

A Study of Proficient Spoken English Skills for Foreign Students at M.A. English Program Faculty of Humanity in Mahachulalongkornrajavidyalaya University

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Abstract

The objectives were 1) to study the problems of proficiency in the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University; 2) to develop the English speaking skills of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University; 3) to study the satisfaction of students regarding the development of English speaking skills among international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

The results of this research were found that

1) the problems of proficiency in the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University was found that the overall average was 4.24.

2) to develop the English-speaking skills of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University, University is found that the pupils who have the score post-test of use of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. (\bar{x} = 17.60, S.D. = 1.24) are higher than the pre-test score pre-test in the use experiment of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. (\bar{x} = 8.93, S.D. = 1.16) as statistically significant at 0.5.

3) to study the satisfaction of students regarding the development of English-speaking skills among international students in the Master's program in English at the Faculty

of Humanities, Mahachulalongkornrajavidyalaya University was found that the overall average was 4.29 which.

Keyword: English Skills for Foreign Students; A Study of Proficient Spoken English Skills; English and Foreign Students

Introduction

English is a highly valuable tool for communication with people from all around the world, as it is considered an international language. For those who are not native speakers of English, there may be differences in attitudes and assumptions about the language compared to those who are native speakers. They must have different attitudes and assumptions about the language (Richard A. Via and Larry E. Smith, 1983: 1). At the present, it is generally accepted that English can lead people from all over the world to have different cultures together. At the same time, the English language has an important role in business and managing education around the world, English can support people who can speak English very well. Then, it is the best opportunity for all levels of important working and used English in many communities. However, English is to be a standard language for society of globalization. In many countries, English language is used for expanding in many multiple purposes such as economy, education, and tourism.

English proficiency is paramount in navigating the vast social landscape of today's interconnected world. Approximately 1.46 billion individuals globally are estimated to speak English, with around 380 million being native speakers, making English the most widely spoken language worldwide when including non-native speakers, as reported by Ethnologue, a language intelligence research center. As social beings, humans inherently seek companionship, and education serves as the structured means to develop intellectual and physical capacities, aligning individuals with their societal and personal objectives. A man also needs an education because is the organized development, and human resource for intellectual and physical by their individual and social use directed toward the union of these activities with their creator as their end.

That's why, English is the most important language and also the most demanding skill in our daily life. Every person needs it for communication with others through speaking. Speaking plays an important role in making social interactions with other people in order to gain information. Thus, it is necessary for every person to have a good speaking skill (Ramelan, 1992: 9). Besides, it has an important role in conveying information through foreign language especially English's impact on the business world has been long felt up to the present days. Moreover, it provides many benefits for those who can gain from attending a qualified English school or college and the most prestigious universities, knowing English can help you excel in many fields of real life very well.

Otherwise, English is an important tactic of speakers in schools, organizations, and colleges. Especially in the university is always used for academic purposes, career advancement or investments, and traveling abroad very easily. As we know that English communication is important helping in the world today, because its world-wide used as a tool for transmitting information across a first and second language in English (Nurmala Yusni Febriyanti, 2024: Online). As well as speaking skills usually learn to listen first, then to speak, then to read, and eventually to write in the 'English language' this word will be very meaningful term nowadays and future. On the contrary, most people can speak English effectively and students often make mistakes in their accent and pronunciation. According to the speaking problems in Thailand that emphasize English grammar and writing skills do not focus on speaking and listening even through the educational system of Thailand.

It has provided a model of developing countries in Thai schools and universities. Most Thai people still speak Thai native language in classes, but they do not have many opportunities to use English communication and many students lack confidence in speaking English skills in different situations as well. Additionally, English communication's obstacle is one of the most widespread problems among learners of foreign languages which are considerably lower speaking performance when compared to their passive knowledge. Because of the target language environment or fear of making mistakes, a fear of errors, losing face, criticism to say, and social pressure as well as almost all foreign students are not disciplined in the learning process yet, it also depends on various personal factors.

Thus, spoken English is one of the most common problems which found much in Thai universities although most foreign language seems easy. Nevertheless, its low impulsive students are less anxious in second language learning and English courses for Bachelor's and Master's Degree students. For this purpose, many students are avoiding enrollment in these courses due to problems such as shyness, grammar mistakes, unfamiliar situations, a sense of isolation, self-consciousness, and the fear of looking foolish, etc (Dolly J. Young, 1986: 439-445). Also, it was found in a study which had been conducted on the issue of students' "low speaking performance indicated that English is highly regarded as the gateway to the global marketplace and finding the way to improve English not only the students. Particularly, the Ministry of Education has designed scopes that allow English native speakers to instruct students in the university as much as possible so that to achieve the goals, they must be the master of English (Bassano & Chirstison, 1982: 18-27).

Importantly, students may not be recognized for the importance of language and they have no direction which is focused on grammar mistakes. Among these characteristics

are: language proficiency level, memory, affect, age, gender, learning disabilities in L1, and background knowledge as well as aptitude, processing skills, background biases, motivation, and confidence level (Rubin, 1994: 199-221). As a result, mispronunciation related issues have raised interest around the world, because of the growing period of English as a global tool of communication, as many countries have the same problems with speaking English.

According to the Mahachulalongkornrajavidyalaya University where is the main International Buddhist Study Center IBSC of Thailand, there are two major schools of Buddhism. They are Theravada and Mahayana sections. As previously known Buddhism is the main. Besides, people who wish to study at MCU Main campus, they will be comprehend the knowledge about the mindfulness of the Lord Buddha. Following the university's policies, the main objectives for enhancing and developing the speaking English skills at the Undergraduate level and the significant point of Mahachulalongkornrajavidyalaya University for finding ways to improve the monks themselves and universities together.

At this point, a researcher is to emphasize that speaking in a foreign language is often cited by students as their most anxiety-producing experience. Some learners have difficulty speaking because they're thinking too much about how to say, distinguished by other contexts, usually the common symptom of an active stress response, and students are more likely to avoid different languages to attain, especially English subjects. In this case, when they reply a question in the foreign language may makes respondents feel stressful anxiety. Despite the fact that second language speaking anxiety is a common trouble in teaching and learning English and first students may experience problems when performing orally (Vacav Hemerka, 2009: 10).

Additionally, the goal of the foreign students of MCU is to improve the student's ability to speak English. However, the main problems of English they cannot communicate and rarely speak English in the field and the real life. As Woenraad Kuiper and W. Scott Allan had suggested the hesitant situation is more difficult in English languages that are not physical objects like cars. Actually, there are also some students who fail and to score well at all in English as well as their other subjects. They may perhaps be worried about not having such good potential for learning. In all these cases, one may perhaps be able to identify a significant contribution of the general proficiency of the speaking English in language learner. Hence, the policies of the Faculty of Education are looking forward to developing abilities of students. All in all, they must use English in daily dialogue as their first native language (Koenraad Kuiper and W. Scott Allan, 1996: 1).

In summary, lecturers are the ones who should try to overcome obstacles and improvements of spoken English skills based on suggested effective methods, and active

learning guidelines that concern teachers and students. This study, the purpose is to encourage students to have confidence in speaking English with appropriate techniques, especially by giving information about their speaking problems. Then, it will be useful to produce an effective English speaker in the future.

Research Questions

1) What are the problems of proficiency in the English-speaking ability of the Master's degree program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

2) How effective is the development of English-speaking skills in the Master's degree program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

3) What is the level of satisfaction among students regarding the effective development of English-speaking skills for international students in the Master's degree program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University?

Research Objectives

1) To study the problems of proficiency in the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

2) To develop the English speaking skills of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

3) To study the satisfaction of students regarding the development of English speaking skills among international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

Methodology

1) The target group of this research is 30 students which is consisted of the M.A. English Program Faculty of Humanity, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya, Thailand.

2) The sample group in this research consists of 15 students which consists of the M.A. English Program Faculty of Humanity, Mahachulalongkornrajavidyalaya University, Wangnoi, Ayutthaya, Thailand.

3) Pre-Experimental research by using pre and post experiment with the samples was shown as below.

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T ₁	X	T ₂

E means Samples

T₁ means Pre-Experimental Test

X means Teaching English vocabulary by games

T₂ means Post-Experimental Test

Research Results

1) **Study the problems of proficiency in the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University** illustrates the study of the problems with the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. was found that the overall average was 4.24, which was a satisfied level. If it was separated individually as an aspect, it was found that the aspect with the highest average was an aspect of the problem of lack of confidence. ($\bar{x} = 4.31$, S.D. = 0.69), and the second aspect was an aspect of the problems of English vocabulary. ($\bar{x} = 4.29$, S.D. = 0.63), and the third aspect was an aspect of the problems of English grammar. ($\bar{x} = 4.23$, S.D. = 0.57), and the lowest level was an aspect of the problems of spoken English. ($\bar{x} = 4.13$, S.D. = 0.57), respectively. In conclusion, the study of the problems with the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University, was at satisfied level.

2) **Develop the English-speaking skills of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University.** Comparison of competency of pre-test and post-test in the use experiment of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University., is found that the pupils who have the score post-test of use of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. ($\bar{x} = 17.60$, S.D. = 1.24) are higher than the pre-test score pre-test in the use experiment of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities,

Mahachulalongkornrajavidyalaya University. (\bar{x} = 8.93, S.D. = 1.16) as statistically significant at 0.5.

3) Study the satisfaction of students regarding the development of English-speaking skills among international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. illustrates the satisfaction of using the experiment of the manual for the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. was found that the overall average was 4.29 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 9. The learning period is appropriate. (\bar{x} = 4.60, S.D. = 0.63), and the second item was no. 2. Teaching activities encourage learners to express their opinions in English confidently. (\bar{x} = 4.53, S.D. = 0.64), and the third item was no. 3. Teaching activities and lessons that promote learners' development of English-speaking skills even further. (\bar{x} = 4.47, S.D. = 0.52), and the lowest level was no. 5. Teaching activities and lessons help learners converse and exchange opinions with their peers. (\bar{x} = 3.93, S.D. = 1.03), respectively. In conclusion evaluate the satisfaction of using the experiment of the manual for the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. which was at satisfied level.

Discussion

Study the problems of proficiency in the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University illustrates the study of the problems with the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. was found that the overall average was 4.24, which was a satisfied level. If it was separated individually as an aspect, it was found that the aspect with the highest average was an aspect of the problem of lack of confidence. (\bar{x} = 4.31, S.D. = 0.69), and the second aspect was an aspect of the problems of English vocabulary. (\bar{x} = 4.29, S.D. = 0.63), and the third aspect was an aspect of the problems of English grammar. (\bar{x} = 4.23, S.D. = 0.57), and the lowest level was an aspect of the problems of spoken English. (\bar{x} = 4.13, S.D. = 0.57), respectively. In conclusion, the study of the problems with the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University, was at satisfied level. It is also consistent with the research of **Nittima Kositchart (2001: 32- 33)** mentioned that the Thai AFS exchange students' problems and needs in English listening and speaking proficiency

in the United States of American that in terms of the 9 problematic English listening areas, the respondents often had difficulties comprehending jokers or puns (2.93), and nearly half of the respondents were unable to catch to understand English idiom (2.72) and the third chosen statement was being unable to catch the words when the speakers speak too fast (2.63). Whether communicating in professional tools, people can make relationship and discover as the social interaction which is the process of sharing information by carrying on the specific information of the sender or encoder to a receiver or decoder in the several objectives to apply in direct and indirect ways. However, communication strategies will make the symbolic activity, communication process, important messages via language as well as make up of variety, elements, senders to receivers, channels, information, noises, media, feedback, attitude, and the environment. It is also consistent with the research of **Chompunuch La-onsri (2022)** aimed to investigate the difficulties of oral presentation faced by Thai officers at a multinational company. The finding showed the trend of the respondents in all factors is moderate. The officers think oral presentation is difficult because they have low confidence. Moreover, they find it hard to find suitable words to express their meaning in terms of language skills. However, the officers rarely focus on grammar errors. They focused on the interpretation of meaning. In terms of audiences, they are frightened when a lot of people are watching them. In term of suggestions the officers suggested that the graduated students need further preparation in this working area, the officers suggested practicing basic communication and vocabulary by focusing on the target of communication and learning to prepare presentation material proficiently. It is also consistent with the research of **Phra Natthakit Kittiyano (2020)** studied English oral presentation for bachelor of arts of the fourth-year international students at Mahachulalongkornrajavidyalaya university Chiang Mai campus. The findings were as follows: 1. From a study of principles of oral presentation among students in English speaking classes it found that the MCU Bachelor of Arts fourth year students' English oral presentation was generally high, while considering each part in average the aspect of pronunciation was moderate, the aspects of vocabulary and English grammar were high, and the aspects of confidence and strategy use were moderate. 2. In respect of a study of the problems of English speaking in order to improve oral presentation of the MCU Bachelor of Arts fourth year students it revealed that problems of the MCU Bachelor of Arts fourth year students' English oral presentation included 1) Students had problems with English pronunciation, 2) Students had problems with English vocabulary, 3) Students had problems with English grammar, 4) Students had problems with confidence, and 5) Students had a lack of strategy uses of oral presentation. 3. With regard to a study of the effective ways of solving the problems in English speaking of the MCU Bachelor of arts fourth year students it found that students were required to

practice pronunciation, students were required to increase more vocabulary, students were required to learn more about structures of English sentences, students were required to conduct a research and preparation, and students were required to understand clearly the structure of presentation including introduction, body and conclusion.

Develop the English-speaking skills of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. Comparison of competency of pre-test and post-test in the use experiment of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University., is found that the pupils who have the score post-test of use of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. ($\bar{X} = 17.60$, S.D. = 1.24) are higher than the pre-test score pre-test in the use experiment of the manual on the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. ($\bar{X} = 8.93$, S.D. = 1.16) as statistically significant at 0.5. It is also consistent with the research of **Narissara Siriwong (2023)** studied Development of English Learning Activities on the Topic of English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 Students. The findings were as follows: 1. The English learning activities on the topic of English for Daily Life based on activity-based learning for Prathomsuksa 4 students met the efficiency criteria of 84.57/80.89, which was higher than the defined criteria of 75/75. 2. The students' learning achievement after learning through the developed learning activities was higher than that before the intervention at the .01 level of significance. 3. The students' satisfaction toward learning through the developed learning activities was at the highest level ($\bar{X} = 4.55$, S.D. = 0.51). It is also consistent with the research of **Sithsungnoen and Chanintaraphum, (2021: 38-48)** studied The Development of Learning Activities using Activity-Based Learning to Enhance Creative Learning Management Design Ability of Pre-Service Teachers, Faculty of Education, Silpakorn University. The findings revealed that: 1. The ABL instructions for promoting creative instruction design ability Pre-Service Teachers of Faculty of Education, Silpakorn University, consisted of 6 steps, called DEECEE, namely: Step1 Draw attention (D); Step 2 Experience learning (E); Step 3 Engage in activities (E); Step 4 Construct new knowledge (C); Step 5 Exchange knowledge (E); and Step 6 Evaluate outcomes (E). 2. The effectiveness of the instructions using ABL as follows: 2.1 After providing the instructions, 13 students gained the score at a good level (21-25 points), with 46.43 percent. 2.2 The creative instruction design ability, in overall, was at a very good level, with ($\bar{X} = 93.17$). 2.3 The students' feedback towards ABL instructions was at a high level ($\bar{X} = 4.27$, S.D. = 0.68). It is also consistent with the research of **Tshetrim Dorji (2021)** investigated development

of speaking teaching activities using communicative language teaching approach through social media for Bhutanese students. The quantitative result of the study revealed that the students' posttest mean score in the English-speaking ability test was higher than their pretest mean score at a significant level of .05, indicating that their speaking ability improved significantly after receiving the treatment session. The most developed aspects of speaking ability from the analytical analysis of different aspects of speaking ability from pretest and posttest and weekly speaking tasks posted to the class Facebook page was the improvement of vocabulary and communication strategy. The least developed was the development of grammar. The results obtained from the questionnaire revealed that the students held positive perception towards teaching activities using communicative language teaching approach through social media instruction. The students' positive perception towards the current instruction was mainly influenced by the ability of the instruction in enhancing self-confidence and motivation, learning from anywhere, providing a flexible and lively learning environment, and creating better interaction. Finally, the students' positive perception was also influenced by the ability of the current instruction in reducing anxiety associated with learning to speak.

Study the satisfaction of students regarding the development of English-speaking skills among international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. illustrates the satisfaction of using the experiment of the manual for the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. was found that the overall average was 4.29 which was a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 9. The learning period is appropriate. (\bar{x} = 4.60, S.D. = 0.63), and the second item was no. 2. Teaching activities encourage learners to express their opinions in English confidently. (\bar{x} = 4.53, S.D. = 0.64), and the third item was no. 3. Teaching activities and lessons that promote learners' development of English-speaking skills even further. (\bar{x} = 4.47, S.D. = 0.52), and the lowest level was no. 5. Teaching activities and lessons help learners converse and exchange opinions with their peers. (\bar{x} = 3.93, S.D. = 1.03), respectively. In conclusion evaluate the satisfaction of using the experiment of the manual for the English-speaking ability of international students in the Master's program in English at the Faculty of Humanities, Mahachulalongkornrajavidyalaya University. which was at satisfied level. It is also consistent with the research of **Narissara Siriwong (2023)** studied Development of English Learning Activities on the Topic of English for Daily Life Based on Activity-Based Learning for Prathomsuksa 4 Students. The findings were as follows: The students' satisfaction toward learning through the developed learning activities was at the highest level (\bar{x} =

4.55, S.D. = 0.51). It is also consistent with the research of **Kholeeyoh Jehdo (2016)** studied Satisfaction of YRU Students towards Teaching English based on Communicative Language Teaching Approach. The results are as follow: Overall, the students' satisfaction towards English language teaching based on Communicative Language Teaching (CLT) was at high (\bar{x} = 3.49). In terms of the students' satisfaction of each aspect, there were two aspects were at high consisting with the learning activity (\bar{x} = 4.06) and the lecturer aspect (\bar{x} = 3.87). Moreover, there were two aspects with an average level of satisfaction including with the content aspect (\bar{x} = 3.33) and the assessment aspect (\bar{x} = 3.28). It is also consistent with the research of **Supanee Charoenwong (2016)** studied a study of satisfaction with learning English of upper primary school student's wat Omnoi school (Mitr kru rat rangsan). The main findings of the study indicated that: Wat Omnoi School students (Mitkhru Ratrangsan) were satisfied with learning English. Overall, the mean was often at the level of practice (\bar{x} =3.82), separated by aspect. in the field of measurement, measurement, evaluation There was a mean at the frequent practice level (\bar{x} =3.97, x =3.72 and \bar{x} =3.29, respectively) for the analysis. Compare the level of English learning behavior. Classified by status, age and occupation of the parents studied. It was found that Wat Om Noi School students (Mitkhru Ratrangsan) is no different. But when classifying by year of study, it was found that there were different English learning behaviors at the statistical significance level of .834.

Suggestions

1. Suggestions that should be applied

1) Learning activities should focus on the specific characteristics of English speakers and effective presenters who have the skills to interact with international students.

2) Learning activities should cover various situations, such as public speaking, radio preaching, and preaching to foreign audiences.

3) The assessment of learning should incorporate feedback mechanisms, such as peer reviews, self-assessment tools, and feedback from the audience, to enhance the English-speaking skills of presenters in the classroom.

2. Suggestions for future research

1) The study should be expanded to cover other English communication skills, including reading and writing.

2) The English Speaking Proficiency Manual for International Students should be used with students in other classrooms.

3) Advanced technology teaching tools should be integrated into instruction by using digital platforms, mobile apps, and multimedia content to enhance communication in the real world.

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