them, states that there are 126 different types of communication. The differences in communication tend to emphasize on one or two different concerns. The earliest differences originated from the scientific study of information based on view. Because it was derived from behavioral perspectives, communication was seen as behavior the international act of getting information from one person to another.³²

In addition, students need adequate vocabulary to be able to understand lectures, to be able to comprehend listening skills, understand TV and radio programs and to be able to read textbooks effectively. Teachers and students agree on the importance of vocabulary in language learning. To communicate with other people, if the learners lack vocabulary knowledge, they may not be able to use the language to communicate. Therefore, this study aims to find out what vocabulary strategies the students at the Faculty of Humanities use when they learn English vocabulary and how to help them learn English more efficiently. Fundamentally, vocabulary is the main part to understand when someone speaks.

2.8 Verbal Communication

As we know, the basis of English communication is interaction between people. It is the most frequent form of communication used in daily life.

Non-verbal communication is something that sort of coming from the heart, from the emotional aspect of communication. So, most of the times when the mind tells something emotional, the heart feels something else; then whatever the heart feels, it is shown in the form of facial expressions, in the form of hand gestures and in the form of one's posture. So, what is inside is something that is expressed

³² Dance, and Larson, **the Function or Human Communication**, (New York: Holt, Rinehart and Winston, 1976), p. 12.

outside by non-verbal communication, but what is intended verbally needs not be the one that may be actually communicated.³³

That means verbal communication plays an important role in an identity group and relationship development. Hence, the difference in languages and cultures are major difficulties in verbal communication when people communicate with each other, bearing in mind that English is considered a second language to those people.

Therefore, the researcher would like to suggest that when dealing with people of different cultures, the speakers need to think carefully about how to express them, to choose their words carefully when addressing those people. However, the people rely on verbal communication in language learning to exchange messages with one another and develop as individuals. To summarize, verbal communication are both written and spoken. The purpose of this study, verbal communication, refers to our use of words as nonverbal communication, to communication which occurs by means other than words, like body language, gestures, and silence. Therefore, the people who use the second language have to realize that some words in one language may have different meanings in others; they often describe completely different concepts. Hence, using the second language can be a barrier in communicating with people from different countries and different first languages. In relation to the verbal communication as a language use, it is composed of four components such as phonology (sounds), syntax (structure and roles); semantics and the (meanings) so on. In addition, verbal communication can define everything concerning the ideas, experiences and thoughts. Moreover, verbal communication is to use language skills; speaking or writing.

2.9 Non - Verbal Communication

Non-verbal communication consists of all messages that are transmitted through bodily signs, example postures, gestures, and facial expressions. As the English language is a tool for communication in the social relationship, nonverbal communication also is important in part of our human society. Wang Jing described that human language communication is the primary means of interaction, but non-verbal communication also has an important communicative function. Non-verbal communication is the expression of the human beings' silence and accurate inner

³³ Prof. T. Ravichandran, **Communication Skills**, (India: Department of Humanities and Social Sciences Indian Institute of Technology, Kanpur, 2003) p. 24

world language, non-verbal means of the most spectacular³⁴.” In our daily communication, we will see that people can't communicate efficiently by verbal language alone. For instance, verbal language can express emotions, exchange ideas and deliver information. Therefore, we can also use nonverbal communication to achieve efficient communication.

On the one hand, nonverbal communication is a process that communicator use the natural features of body language to deliver information, express specific meanings to the other communicator. In this research, nonverbal communication consists of five types of body language. They are: gestures, postures, eye contact, facial expressions and touch. At Mahachulalongkornrajavidyalaya University, most students believe that the teachers' body language tells the truth, as human beings by subconsciously speaking their mind. However, it cannot be deniable that nonverbal communication is very important in our daily life and it is also important for MCU students in their classroom. For example, we can see that the people from different countries can communicate non-verbally, such as smiling, crying, pointing, caressing and touching. However, nonverbal communication is enough to express all of the information.

Zhenzhang LIU explained that in order to make classroom teaching more manageable, more effective and more interesting, both teachers and students should be fully aware of the importance of non-verbal communication and improve the ability of non-verbal communication. Especially much more feelings and attentions are sent and received nonverbally than verbally³⁵.” In our daily life, everyone makes gestures when speaking native/ nonnative languages such as English/foreign language. Due to the difference in first language, cultures would also be different among people.

Gestures means one communicates and expresses by movements and manners of his/her hands. That is a form of body language. Wang Jang mentions that non-verbal communication is valuable for teachers and students in the classroom in terms of exchanging information. Teachers send information by using these non-

³⁴ Wang Jing, “A Pilot Study of Teachers’ Non-Verbal Communication in EFT and ITS Effect on Student Learning”, **M.A. Thesis**, (Graduate School: Assumption University, 2009), p. 9.

³⁵Zhenzhang LIU, “An Analysis of Nonverbal Communication of College English Teaching Classroom in Khuming China”, **M.A. Thesis**, (Graduate School: Assumption University, Bangkok, Thailand, 2015), p. 2.

verbal messages, such as gesture, posture, eye contact, facial expression and touch. For example, when the teacher sends information to the students by using non-verbal messages, the students receive the information and then reciprocate.

In addition, posture is a way of how people walk, sit, stand and move. Wang Jang claims that posture is an important means of conveying interpersonal attitudes; there are two dimensions of postures associated with the main attitudes. Postures are also associated with emotional states, either through direct physiological effects of emotion or for symbolic reasons³⁶.”In non-verbal communication, postures are also associated with emotional states, either through direct psychological effects of emotion or symbolic reasons.

Moreover, eye contact also refers to the way we look at people with whom we are communicating. And it can serve many functions in our communication; it shows that we are paying attention. It’s also revealed how we look at a person in a range of emotion such as affection, anger and fear. Hence, students should be aware of attention when they make presentation that eye contact is an important in part of communication skills. In general, people use eye contact when they are in conversation in their daily life. In English classes at the MCU University, nonverbal communication is an essential carrier of information.

Terrence G. Horgan, states that nonverbal communication in human interaction is the most comprehensive and readable compendium of research and theory on nonverbal communication available today. Written by a communication scholar and two social psychologists, the book offers an interdisciplinary approach to the study of nonverbal communication that shows how it affects a wide variety of academic interests. The theory and research included in this text come from scholars with a wide variety of academic backgrounds, including communication, anthropology, counseling, psychology, psychiatry, and linguistics. Nonverbal messages and technology or media that covers the increasing amount of communication that is mediated by some form of technology and newly added text boxes that acquaint

³⁶ Wan Jang, “A Pilot Study of Teacher’s Non-Verbal Communication In EFT and ITS Effect On Students Learning”, **M.A. Thesis**, (Graduate School: Assumption University, Bangkok, Thailand, 2009), p. 23.

readers with cutting-edge research questions and findings, and appeal to your real-life concerns.³⁷

In this study, the researcher found that it is necessary for the teachers and students to learn to use non-verbal behavior to enhance their quality in classroom teaching. However, facial expression consists of nonverbal communication, so in our daily activities facial expressions are especially important in conveying signs, such as emotions of happiness, sadness, surprise, fear, anger and disgust that are recognized across cultures. Therefore, it is clear to say that facial expression plays a major role in conveying feelings. In this study, the researcher demonstrates that if the students develop a good non-verbal communication which will possibly lead them to form an optimistic and active feeling; they will surely have smooth interpersonal relations and more motivation to study.

In addition, the result could help them to develop their non-verbal communication both in and out of the classrooms. The study in this research refers not only to students but also to people who work in staff service areas. It would be of great important it is clear that body language is indispensable. It is acceptable that non-verbal communication is an important medium through which people communicate with each other and the non-verbal communication is also another medium of communication though unspoken. So the English learner can use nonverbal communication to achieve verbal communication efficiently.

Hence, using body language in speaking English/foreign language is very necessary for second language learners. Allan & Barbara Pease described that body language is an outward reflection of a person's emotional condition. Each gesture or movement can be a valuable key to an emotion a person may be feeling at the time³⁸. In this research, one of the aims is to illustrate how to use nonverbal communication. Moreover, even we are not talking with each other; it is possible to read non-verbal meaning in our action. Besides, people who come from different countries can communicate with non-verbal communication with smiling, pointing and caressing touch. In nonverbal communication, some people like to touch and to

³⁷Terrence G. Horgan, **Nonverbal Communication in Human Interaction**, (USA: Cengage Learning, 2005), p. 23.

³⁸Allan & Baraba Pease, **The Definitive book of Body Language**,(Australia, 2004), p. 11.

be touched when they are meeting for the first time. There are many kinds of touches; example it is usually performed by a handshake, a hug or a kiss.

These touches are used to express a variety of feelings and emotions. In addition, non-verbal communication is the expression of the human beings' silence and accurate inner world language, non-verbal means of the most spectacular. Michael D. Plumb describes that the importance of non-verbal communication really shines when using it not only to decode emotions of communication participants, but also communication intent. It has been shown that when people lie, they usually expend effort censoring and disguising their non-verbal cues³⁹." In conclusion, Non-verbal communication is communication by means of gestures, postures, eye contact, touch and facial expressions.

In Conclusion

In this chapter, on the above mentioned, the researcher covered and explained in deep the English communication skills. The research concerns are categorized into various parts of English communication skills of the second year students. Therefore, the majority of the study areas are mainly subdivided into 7 parts. They are as follows: 1) definitions of English communication skills, 2) Types of communication skills, 3) Listening skills, 4) speaking and reading skills, 5) Improving oral communication skills, 6) Vocabulary learning strategies, 7) Verbal and non-verbal communication skills.

³⁹Michael D. Plumb, *Non-Verbal Communication in Instant Messaging*, (Utah University, 2013), p. 12.

Chapter III

Research Methodology

This is a quantitative and qualitative research by nature; the main purpose is to describe the methods of research study on English communication skills for the second year students in English (International Program), at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Researcher studied based on the English communication Skills for the second year students in international program, from the books, thesis, journals and internet. After that the research methodology has been finalized. With consideration to research method, it is predominately related to the English communication skills data obtained by observation. The procedures used in gathering the data in this study will be portrayed into five major parts as follows:

- 3.1 Research Design
- 3.2 Population and Simple
- 3.3 Research Tools
- 3.4 Data Collection
- 3.5 Data Analysis

3.1 Research Design

3.1.1 Research Design

The current research is quantitative and qualitative research. Thus, the method of data collection mainly has emphasized the result of quantitative and qualitative style by the books, thesis's, journals and population and sample, Questionnaires' pre-test, post-test, in-depth interview and internet in order to study English Communication skills to the second year students in international program, at Mahachulalongkornrajavidyalaya University.

3.2 Population and Sample

3.2.1 The population

The population in this study is 16 students who have studied in English (International Program) at Faculty of Humanities, Mahachulalongkornrajavidya University.

3.2.2 Sample

The sample of population for the study is consisted of 16 second-year students in both monks and lay men enrolled in M.A in English (International Program), at Faculty of Humanities, Mahaculalongkornrajavidyalaya University in the third term of the academic year 2015.

3.3 Research Tools

3.3.1 Research tools

The main important parts in this studies based on content analysis as quantitative and qualitative research by selecting primary sources from the books, thesis's, journals, population and sample,' pre-test, post-test, Questionnaires' , in-depth interview and internet.

The guideline for collecting data and analysis method were advised by the adviser and collected by the researcher within three months June to August.

Firstly, this research was carried out of study the method of design the pre-test and prost-test from the conceptual framework of the research to limit the scope and content of the pre-test, prost-test to design tools of the research in according to the objectives.

The second data and related information were collected from books, thesis's, journals and population and sample,' pre-test, pro-test, Questionnaires', In-depth interview and internet. However, the study of also set on review of literature and previous study such as; Definitions of English communication skills, types of communication skills, listening skills, speaking and reading skills, improving oral communication skills, vocabulary learning strategies, and verbal and non-verbal communication skills.

All types of English communication skills related information were collected from books, thesis's, and research concerned theory in order to produce the scope of the research and design the tools to support the study of English communication skills for the second year students in international program, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

3.3.2 Pre-test, post-test

The pre-test, post-test used in this study were consisted of 5 parts in the communications skills for the second year students in international program at Mahachulalongkornrajavidyalaya University. The test was used in 2015. The question in the test is meant to test students' understanding of the general knowledge of English communication skills, the structure on the test and specific information. The students English communication skill test has divided into 4 parts. The test are Part 1, (Speaking test), part 2 (Vocabulary test), part 3, Grammar test), part 4). English pronunciation test, and, 5) Reading test.

The pre-test and the post-test were piloted with 16 students with different English Communication skill proficiency .The scores from the pre-test were used to identify the students' English communication skill proficiency levels score (see under the below table chart).

Table 1: Pre-test of the result of English communication skills in 5 parts for the second year M.A. students in English (International program), at Mahachulalongkornrajavidyalaya University (see under the below)

Tests.	Part 1	Part 2	Part 3	Part 4	Part 5	Total Marks
SL. No. Students	20	20	20	20	20	100
1	15	12	11	16	17	71
2	17	15	13	18	17	80
3	18	13	16	16	15	78
4	16	14	18	12	16	76

Table 2: Pre-test of the result of English communication skills in 5 parts for the second year M.A students in English (International Program), at Mahachulalongkornrajavidyalaya University (see under the below) (continues)

Tests.	Part 1	Part 2	Part3	Part 4	Part 5	Total marks
SL. No. Students	20	20	20	20	20	100
5.	18	17	15	16	18	84
6.	15	16	13	15	16	75

7.	14	12	17	18	16	77
8.	18	16	12	15	17	78
9.	17	16	17	18	19	87
10.	17	18	16	16	15	82
11.	18	17	18	16	17	86
12.	19	18	17	19	19	92
13.	18	17	19	18	19	91
14.	19	18	17	18	17	89
15.	17	18	17	16	17	85
16.	16	17	18	16	15	82

The consequence of the result of table 1 and 2 pre-test has contributing as follows:

The students' English communication skill proficiency test was classified into three levels: Excellent, good, and poor. For the purpose of this study, the following criteria were used in classifying the students' English communication skills proficiency into four different levels:

The students who have gained 91-99 out of the total 100 scores were classified as Excellent English communication skills. The students who managed to gain 89-90 out of the total 100 scores were classified as good English communication skill. The students who have gained 79-80 out of the total 100 scores were classified as English communication skills.

Statically, M.A. second year students in international program, at Mahachulalongkornrajavidyalaya University totally have 16. From among of those, there are 2 students have gained excellent level of English communication proficiency skills, 9 students have acquired very good level of English communication skills and 5 students have got poor level of English communication skills. So, students who have got poor English communication proficiency skills, they have to improve English communication skills.

The consequence result of pre-test average 98% passed the English reading skills and average for 2 % poor of English reading skills (they have to improve English communication skills).

Table 3: Post-test of the result of English communication skills in 5 parts of students (see below)

Tests.	Part 1	Part 2	Part 3	Part 4	Part 5	Total Marks
SL .No. Students	20	20	20	20	20	100
1.	18	19	16	18	19	90
2.	17	18	19	19	18	91
3.	18	19	17	18	16	88
4.	19	17	19	19	17	91
5.	17	18	19	16	19	87
6	17	18	17	16	18	86
7.	19	18	17	16	18	88
8.	18	18	16	19	19	90
9.	18	19	17	19	18	91
10.	19	18	17	15	18	89
11.	18	18	16	17	18	89
11.	19	16	18	18	15	86
12.	18	19	17	18	17	89
13	18	18	17	16	17	86
14.	19	17	19	18	18	91
15.	17	16	14	17	14	78
16.	14	16	15	17	17	79

The consequence of the result of table 3 post-test is contributing as follow:

The students' English reading skills proficiency test was classified into three levels: Excellent, good, and poor. For the purpose of this study, the following criteria were used in classifying the students' English communication skills proficiency into four different levels:

The students who have gained 91-99 out of the total 100 scores were classified as Excellent English communication skills. The students who managed to gain 89-90 out of the total 100 scores were classified as good English communication skills. The students who have gained 79-80 out of the total 100 scores were classified as English communication skills.

Statically, M.A. second year students in international program, at Mahachulalongkornrajavidyalaya University totally have 16 persons. Among of those, there are 3 students who have gained excellent level of English

communication proficiency skills, 11 students gained good English communication skills and 2 students have got poor level of English communication skills. So, students who have got poor English reading proficiency skills, they have to improve English communication skills.

The consequence result of pre-test average 95 % passed the English skills and average 5 % poor of English communication skills (they have to improve English communication skills).

The consequence result of post-test average 98 % passed the English reading skills and average for 2 %, poor of English reading skills (they have to improve English reading skills).

3.4 Data Collection

The data collection was conducted for 3 months during June to August, 2015 for M.A. second year students in international program, at Faculty of Humanities, Mahachulalongkornrajavidyalaya University. The method of data collection mainly has emphasized books, thesis, journals and population and sample, Questionnaires'' pre-test, post-test and internet in order to study English communication skill of the students at Faculty of Humanities, Mahachulalongkorrajavidyalaya University. Adopted for the present study, the test totally 5 parts was used as English communication English test. The pre-test, used in this study were 5 parts in the Communication skills for the second year students at Mahachulalongkornrajavidyalaya University. The researcher sent all questionnaires by email to the second year students in international program.

The students in pre-test had an English communication test that the researcher sent by for the email and waited to get feedback from the students. In the test, they are 16 students sit for an English communication test with 100 scores. The students' English communication skills test has been divided into 5 parts. The tests are; Part 1 (Basic conversation test), part 2 (Vocabulary test), part 3 (Grammar test), and part 4 English pronunciation test and 5 (Reading test). The questions in the test are meant to test students understanding of the general knowledge of English communication skill, the structure on the test and specific information.

The scores from the pre-test were used to identify the students' English communication skills levels. The students' English communication skills

level was classified into four levels: excellent, very good and poor. For the purpose of this study, the following criteria were used in classifying the students English skills level into four different levels: The students who managed to gain 91-99 out of the total 100 scores were classified as excellent English communication skills ones. The students who managed to gain between 81-90 scores were classified as very good English communication skills ones. The students who have acquired between 79-80 scores considered as poor English reading skill students. The consequence result of pre-test average 95% passed the English communication skill and average 5% poor of English reading skill (they have to improve of English reading skill).

3.4.1 Table 4: Table of student's English reading skill of pre-test result

English reading skill levels	Pre-test scores (total 100) in 5 parts
Excellent	91-99 (2 students)
Very good	81-89 (9 students)
Poor	71-79 (5 students)
Average 95% passed English communication skill and 5% poor of English communication skill	Total 16 students

The post-test, used in this study were consisted of 5 parts in the English communication skills. The students of Mahachulalongkornrajavidyalaya University in pre-test and post-test was sit for an English communication test for a week. In the test, there are 16 students sit for an English communication test with 100 scores. The students' English communication skills test has been divided into 5 parts. The tests are Part 1) (Basic conversation test), part 2) (Vocabulary test), and part 3) (Grammar test), and part 4) English pronunciation test and 5) Reading test. The questions in the test are meant to test students understanding of the general knowledge of English communication skills, the structure on the test and specific information.

The students who have gained 91-99 out of the total 100 scores were classified as Excellent English communication skills. The students who managed to gain 81-89 out of the total 100 scores were classified as very good English

communication skills. The students who have gained 71-79 out of the total 240 scores were classified as poor English communication skills.

Statically, M.A. second year 16 students at Faculty of Humanities, Mahachulaongkornrajavidyalaya University in both monks and laymen. From among of those, there are 3 students have gained excellent level of English communication proficiency skills, 11 students have acquired very good level of English communication skills, and 3 students have got poor level of English communication skills. So, students who have got poor English communication proficiency skills, they have to improve English communication skills.

The consequence result of post-test for average 98% passed the English communication skills and average 2% poor of English reading skills (they have to improve English communication skills).

3.4.2 Table 6: Table of student's English communication skills of post-test result

English communication skills levels	Post-test scores (total 100) in 5 parts
Excellent	91-99 (3 students)
Very good	81-89 (11 students)
Poor	71-79 (2 students)
Average 98% passed the English communication skill and 2% poor of English communication skills	Total 16 students

3.5 Data Analysis

The data analysis was used in this study with a questionnaire consisting of 20 close-ended items which developed to investigate the students' opinions towards the English communication skill. The students answered the English questionnaire which was administered attached (see Appendix A) and results of Questionnaires (see Appendix B). The questionnaire used tick marks and it has been divided into two levels of answering such as average, below

average. The researcher sent questionnaire to participants by email and got feedback from them.

The researcher also has taken the in-depth interview from the second year students face to face about the English communication problems. The researcher attached the in-depth interview about students' options (see the Appendix C).

Conclusion:

This chapter is focused on the English communication skills for the second year students in English (International program), at Faculty of Humanities, Mahachulaongkornrajavidyalaya University. It presents the description and explanation the methodology used in the adopted processes and of the instruments, population and sample, pre-test , post-test and construction of the questionnaire and design of the communication tests. It also In addition to these, this chapter briefly discusses the process of analyzing the collected data.

Chapter IV

Results

In this chapter, the research method of the study and the results from the analyzing obtained data. The researcher used questionnaire for 20 items sent by email to students. The questionnaires were tick marks and it has divided into two levels of answering such; High and moderate. After the researcher got feedback all research questionnaires answer by email from the Master of Arts (M.A.) second year's students in international program, at Mahachulalongkornrajavidyalaya University in 2015. The researcher started to analysis in order to find out the level of English communication skills and presents the results of the data analysis in terms of central tendency (Mean and S.D.). It shows the present state of the students' English communication skill, their range of problems, activities and their role in speaking, and others. The research method as quantitative and qualitative and the research questionnaires' was used as research tools. The researcher also indicated some of the important points and has given the explanation step by step under the bellows;

4.1 General Information of M.A. second year students in international program, at Mahachulalongkornrajavidyalaya University;

The researcher analyzed the general information of the Master of Arts (M.A.) second year students, totally 16 students and it has divided into various categories; sex, age, accommodation, occupation, and income as following details:

4.1.1 Table 07: The general information of Master of Arts (M.A.) second year students in international program, at Mahachulalongkornrajavidyalaya University in 2015.

Personal information	Number of the students	Percentage
1. Sex : Male	15	99.35%
Transgender	1	0.65%
Total	16	100%
2. Age : 27 years	3	20%
29 years	4	29.35%

Table 08: The general information of Master of Arts (M.A.) second year 51 students in international program, at Mahachulalongkornrajavidyalaya University in 2015 (see below) (continue)

31 years	3	20%
35 years	3	20%
46 years	2	10%
67 years	1	0.65%
Total	16	100%

4.1.2 Table 09: The general information of Master of Arts (M.A.) second year students in international program, at Mahachulalongkornrajavidyalaya University in 2015.

Personal information	Number of students	Percentage
3. Accommodation		
Monastery	8	54%
Dormitory	5	35.35%
Rent - apartment	2	10%
Home	1	0.65%
Total	16	100%
Personal information	Number of students	Percentage
4. Occupation		
Buddhist Monks	11	64%
Novice	1	0.70%
Teachers	2	17.65%
Company employee	2	17.65%
Total	16	100%

Table 10: The general information of Master of Arts (M.A.) second year students in international program, at Mahachulalongkornrajavidyalaya University in 2015. (See below) (Continued)

Personal information	Number of students	Percentage
5. Income		
No income	12	69.65 %
10,000	2	10.35 %
15,000	2	20 %
Total	16	100 %

Part 1: Analyze the general information of Master of Arts (M.A.) second year students in international program, Faculty of Humanities in the following details: sex, age, accommodation, occupation, and income. It has been also subdivided into 5 categories such as the researcher has found that 15 persons are male which is equal to 99.35 %, 1 person is transgender, equal to 0.65 %. Their ages are between 27-67 years old. There are 8 persons living at Monastery, equal to 54% and 5 persons live at dormitory, equal to 35.35 %, 2 persons stay at rent- apartment, equal to 10% as well as 1 person live at home, 0.65%. The occupation of 16 students in international program, Faculty of Humanities in 2015. Among them, there are 11 persons who are Buddhist monks, 1 person is Novice, 2 persons are teachers and 2 persons are company employees. Their income sources of 12 persons are no income; equal to 69.65%, 2 person's average salary is 10,000 baht, equal to 10.35% and another 2 persons have monthly salary for 15,000 baht, equal to 20%.

4.2 The data analysis of pre-test

Table 11; The table is the results of the pre-test mean and standard Deviation of the questionnaire of English Communication skills of Master of Arts (M.A.) second year students in English (International Program), Faculty of Humanities at Mahachulalongkornrajavidyalaya University in 2015 .

No.	Questions of English communication skills	\bar{x}	S.D.	Level of English communication skills
1.	Do you think English communication skills are important for travelling abroad?	4.33	0.60	High
2.	Are you interested in earning a university's degree and a good job than learning English communication skills itself?	4.27	0.57	High
3	Do you think English communication skills are helpful to improve your English?	4.20	0.44	High
4..	Do you think being proficient in English communicator makes other people respect you?	4.43	0.50	High
5.	Do you think being proficient in English communication skill can lead to more success and achievements in life?	4.60	0.49	High
6.	Are you determined to study English communication skills as best as you can to achieve maximum proficiency?	4.40	0.72	High
7.	Do you think studying English helps you to be an open - minded, and sociable person like English speaking people?	3.63	1.10	Moderate
8.	Do you think studying English enables you to appreciate English arts and literature?	3.47	1.04	Moderate
9.	Do you think studying English enables you to behave like native English speakers: e.g. accent, using English expressions?	3.73	0.94	High
10.	Do you think that English communication skill enables you to participate freely in academic, social, and professional activities among other cultural groups?	4.27	0.91	High
11.	Do you think that English Communication skills enable you to transfer your knowledge to other people e.g. giving directions to tourists?	3.97	0.96	High

12.	Do you think that English communication enables you to discuss interesting topics in English with the people from other national backgrounds?	4.20	0.76	High
13.	Do you think that English communication skill help you to keep in touch with foreign acquaintances?	3.80	0.85	High
14.	Do you think studying English enables you to understand English books, movies, pop music etc.?	4.43	0.68	High
15.	Do you mainly focus on using English for class assignment and the exams?	3.47	0.78	Moderate
16.	Do you think that Speaking skills are helpful?	4.20	0.59	High
17.	Do you think that English communication skills are important for making you an educated person?	4.37	0.60	High
18.	Learning English communication skills are important for making you a knowledgeable and skillful person	4.47	0.62	High
19.	Do you think that English communication skills help you to better understand and appreciate the ways of life of native English speakers?	4.27	0.60	High
20.	Do you think that English communication skills are helpful to get high profile job?	4.11	0.70	High

Table 11; The table is the results of the pre-test mean and standard Deviation of the questionnaire of English Communication skills for Master of Arts (M.A.) second year students in international program, Faculty of Humanities in 2015. The respondents possessed a high level of English communication skills. The result of the pre-test level of English communication skills has found as follow;

Statement number 1 (Do you think English communication skills are important for travelling abroad?) has the highest mean (4.33) and standard deviation

(0.60). Statement number 2 (Are you interested in earning a university's degree and a good job than learning English communication skills itself?) has the highest mean (4.27) and standard deviation (0.57). Statement number 3 (Do you think English communication skills are helpful to improve your English?) has the highest mean (4.20) and standard deviation (0.44). Statement number 4 (Do you think being proficient in English communicator makes other people respect you?) has the highest mean (4.43) and standard deviation (0.50). Statement number 5 (Do you think being proficient in English communication skills can lead to more success and achievements in life?) has the highest mean (4.60) and standard deviation (0.49). Statement number 6 (Are you determined to study English communication skills as best as you can to achieve maximum proficiency?) has the highest mean (4.40) and standard deviation (0.72). Statement number 7 (Do you think studying English helps you to be an open minded, and sociable person like English speaking people?) has the moderate mean (3.63) and standard deviation (1.10). Statement number 8 (Do you think studying English enables you to appreciate English arts and literature?) has the moderate mean (3.47) and standard deviation (1.04). Statement number 9 (Do you think studying English enables you to behave like native English speakers: e.g. accent, using English expressions?) has the highest mean (3.73) and standard deviation (0.94). Statement number 10 (Do you think that English communication skills enable you to participate freely in academic, social, and professional activities among other cultural groups?) has the highest mean (4.27) and standard deviation (0.91). Statement number 11 (Do you think that English Communication skills enable you to transfer your knowledge to other people e.g. giving directions to tourists?) has the highest mean (3.97) and standard deviation (0.96). Statement number 12 (Do you think that English communication enables you to discuss interesting topics in English with the people from other national backgrounds?) has the highest mean (4.20) and standard deviation (0.76). Statement number 13 (Do you think that English communication skills help you to keep in touch with foreign acquaintances?) has the highest mean (3.80) and standard deviation (0.85). Statement deviation 14 (Are you think studying English enables you to understand English books, movies, pop music etc.?) has the highest mean (4.43) and standard deviation (0.68). Statement deviation 15 (Do you mainly focus on using English for class assignment and the exams?) has the moderate mean (3.47) and standard deviation (0.78). Statement number 16 (Do you think that Speaking skills are helpful?) has the highest mean (4.20) and standard deviation (0.63). Statement number 17 (Do you think that English communication skills are important for making you an educated person?) has the highest mean (4.37)

and standard deviation (0.68). Statement number 18 (Learning English communication skill is important for making you a knowledgeable and skillful person) has the highest mean (4.47) and standard deviation (0.62). Statement number 19 (Do you think that English communication skills help you to better understand and appreciate the ways of life of native English speakers?) has the highest mean (4.27) and standard deviation (0.68). Statement number 20 (Do you think that an English communication skills are helpful to get high profile job?) has the highest mean (4.11) and standard deviation (0.70).

4.3 The data analysis of post-test

Table 12; The table is the results of the post-test mean and standard Deviation of the questionnaire of English Communication skills for Master of Arts (M.A.) second year students in international program, Faculty of Humanities at Mahachulalongkornrajavidyalaya University in 2015.

No.	Questions of English communication skills	\bar{x}	S.D.	Level of English communication skills
1.	Do you think English communication skills are important for travelling abroad?	4.11	0.56	Higher
2.	Are you interested in earning a university's degree and a good job than learning English communication skills itself?	4.17	0.57	Higher
3.	Do you think English communication skills are helpful to improve your English?	4.11	0.55	Higher
4.	Do you think being proficient in English communicator makes other people respect you?	4.12	0.57	Higher
5.	Do you think being proficient in English communication skills can lead to more success and achievements in life?	4.11	0.37	Higher
6.	Are you determined to study English communication skills as best as you can to achieve maximum proficiency?	4.14	0.35	Higher

7.	Do you think studying English helps you to be an open minded, and sociable person like English speaking people?	4.13	0.45	Higher
8.	Do you think studying English enables you to appreciate English arts and literature?	4.12	0.35	Higher
9.	Do you think studying English enables you to behave like native English speakers: e.g. accent, using English expressions?	4.16	0.35	Higher
10.	Do you think that English communication skills enable you to participate freely in academic, social, and professional activities among other cultural groups?	4.12	0.36	Higher
11.	Do you think that English Communication skills enable you to transfer your knowledge to other people e.g. giving directions to tourists?	4.11	0.31	Higher
12.	Do you think that English communication enables you to discuss interesting topics in English with the people from other national backgrounds?	4.10	0.36	Higher
13.	Do you think that English communication skills help you to keep in touch with foreign acquaintances?	4.15	0.37	Higher
14.	Are you think studying English enables you to understand English books, movies, pop music etc.?	4.09	0.45	Higher
15.	Do you mainly focus on using English for class assignment and the exams?	4.10	0.42	Higher
16.	Do you think that Speaking skills are helpful?	4.08	0.45	Higher

17.	Do you think that English communication skills are important for making you an educated person?	4.11	0.56	Higher
18.	Learning English communication skills are important for making you a knowledgeable and skillful person	4.10	0.43	higher
19.	Do you think that English communication skills help you to better understand and appreciate the ways of life of native English speakers?	4.11	0.34	Higher
20.	Do you think that English communication skills are helpful to get high profile job?	4.12	0.35	Higher

Table 12; The table is the results of the post-test mean and standard Deviation of the questionnaire of English Communication skills for Master of Arts (M.A.) second year students in international program, Faculty of Humanities in 2015. The result of the post-test level of English communication skills has found as follows:

Statement number 1 (Do you think English communication skill is important for travelling abroad?) has the highest mean (4.11) and standard deviation (0.56). Statement number 2 (Are you interested in earning a university's degree and a good job than learning English communication skills itself?) has the highest mean (4.17) and standard deviation (0.57). Statement number 3 (Do you think English communication skills are helpful to improve your English?) has the highest mean (4.11) and standard deviation (0.55). Statement number 4 (Do you think being proficient in English communicator makes other people respect you?) has the highest mean (4.12) and standard deviation (0.57). Statement number 5 (Do you think being proficient in English communication skills can lead to more success and achievements in life?) has the highest mean (4.11) and standard deviation (0.37). Statement number 6 (Are you determined to study English communication skills as best as you can to achieve maximum proficiency?) has the highest mean (4.14) and standard deviation (0.35). Statement number 7 (Do you think studying English helps you to be an open minded, and sociable person like English speaking people?) has the highest mean (4.13) and standard deviation (0.45). Statement number 8 (Do you

think studying English enables you to appreciate English arts and literature?) has the highest mean (4.12) and standard deviation (0.35). Statement number 9 (Do you think studying English enables you to behave like native English speakers: e.g. accent, using English expressions?) has the highest mean (4.16) and standard deviation (0.35). Statement number 10 (Do you think that English communication skill enables you to participate freely in academic, social, and professional activities among other cultural groups?) has the highest mean (4.12) and standard deviation (0.36). Statement number 11 (Do you think that English Communication skills enable you to transfer your knowledge to other people e.g. giving directions to tourists?) has the highest mean (4.11) and standard deviation (0.31). Statement number 12 (Do you think that English communication enables you to discuss interesting topics in English with the people from other national backgrounds?) has the highest mean (4.10) and standard deviation (0.36). Statement number 13 (Do you think that English communication skills help you to keep in touch with foreign acquaintances?) has the highest mean (4.15) and standard deviation (0.37). Statement deviation 14 (Are you think studying English enables you to understand English books, movies, pop music etc.?) has the highest mean (4.09) and standard deviation (0.45). Statement deviation 15 (Do you mainly focus on using English for class assignment and the exams?) has the highest mean (4.10) and standard deviation (0.42). Statement number 16 (Do you think that Speaking skills are helpful?) has the highest mean (4.08) and standard deviation (0.45). Statement number 17 (Do you think that English communication skills are important for making you an educated person?) has the highest mean (4.11) and standard deviation (0.56). Statement number 18 (Learning English communication skill is important for making you a knowledgeable and skillful person) has the highest mean (4.10) and standard deviation (0.43). Statement number 19 (Do you think that English communication skills help you to better understand and appreciate the ways of life of native English speakers?) has the highest mean (4.11) and standard deviation (0.34). Statement number 20 (Do you think that an English communication skills are helpful to get high profile job?) has the highest mean (4.12) and standard deviation (0.35).

Chapter V

Conclusion, Discussion and Suggestion

This study was conducted to investigate the English communication skill of the Master of Arts (M.A.) second year students in international program, at Faculty of Humanities under Mahachulalongkornrajavidyalaya University in 2015. In terms of the manner used in the data collection, it is mainly composed of Quantitative and Qualitative research by selecting primary sources from books, and secondary sources from Thesis's , articles, journals , population and sample, questionnaires', in-dept. interviewing people , and internet.

The participants in the study were composed of 16 Master of Arts (M.A) second year students , in international program, at Faculty of Humanities under Mahachulaongkornrajavidyala University and they were selected to sit for an English communication skill pre-test, post-test. The researcher sent all 20 items of questionnaires by email to sixteen students and requested to give feedback from the students. The results of this study will provide information of second year students' understanding of the general knowledge of English communication skill, and the structure on the test and specific information. This chapter can be partitioned into three categories as the following: conclusion, discussion and the suggestion for the further studies as follows:

5.1 Conclusion

5.2 Discussion

5.3 Suggestion

5.1 Conclusion

As mentioned above, the key objective of the study is discovering the English communication skill of Master of Arts (M.A) second year students in international program, at Faculty of Humanities under Mahachulalongkornrajavidyala University. The researcher has collected data from the books, thesis's, journals and population and sample, Questionnaires', pre-test, post-test , in-depth interview and internet.

Firstly, this research was carried out the method to design the pre-test and prost-test from the conceptual framework of the research to limit the scope

and content of the pre-test, post-test to design tools of the research in according to the objectives. However, the study also set on review of literature and previous study such as Definitions of English communication skills, types of communication skills, listening skills, speaking and reading skills, improving oral communication skills, vocabulary learning strategies, and verbal and non-verbal communication skills.

All types of English communication skills related information were collected from books, thesis's, and research concerned theory in order to produce the scope of the research and design the tools to support the study of English communication skills for the third year students, in international program, Faculty of Humanities

The outcome from the study shows, there are 20 items of questionnaires that the researcher selected 16 second year students in 2015. In answering the questionnaires that the students had very much positive opinions towards English communication skills (mean= 4.35, S.D. = 0.56). That means the second year students had a very positive mind and think that English communication skills might be helpful for their daily life. The researcher also selected tests and it is divided into 2 main categories and has taken the pre-test , post-test . The pre-test, post-test used in this study had 5 parts in the communication skills for the second year students in international program, at Mahachulalongkornrajavidyalaya University. The test was used in 2015. The question in the test is meant to test students' understanding of the general knowledge of English communication skills, the structure on the test and specific information. The students' English communication skills test has been divided into 5 parts. The test consists of Part 1, (Speaking test), part 2 (Vocabulary test), part 3, Grammar test), part 4). English pronunciation test, and, 5) Reading test.

The pre-test and the post-test were piloted with 16 students with different English Communication skills proficiency .The scores from the pre-test were used to identify the students' English communication skills proficiency levels score.

The consequence result of pre-test average is 95 % which means passed for the English communication skills and average 5 %, which is poor of English communication skills (they have to improve of English communication skills). And the consequence result of post-test average for 98 %, which is passed

the English communication skills and average for 2 %, which is the poor of English communication skills (they have to improve of English communication skills).

It was found from the results of the testing of these 5 areas that about 95% of students passed the pre-test and 98% of students passed the post-test of the English communication skills. For the pre-test, the students who managed to gain between 81-90 scores were classified as very good English communication skills. The students who have acquired between 79-80 scores are considered to be poor English communication skills. For the post-test, the students who have gained 91-99 out of the total 100 scores were classified as Excellent English communication skills. The students who managed to gain 81-89 out of the total 100 scores were classified as very good English communication skills. The students who have gained 71-79 out of the total 100 scores were classified as poor English communication skills.

Comparing these 2 tests that the researcher found the students' average considered as passed the post-test for 98% and 95% considered as passed the pre-test. Therefore, the students who sit for English communication skills for post-test gained scores higher than pre-test.

5.2 Discussion

The results of the study showed that English communication skills test has been divided into 5 parts. The test are Part 1, (Speaking test), part 2 (Vocabulary test), part 3, Grammar test), part 4). English pronunciation test, and, 5) Reading test. The students who have gained very high motivated English communication skills about 95% of pre-test and 98% of post-test (they have to improve their English communication skills).

The result of the study indicated that every language skill as listening, speaking, reading and writing was the problems faced by second year students' English communication skills. The most necessary skill of the responded used in their study career was reading and at least essential skills. Therefore, the respondents need to improve English communication skills.

The advantage in developing the English communication skills in different categories is as follows;

5.2.1 The training of the English communication which researcher developed from the ideas of many educators. To step that has to create and discover the tool of identifying the basic needs of students; guidelines, and activities.

All above mentioned, teacher should sacrifice and provide these valuable things to students to make them better English communication skill.

5.2.2 The English communication practice that has been created the content related to make students more comfortable. It is very desirable to have a teaching arrangement that allowed students independently to choose what they want to study and to suggest and motivate students to participate in various activities that they can acquire the vast knowledge English communication skills and experiences in different fields.

5.2.3 The English communication practice should be developed with interesting speaking of the students and associated the class, function and level of validation of language from the experts, so it can make students learn appropriately and meaningfully.

5.2.4 The students can get the benefits of English communication skills because the researcher has shown that how the students can apply in their daily practical life. So, it can make the students to have more intention of learning English communication and good attitude of learning English communication skills.

5.3 Suggestion

In researcher's opinion, English communication skills are very immensely important and necessary for the second year students to develop their English communication skills. This study had limited and short time of collecting data about English communication skills for the 2nd year students for 16 persons. Researcher studied from thesis, and population and sample, Questionnaires, pre-test, post-test, in-depth interview and internet. Therefore, further studies should be undertaken as follows;

5.3.1 Further investigation can be done for English communication skills by providing advice, engaged in doing tasks on all sub-skills of communication, and encourage for learning effectively in the classroom.

5.3.2 Further study is to find the ways of authentic learning and teaching and proper guidelines for students to learn English communication skills.

5.3.3 Further study is to follow the various English books for students to develop their English communication skills.

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Appendix (A)

Part 1: The questionnaire was used for the checking English communication skills of Master of Arts, second year students in international program at Faculty of Humanities under Mahachulalongkornrajavidyalaya University.

Remark: Please read carefully detail of every questionnaire and tick marks (✓) it according to your best answer. It totally consists of three levels as the following:

No.	Questions	Excellent	good	poor
1.	Do you think English communication skills are important for travelling abroad?			
2.	Are you interested in earning a university's degree and a good job than learning English communication skills itself?			
3.	Do you think English communication skills are helpful to improve your English?			
4.	Do you think being proficient in English communicator makes other people respect you?			
5.	Do you think being proficient in English communication skills can lead to more success and achievements in life?			
6.	Are you determined to study English communication skills as best as you can to achieve maximum proficiency?			
7.	Do you think studying English helps you to be an open - minded, and sociable person like English speaking people?			
8.	Do you think studying English enables you to appreciate English arts and literature?			
10.	Do you think that English communication skills enable you to participate freely in academic, social, and professional activities among other cultural groups?			

11.	Do you think that English Communication skills enable you to transfer your knowledge to other people e.g. giving directions to tourists?			
12.	Do you think that English communication enables you to discuss interesting topics in English with the people from other national backgrounds?			
13.	Do you think that English communication skills help you to keep in touch with foreign acquaintances?			
14.	Are you think studying English enables you to understand English books, movies, pop music etc.?			
15.	Do you mainly focus on using English for class assignment and the exams?			
16.	Do you think that Speaking skills are helpful?			
17.	Do you think that English communication skills are important for making you an educated person?			
18.	Do you think that English communication skills are help you to better understand and appreciate the ways of life of native English speakers?			
19.	Do you think that an English communication skills are helpful to get high profile job?			
20.	Learning English communication skills are important for making you a knowledgeable and skillful person.			

Questionnaires was used in this research

Part 2: General information of the students who answer the questionnaires

Remark: please provide your correct information by tick marks (✓) following the questions.

1. Sex

Male Transgender

2. Age

27years 31 years 45 years
 29 year 35 years 67 years

3. Accommodation

Monastery Rent Apartment
 Dormitory Home

4. Occupation

Buddhist monks Novices Teachers Company employee

5. Income source

No income 8,000-10,000 11,000-15,000.

Part 1: The result of questionnaire used the measures of attitude forwards English communication skills (pre-test, post-test).

No	Questions	Research tool of evolution			Results
1.	Do you think English communication skills are important for travelling abroad?	+1	+1	+1	Useable
2.	Are you interested in earning a university's degree and a good job than learning English communication skills itself?	+1	+1	+1	Useable
3.	Do you think English communication skills are helpful to improve your English?	+1	+1	+1	Useable
4.	Do you think being proficient in English communication skills can lead to more success and achievements in life?	+1	+1	+1	Useable
5.	Are you determined to study English communication skills as best as you can to achieve maximum proficiency?	+1	+1	+1	Useable
6.	Do you think being proficient in English communicator makes other people respect you?	+1	+1	+1	Useable
7.	Do you think studying English helps you to be an open minded, and sociable person like English speaking people?	+1	+1	+1	Useable
8.	Do you think that Speaking skills are helpful?	+1	+1	+1	Useable
9.	Do you think studying English enables you to appreciate English arts and literature?	+1	+1	+1	Useable
10	Do you think that English communication skill enables you to participate freely in academic, social, and professional activities among other cultural groups?	+1	+1	+1	Useable

11	Do you think that English Communication skills enable you to transfer your knowledge to other people e.g. giving directions to tourists?	+1	+1	+1	Useable
12	Do you think that English communication enables you to discuss interesting topics in English with the people from other national backgrounds?	+1	+1	+1	Useable
13	Do you think that English communication skills help you to keep in touch with foreign acquaintances?	+1	+1	+1	Useable
14	Do you mainly focus on using English for class assignment and the exams?	+1	+1	+1	Useable
15	Do you think that English communication skills are important for making you an educated person?	+1	+1	+1	Useable
16	Do you think that English Communication skills enable you to transfer your knowledge to other people (giving directions to tourists?)	+1	+1	+1	Useable
17	Do you think that English communication skills help you to better understand and appreciate the ways of life of native English speakers?	+1	+1	+1	Useable
18	Do you mainly focus on using English for class assignment and the exams?	+1	+1	+1	Useable
19	Do you think that an English communication skills are helpful to get high profile job?	+1	+1	+1	Useable
20	Learning English communication skills are important for making you a knowledgeable and skillful person.	+1	+1	+1	Useable

Appendix (B)

Result of the Questionnaires used in this research

Part 1: Results of the general information of student's answers

No.	Question	Research tools of evaluation 1	2	3	Results
1.	sex Male Transgender	+1	+1	+1	
2.	Age 27 years 29 years 31 years 35 years 45 years 67 years	+1	+1	+1	Useable
3.	Accommodation Monastery Dormitory Rent- Apartment Home	+1	+1	+1	Useable
4.	Occupation Buddhist monks Novices Teachers Company employee	+1	+1	+1	Useable
5.	Income source No income 8,000-10,000 11,000-15,000	+1	+1	+1	Useable

Appendix (C)

This researcher has focused on M.A. second year students in international program, totally it has 16 students. Among those, the researcher has taken the interview from a few students. The interview was about their opinions of English communication skills. The researcher has highlighted the interview questions and respondents answer as below;

Part: 1 In-depth interview

Mr. Jeeraphat thinks that English communication skills of the second year students still need to be improved for speaking skills, because most of them use English during the class, but less speaking outside the classroom. He also thinks that English communication skills are hugely important for the 2nd year students to make themselves to be an expert in English. In addition, English is a useful language not only for the second year students, but also for everyone because we have to use it in every area such as; working places, multinational companies, international organization, and tourist places etc.¹

Manish claims that “communication skills are very essential in our everyday life. We live in a world which is filling with many people; we live together, work together, and rely on each other when we need help. Therefore, English is unavoidable language to learn from the primary schools up to Universities. He adds again second year international M.A. students need to achieve English communication skills because it enables them to apply for the jobs easily after they graduate from University.”²

Dhamma Vamsa suggests that “it is widely accepted that English is a vital medium in the world’s business communications. He thought that English communication skills are necessary in the works place and in the companies where spoken English is used. Moreover, he said that knowing English gives a chance to get a good job, and it’s important to understand other cultures. English is the dominant language and it has become almost necessary for people, if they want to work in

¹Interview with Mr. Jeeraphat, Master of Arts (M.A. second year international program, Mahachulalongkornrajavidyalaya University, November, 20, 2015

²Interview with Mr. Manish, Master of Arts (M.A. second year students in international program, at Mahachulalongkornrajavidyalaya University, November 21, 2015

global workplaces. On the one hand, the second year international students should have great English communication skills and speaking skills among the people³.

Mitan Chakma states that “English communication skills are very necessary for the M.A. second year students academically to apply in their daily life. As having been well known that, without English language it is very hard to succeed to complete their education. Moreover, English language is playing a key and important role to communicate with foreigners. A person who has an ability to speak English well, it will get great opportunities for him /her to engage with people easily by expressing their opinions to others. In the modern world, English language is used in every place or everywhere academically, business, and organizations”⁴.

Ashin Nyarnisara views that “Communication skills can be defined as the process of transferring the information from one person to another. The basis of communication is the interaction between people. Hence, they should make practice with their partners and other people they meet every day to become in fluently speakers and good communicators. He adds that “I believe that if the students in vote the time to read, to write, to speak and listen to the English speaking videos, watching English movies, they will find it to understand what others say.”⁵

Part: 2 In-depth Interview

Aungsha Pru states that “after second years study in international program, Mahachulalongrajavidyalaya University, it developed me to improve my English speaking and listening. It makes me more confident to discuss and talk in front of the public, increase my vocabulary and knowledge of common English phrases, refine my ability to use English grammar accurately, improve my pronunciation, understanding a range of real world listening reading materials, and collaborate with the peoples.”⁶

³Interview with Dhammavamsa, Master of Arts (M.A.) second year students in international program, at Mahachulalongkornrajavidyalaya University, November 1, 2018

⁴Interview with Mr. Mitan Chakma, Ph.D. (second year Ph.D. linguistic student, at Mahachulalongkornrajavidyalaya University, November 3, 2018

⁵Interview with Ven. Nyarnisara Master of Arts (M.A.) second year students in international program, Mahachulalongkornrajavidyalaya University, October 26, 2018

⁶Interview with Aungsha Pru, Master of Arts (M.A.) second year students international program, Mahachulalongkornrajavidyalaya University, October 4, 2018

Regarding to **Boualeu Wannasarn** mentioning that, “English communication skills become a necessary tool for communicating with foreign co-workers at the work place. In Thailand, English has been recognized as essential not only in academic arena, but also in many types of business, especially in tourism industry. Considering the M.A second year international students should also develop their English communication skills in order to get great opportunities in every area such as in the workplaces and in a group of people. Therefore, communication skills are really important to the second year student international because they have to contact with other people”⁷.

Ven. Thavisack Dhiraypunyo suggests that second year M.A. international students should be able to have general English for their professional lives. He adds that, communication is the ability to exchange the information between people using a common symbol, signs, or behavior. People transmit information of thoughts and emotion and exchange data for the purpose of satisfactorily receiving and understanding. All in all, communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with physical ability to talk, to speak, but we must learn to speak and communicate effectively.

Part: 3 In-depth interviews

Ven. Phramaha Songkran Promruksa said that English communication skills are very important. He thinks that English is a language which is used globally and you can find English speaking people in mostly all continents and countries. It is an important language to learn if someone is travelling to other countries for work, business or even for vacation. English communication is of utmost importance for job seekers in almost any field technology, marketing, study, operations or even Human resources.⁸

Phra Sonti Sermon claims that English has been the language of international trade since centuries. So, being an expert in English communication skilled person opens the possibilities of expanding the business as it gives a boost to

⁷Interview with Boualeu Wannasarn, Master of Arts (M.A.) second year students in international program, Mahachulalongkornrajavidyalaya University, October 4, 2018

⁸Interview with Ven. Phramaha Songkran Promruksa, Master of Arts (M.A.) second year students in international program, Mahachulalongkornrajavidyalaya University, November 18, 2015.

lots of business processes like making partnerships, attending international business conferences, study in aboard , and getting more clients, etc.⁹

Ashin Ashin Sundara stated that an English communication skills are very necessary and important things. It is hugely helpful to secure in interview, job, assignment, travel aboard. English communication skills also immensely necessary for Buddhist monks to describe the Buddha's teaching to foreigners who profess different religions. So, English communication is very helpful for Buddhist monks to deliver the Dhamma talks, and contribute the true knowledge of Buddhism by providing explanation accurately.¹⁰

Phra Baramee Nonpala, views that People with effective communication skills are more confident, because they know that they can tell other people exactly what they need. In order to communicate effectively one has to think ahead and organize one's thoughts. In order to have the technical know-how and other related skills should learn to develop the competence in application of English language.¹¹

Tuen Harn Tejavamsa states that "I think it is the best ways to transfer our knowledge to other people or tourist who's coming from different countries. Therefore, English communication skills are important for non-native English speakers. Without English communication skills, we cannot share our knowledge to other people. He adds that, as English is a global language, everyone should discuss interesting topics in English language. That's why; I'm sure that English communication skills enable me to discuss with my classmates and other people around the world¹² .

Ashin Esika suggests that "communication is one of the most connections with human beings. English language is the tool of communication both in spoken and written form but some might occur when we use language to express our ideas, thoughts, and feelings. As English learners, it's important to convey knowledge to students in classes in English effectively. In the classrooms of English

⁹Interview with Phra Sonti Sermon, Master of Arts (M.A.) second year students in international program, Mahachulalongkornrajavidyalaya University, November 14, 2015.

¹⁰Interview with Ashin Sundara, Master of Arts (M.A.) second year students in international program, Mahachulalongkornrajavidyalaya University, September 11, 2015.

¹¹Interview with Phra Baramee Nonpala, Master of Arts (M.A.) second year students in international program, Mahachulalongkornrajavidyalaya University, September 14, 2015.

¹²Interview with Tuen Harn, Tejavamsa, Master of Arts (M.A.) second year students international program, Mahachulalongkornrajavidyalaya University, November 5, 2018

teaching, the interaction between teachers and students is an essential part of teaching and learning process.¹³

Veerayut Homsuk suggests that “English communication skills help me to better understand and appreciate the way of life of native English speakers. First, it’s the first step that we must face with each other. Second, helps to reduce the fear and shyness when we have to talk with English native speakers. Last, it’s a method of cultural and historical education of own language for further improvement of each other’s. So, the best way for opening view of education is English communication skills usage from native speakers¹⁴ .

Venerable Sasana suggests that “Nowadays, English becomes a global language. Many people from different countries use English as a second language when they communicate with each other. He said that “there are four language skills: speaking, listening, reading, and writing. Speaking and listening relate to language and expressed through aural medium. Reading and writing are concerned with the visual medium. Speaking and writing are active or productive skills. However, those four skills are important for MA second year international students.¹⁵

Ashin Viveka suggests that “I think that English communication skills very essential to communicate between the people what we need to study other culture and language for better understand and appreciate the ways of life of native speakers who help me for the traditional social- psychological with to approach cultural differences and how these differences influence communication, the interpretive approach that emphasizes understanding communication in context, and the more recent critical approach that underscores the importance of power and historical context to understanding of intercultural communication, including postcolonial approaches and so we are becoming more success and achievements in life¹⁶ .

¹³ Interview with Ashin Esika, Master of Arts (M.A. second year students international program, Mahachulalongkornrajavidyalaya University, November 6,2018

¹⁴ Interview with Veerayute Homsuk, Master of Arts (M.A. second year students international program, Mahachulalongkornrajavidyalaya University, November 8, 2018

¹⁵ Interview with Venerable Sasana, Master of Arts (M.A. second year students international program, Mahachulalongkornrajavidyalaya University, November 9, November, 2018

¹⁶ Interview with Ashin Vivia, Master of Arts (M.A. second year students international program, Mahachulalongkornrajavidyalaya University, November 9, 2018

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