English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach

[1]Theerat Saengkaew and [2]Niwet Wongsuwan

[1]Faculty of Humanities, Kasetsart University.
[2]Mahachulalongkornrajavidyalaya University
[1]Email: pansanutip456@gmail.com, [2]boonmee.pan@mcu.ac.th

Abstract

This study focuses on the English Communication Skills of Cambodian students at Mahachulalongkornrajavidyalaya University based on Linguistic approach. The objectives of this research are to study the English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University, and to find out the ways to solve problems in English Communication Skills of Cambodian students at Mahachulalongkornrajavidyalaya University and to propose the ways of solving problems in English Communication Skills toward developing of English for Cambodian students. The population in this research consisted of 45 Cambodian students who are studying at Mahachulalongkornrajavidyalaya University.The researcher used the mixed quantitative and qualitative methods. The questionnaire used for collecting data from 45 students at Mahachulalongkornrajavidyalaya University. The tools for collecting data are in-depth interview and interview, as well as using statistics, percentage, mean and standard deviation (S.D) were used for analyzing data.

The results of the finding

The survey questionnaires of Cambodian students who are studying at Mahachulalongkornrajavidyalaya University, the results of data analysis for lack of confidence in English communication skills of the students, resulting at overall at moderate level for mean 3.37. The students are shy in speaking English skills resulted in overall at moderate level for mean 3.22. In pronunciation, the students used mother tongue more than using English in communications based on Linguistics resulted in overall at moderate level for mean 3. 35. The results of data analysis for vocabulary that causes the students properly used vocabularies quite well in English communication skills, resulting in overall at moderate level for mean 3. 28.

And the students knew Linguistics for English communication skills, resulting in overall at moderate level, equal to 3.41.

Keywords: Comparative study; Syntactic structure; Burmese languages

Introduction

Nowadays, English Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human. There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

English language is the most common foreign language and a powerful key to open for communication. This means that two people who come from different countries usually use English as a common language to communicate. That is why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones. It is also essential to the field of education.

In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as the Asia countries, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, primary school, secondary school and college school, students in many countries study almost all their subjects in English in order to make the material more accessible to international students. Although many people think that it is very difficult and confusing, English is actually the easiest language of the world to learn because there are so many resources available.

Four skills: speaking, listening, reading and writing are all important for English non-native learners. But speaking skill is the most important once because nature has already taught us that when we were born, we speak first before we are going to school to learn to read and to write, we have already to speak. So, it is not appropriate to train English language learners only in reading and writing because every one of them don't get ample of meeting native speakers or visiting foreign countries.

Moreover, some of students face with communication in classroom that problem may be connected with many reasons for them but each people might not be the same. In our communication courses for adults you will work in pairs or groups under the teacher's guidance to develop your full communicative potential in the language. You will also have the opportunity to experiment with different types of language for different contexts, both formal and informal. In addition, you will learn to express your interests and opinions, use every day social expressions correctly and the natural pauses of English spontaneously. You will develop strategies to make your conversation more fluent and natural, while gaining confidence when speaking and writing in English.

Al Mashharawi, examines that speaking is fundamental and basic to human communication. If the goal of a language cause is truly to communicate in English, then

speaking skill should be taught and practiced in the language classroom. When the communication is included in the classroom, it will definitely raise general learner motivation and making the classroom a dynamic and effective environment.

According to Scott, learning to communication a foreign language requires more than knowing its grammatical and semantic rules. Students should know how native speakers use language real life situations and have the ability to communicate with others effectively. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation.

On another thing, communication has been becoming one of the most part of essential in speaking skill. It is the most necessary too that allowed to inform, motivate, persuade as well as order or change listener's attitudes or ideas. In addition, because listening to communications, the listeners can be easy to gathering knowledge about a given title. The major role of a language is for communication. To master a language is not an easy task. However, as the communication between different countries has been enhanced in the recent years. The use of English becomes more and more important. In addition, English language is considered to be the most universal language. Studying in a university, academic writing and reading is the basic requirement for students. However, it is more difficult for students. Therefore, learning and practicing is needed. In daily life, there are many reading materials which are in academic language.

The fact that the bilingual behavior of children can be accounted for in ways other than the denial of the ability to separate languages raises the general question whether language mixing in children is in fact significantly different from language mixing in adult bilinguals (Bhatia and Ritchie).

Based on a six-month case study of a Portuguese-English bilingual child, notes that lexical differentiation only appeared at the age of around with a cumulative vocabulary of around 60 items, but that this was preceded by the ability to differentiate prosody. This in turn allows 'pragmatic differentiation', defined as the child's ability to identify the parents' choice of language (the factor which later on sets the context for language use). Nicoladis assumes that it is the child's ability to accommodate to this context that sets the scene for lexical differentiation. Crucially, the emergence of language differentiation is not regarded as a linear process, but reflecting the child's knowledge at given points in time, and as reflecting the child's sensitivity toward the surrounding social setting. Vihman, attributes the decrease in mixing not plainly to the development of two systems, but to an emerging cognitive ability to reflect upon language use and adopt adult norms of language choice. This development tightly reflects the gradual emergence of self-awareness in the child. Koppe, too highlights what she calls 'pragmatic competence' and argues that, since children can be shown to be able to identify language context, early mixing must be regarded not as evidence of language fusion, but instead as early use of codes witching.

These and other studies represent an interactional perspective on bilingual language acquisition, which emphasizes the fact that the child is not just acquiring two linguistic systems but also the rules of communicative competence. Dopke as Lanza, puts it, learning when and when not to codeswitch is an essential part of the linguistic socialization. Lanza takes issue with various studies that assume that mixing in early stages of acquisition, and codemixing, are separate phenomena. In her investigation of the language acquisition of two Norwegian-English bilingual children, Lanza observes that children as young as two are able to use their languages in a contextually sensitive way. However, the acquisition of communicative competence is a process during which the children's degree of separation of the languages has both formal and functional aspects. Thus, dominance in one of the languages may result in stronger mixing favouring that language. But the choice of the non-dominant language in interaction with the person with whom this language is associated is nevertheless evidence of the child's awareness of the functionality of language separation. Lanza emphasizes language selection as a behavioral skill; like many other skills, it is acquired in direct relation to the model provided by the parents. More insistence on the part of the parents on maintaining a monolingual context will result in more consistent language choices on the part of the child, while parental negotiation of a situation as a bilingual context is likely to contribute to the child's expectation that the choice of either language in that situation would be appropriate.

The interaction-based approach to child bilingual speech receives support from Lanvers, who analyses an early bilingual's mixed utterances as stages in the development of codeswitching competence. Language mixing is argued to be functional; while switches at an early stage (between 1:6 and 2:0) often derive from vocabulary gaps or retrieval difficulties, at a later age the pragmatic functions of switches include emphasis and appeal, change of topic, and accommodation to the adult interlocutor. Bauer, Hall, and Kruth even observe that switching languages may be used by the child during play as a tool to control the activities of the interlocutor. This further highlights the importance of taking into account roles in the interaction. Based on the highly nuanced, complex use of language choices, Bauer, Hall, and Kruth (2002:72) argue against the notion of a 'balanced bilingual' and suggest instead that bilinguals should be viewed as users who possess multiple competencies in both languages.

There have been no any direct research works on English communication skills of Cambodian students studying at Mahachulalongkornrajavidyalaya University but there exist some but on the four skills of English in general. Therefore, the researcher wants to use a scientific method to conduct a study of English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University to find out the effective ways to improve their English communication skills by teachers of Mahachulalongkornrajavidyalaya University and what difficulties or problems they have faced and their effective solutions implemented, with the hope that this study will be useful for those who try to find out the effective ways of the

development of English communication skills based on Linguistic approach which may more effective than an usual approach for the development of English communication skills.

Objectives of the Study

1. To study the English communication skills of 45 Cambodian students at Mahachulalongkornrajavidyalaya University.

2. To find out the ways to solve problems in English Communication Skills of 45 B.A. and second year for M.A Cambodian students at Mahachulalongkornrajavidyalaya University.

3. To propose the ways of solving problems in English Communication Skills toward developing of English for Cambodian students.

Literature Reviews

When we think of the world's greatest leaders, one thing they all have in common is the ability to communicate well. Taking the time to improve your communication skills can be highly rewarding. Being able to communicate more effectively will help you to build stronger relationships with the people around you, and get your ideas across successfully.19 It can be especially difficult to communicate clearly in English if you have not been learning for very long. Even if you have memorized endless amounts of vocabulary, practiced your grammatical skills to perfection and can read books entirely in English cover-to-cover, you still might struggle to express yourself. Read on for our top tips on developing your communication skills. (Wilson, S., 1983:4)

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 (Thinida Paosuphan, 2013:1) 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. " Hence, some countries nowadays have become competitive world and the people have been striving in a living No one could deny that English their daily lives in order to earn 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.

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 or 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 impression". (McPheat Jeans, 2010:20) 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". (Phillip Backley, 2015:126) 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.

3. 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 class. For instance, 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. (Anna Tornqvist, 2008:14)

This study explains that oral communication skills refer to both speaking and listening. They are lifelong activities and probably our most important communication tools. (Kathrine Staksrud, 2017:16) 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 skills. (Boussiada Soraya, 2010:10)

4. Tips to Improve English Communication Skills

English is a language which is accepted globally for different types of purposes. For a student to pursue his education abroad, it is vital that he is fluent in English so that he is able to communicate properly. In almost all countries across the globe, English is considered as a coveted language and an important medium of communication. Not only universities and education but English is considered important in every facet of life from business to trading. If one wants to earn well and wants a bright future for himself, he should be able to communicate in English effectively. Therefore, English communication skills must be acquired by every student dreaming to study in a foreign university and working there.

But one question keeps hovering in the minds of many that how can English communication skills be acquired or improved? Some argue that English communication can be mastered in certain months while some claim that understanding and getting the ability to

speak English is a journey rather than a timebound process. The process of learning to speak English should be started in initial years only and it should evolve over time. However, students who do not have a background in English, it is tough to resort to English speaking institutes. Here we give some tips that can help you improve your English Communication Skills.

1) Strengthen the basics: You can't speak English in one day and hence you will have to do some groundwork before you take on the real journey. So you should always start by strengthening the basics and polishing your grammar.

2) Read A lot: Another tip to improve communication skills is to read as much as possible. The Internet is a pool of information and you can spend plenty of time online reading engaging and informative stuff. This helps in two things. One; it provides you with a lot of information and second; it helps in broadening the vocabulary. Reading also helps in getting a grasp of good words and understanding usage. This can effectively be used when speaking.

3) Practice by writing: To be able to communicate in English effectively, you should practice the language by writing. You should spend plenty of time writing essays and topics to understand the significance of using different words. It also helps in improving the grammar which is vital for communication skills.

4) Speak in English: Mirror can be your best friend here. You can stand in front of the mirror and speak English if you think you would be made of fun when you try speaking in front of others. This will help in inculcating a sense of confidence in you to speak English.

5) Be yourself: One of the key tips is to be yourself and try to express your thoughts when communicating English. You should not depend on bookish language for this. These tips can evolve your English communication skills to a huge extent. However, you should be reading and listening to English to be able to understand it nicely.
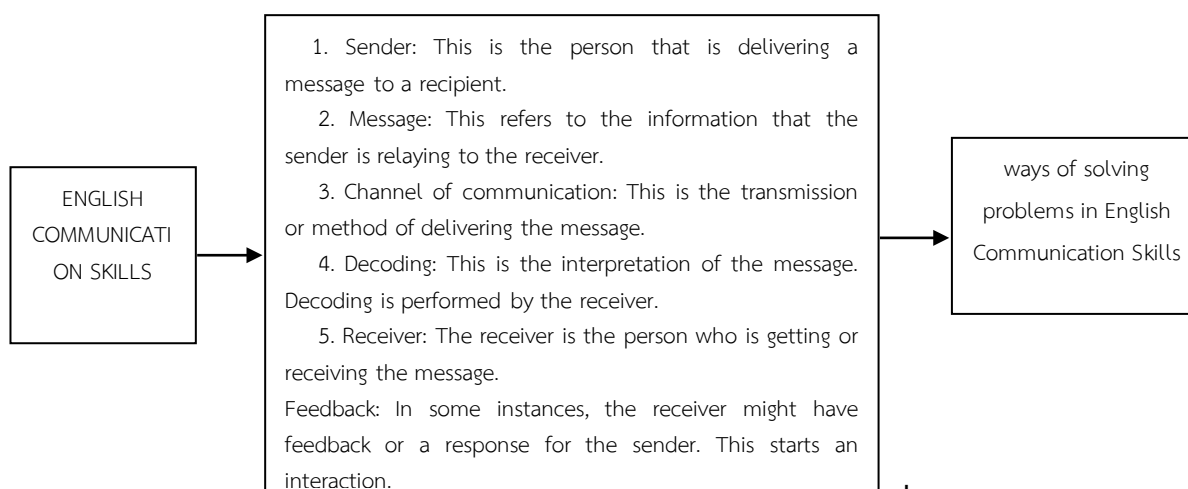
Conceptual Framework

| ENGLISH COMMUNICATION SKILLS | 1. Sender: This is the person that is delivering a message to a recipient.
2. Message: This refers to the information that the sender is relaying to the receiver.
3. Channel of communication: This is the transmission or method of delivering the message.
4. Decoding: This is the interpretation of the message. Decoding is performed by the receiver.
5. Receiver: The receiver is the person who is getting or receiving the message.
Feedback: In some instances, the receiver might have feedback or a response for the sender. This starts an interaction. | ways of solving problems in English Communication Skills |

Figure 1. Conceptual Framework of Research

Research Methodology

The study entitled "English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach" aims to study English Communication Skills of Cambodian Students. The research methodology is necessary for conducting a reliable study. It focused on the following main points.

1) Research Design

2) Population and Key Informants

(1) Population and Sample of the Study

(2) Key Informants

3) Research Tools

(1) The Tool for Quantitative Data Collection

(2) In-depth Interview

4) Data Collection

5) Data Analysis

1. Research Design

This research design is for "English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach" . This study is mixed methods between a quantitative research methodology and qualitative research methodology. The researcher takes questionnaires and interviews to keep information and questions relating to English communication. Every stage of data collection is performed step by step to simplify things to be valuable to the study in nature to identify, analyze and describe English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach.

2. The Population and Key Informants

2.1 Population and Sample of the Study

The population of this study is 4 5 Cambodian students at Mahachulalongkornrajavidyalaya University. Hence, the researcher selected 4 5 students as the sample of the study by a purposive sampling method.

2.2 Key Informants

The researcher took 5 teachers and 5 students who are teaching and learning at Mahachulalongkornrajavidyalaya University.

3.3 The Research Tools

3.1 The Tool for Quantitative Data Collection

For collecting quantitative data, a questionnaire is constructed. Questions in the questionnaire contain 3 statements as follows:

1) General information respondents of the students.

2) English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University based on linguistic approach.

3) Analysis on English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University based on linguistic approach.

The aim of the questionnaire is the rating scale used Standard Deviation (S.D) in this study divided into five levels of liker scale with the result as the following:

5 = Very high

4 = High

3 = Moderate

2 = Low

1 = Very low

3.2 In-depth Interview

For collecting qualitative data, the tool of in-depth interview was used for collecting the information from key informants as the following:

The following are from 5 lecturers:

1. Phramaha Wichain Parichano, Asst. Prof. Dr. Director of M.A International Program

2. Assist. Prof. Dr. Man Suesongmoen, Lecturer in Faculty of Humanities

3. Dr. Narongchai Pintrymool, Lecturer in Faculty of Humanities

4. Dr. Supapun Pempool, Lecturer in Faculty of Humanities

5. Miss Apsorn Tiewcharoenkij, (lecturer)

The following are from 5 students:

1. Ven. Kim Thanh Di (Master of Arts in English)

2. Ven. Kien Ngoc Minh (Master of Arts in English)

3. Ven. Kim Ratana (Master of Arts in English)

4. Ven. Kim Sa Phia (Master of Arts in English)

6. Ven. Lam Ra Vi (Bachelor of Arts in Philosophy English Program)

3.4 Data Collection

3.4.1 The questionnaire was consisted of multiple-choice questions to 45 Cambodian students who are studying at Mahachulalongkornrajavidyalaya University. And then the researcher took information from questionnaires.

3 .4 .2 An in-depth interview is consisted 5 teachers and of 5 students who are teaching and learning at Mahachulalongkornrajavidyalaya University, and then the researcher will take the information from questions.

3.5 Data Analysis

3.5.1 The Analysis of Quantitative Data

The questionnaire has been processed by a computer program. Statistics including frequency, percentage, mean, standard deviation (S.D) has been used for analyzing data.

The result of average mean is classified into five levels:

1. The average 4.50-5.00 means very high

2. The average 3.50-4.49 means high

3. The average 2.50-3.49 means moderate

4. The average 1.50-2.49 means low

5. The average 1.00–1.49 means very low

3.5.2 The Analysis of Qualitative Data

A content analysis is used for analyzing qualitative data collected from 1 0 key informants.

The Result of Research

1 . The purpose of the English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach with the main points of objectives are: To study the English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University, To find out the ways to solve problems in English Communication Skills of Cambodian students at Mahachulalongkornrajavidyalaya University, To propose the ways of solving problems in English Communication Skills toward developing of English for Cambodian students, the population in this research study consisted of 45 participants for Cambodian students who are studying at Mahachulalongkornrajavidyalaya University. The method research is mixed between a quantitative research method by using a questionnaire for 45 participants and qualitative research method of in-depth interview for 10 key informants both of them are used as research tools in collecting data.

2. Personal information of the participants, the majority of 45 Cambodian students who are studying at Mahachulalongkornrajavidyalaya University. In the gender of populations, most of consisting of 4 0 monks participants, 3 participants that are novices, and lay 2 participants. With age of participants, most of the participants aged 2 6 - 3 0 years old, aged between 2 0 - 2 5 years old 17 participants, aged between 26-30 years old, below 20 years old for 5 participants, and 5 participants aged more than 3 0 years old. Educational qualification of Cambodian students are mostly Bachelor of Arts for 3 6 participants, and 9 participants for Master of Arts. Year of study, 1 7 participants are in the fourth year, 1 5 participants in the third year, and 1 3 participants in the second year.

The Faculty of study, students study at Faculty of Buddhism for 25 participants, and 20 participants are at Faculty of Humanities. Major of the study of participants is English (Bilingual Program) for 25 participants, with 17 participants in English (English Program), and 3 participants in Linguistics.

3 . Analyzing data from the English communication skills of Cambodian students, the results of data analysis of the students have lack confidence in English communication skills at the moderate level by average $\bar{x}$ = 3.37, with Standard Deviation (S. D) of (0.10), personality such as shyness in communicate English at the moderate level by average $\bar{x}$ =3.22, with (S.D) of (0.03), pronunciation in English communication skills at the moderate level by average $\bar{x}$ = 3.35,

with (S.D) of (0.o8), vocabulary in English communication at the moderate level by average $\bar{x}$ = 3.28, with (S.D) of (0.06), linguistics in English communication skills at the moderate level by average $\bar{x}$ = 3.41, with (S.D) of (0.09).

In the analyzing data above most students mentioned that communication skills are at different stages for improving of communications, some students agreed that they could speak limited duration. Some students could speak in the English classroom because of the training and explaining of their teachers.

Discussion

1. Communication is important as we are now witnessing the emergence of an advanced economy based on information and knowledge. Probably the most important skill for knowledge workers in the new environment is the ability to communicate and to express ideas effectively in writing and in speaking. In order to achieve desired success, professional needs to assess and respond to communication situations that occur constantly because English has become the de facto standard. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world.

2. From interviews with 10 key informants, English communication is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within our home countries or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work. Although the origins of English as a global language has a complicated past, the language has left an important mark on media, trade and business.

3. The researcher proposed in solving the problems in learning English as 1) the students should read English books, newspapers and magazines, speaking English with friends and classmates and writing some English words, listen to English music or conversation videos. 2) The students should be careful in English speaking and comprehend language, because English has become the international language by using in business, technological, and academic communication.

For learning speaking, the students should find the ways to develop English speaking ability. The students should use every opportunity to practice English in and out of the class. Especially as we get to grips with the sounds of new language. It is bored to speak over the same sentences again and again, but it is necessary. Students may make commitments with classmates to use English as much as possible in their daily communications.

The Knowledge of Research
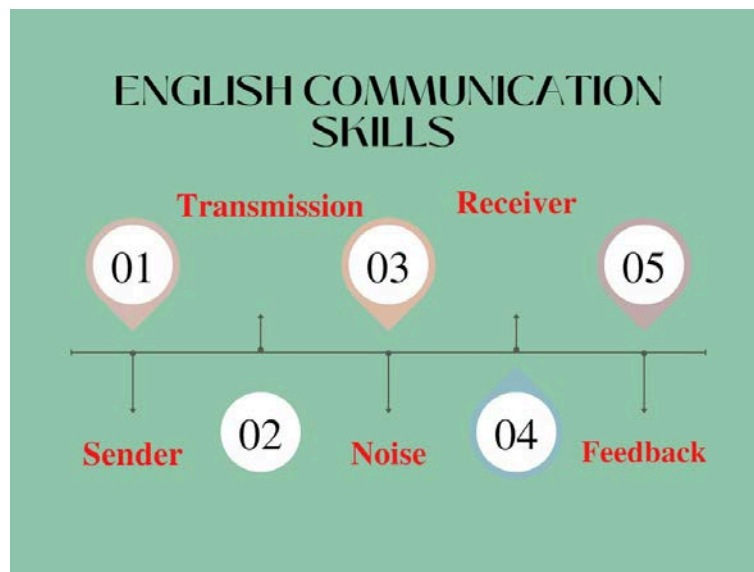
This article focuses on the five main processes of communication. Before diving into the process first lets have a look on the definition of communication strategy. Communication Strategies Plan how to plan information sharing. Communication strategy refers to the most useful purpose of communication in terms of recognition and attitude of a particular brand and the choice of its strategy. Now Lets focus on the steps of communication processes, which are as follows :

1. Sender

Communication begins with the sender, who is the promoter of the message. After creating an idea, the sender encodes it in a way that can be perceived by the receiver. Encoding refers to the process by which the sender continuously translates his thoughts into verbal and non-verbal actions that he feels will convey the message to the intended receiver. For example, translating thoughts into any language.

2. Transmission

The information that the sender wants to communicate is transmitted through a channel through which the message goes to the recipient. A channel connects the sender to the receiver. Communication channels may include a memorandum, a computer, a telephone, a telegram, or a television.

The choice of a channel depends on the communication situation. For example, when dealing with confidential information, direct face-to-face conversations or sealed letters are more effective channels than telephone conversations.

3. Noise

Noise is something that has a disturbing effect on the message. Since noise interferes with communication, the sender should choose a channel that is noise-free. There may be noise at the end of the sender, during transmission, or at the end of the receiver.
Examples of noise include:

1) Obscure symbols that lead to faulty encoding

2) A weak telephone connection

3) An inattentive receiver

4) Invalid decoding (incorrect meaning attached to the message)

5) Superstition prevents a poor understanding of a message

6) Gestures and postures that can distort the message

4. Receiver

The receiver is the person to whom the message is sent. To decode the message, the recipient must be ready to receive the message. That's it. The receiver should not be distracted by other thoughts that may cause him to pay insufficient attention to the message. Decoding refers to the process of translating symbols encoded by the sender into concepts that are understandable.

Communication can only be considered effective when both the sender and the recipient attach similar meanings to the symbols in the message. For example, a message in Technical Jargon requires a recipient who understands such terms. Communication is not complete unless understood by both the sender and the recipient.

5. Feedback

A message generated by the receiver in response to the original message from the sender is known as a response. Feedback is needed to ensure that the message is effectively encoded, transmitted, decoded, and understood.

This helps a sender to evaluate the effectiveness of his message so that he can change his subsequent messages. Feedback also confirms whether there has been any change in the behavior of the individual or organization as a result of the communication.

The communication model discussed above provides the basic structure of the communication process, identifies key components (transmitter, transmission, receiver, noise, and response), and shows their relationship. This structure helps managers direct communication.

Conclusion

To summarize, successful language learners have a much clearer idea about the problems in learning English, how to assess the strategies and how to improve them in speaking, listening, reading and writing, that is to say how to achieve the English language learning. Students successes depend on how well they perceive their problems and use those strategies. It can be concluded that success in an international program is related to linguistic problems, socio cultural on second language learning barriers to international communication and learning strategies. At last students become active in the problems and the learning strategies as mentioned earlier in order to fulfill the chances of achieving in learning English.

Reference

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

Benjawan Plangkham. (2011). "Anxiety in English Public Speaking Class Among Thai EFL undergraduate Students". *M.A. Thesis.* (Department of Careers Language Institute: Thammasat University.

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

Kathrine Staksrud. (2017). *"Oral Communication in the Language Learning Classroom-A Study of Two ESL Textbooks Used in Norway"*. M.A. Thesis. Norway: University of Bergen.

McPheat Jeans. (2010). *Advanced Communications Skills*. USA: MTD Training Ventus publishing Aps.

Phillip Backley. (2015). *Improving Your English Pronunciation*. Japan: Tohoku Gakuin University Faculty of Letter.

Thinida Paosuphan. (2013). *"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.