

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

Received: April 12, 2021  
Revised: May 20, 2021  
Accepted: May 21, 2021

Ven. Thach Oanh Na<sup>1</sup>, Veerakarn Kanokkmalade<sup>2</sup>, and  
Nilratana Klinchan<sup>3</sup>  
(oanhnathach366@gmail.com)

---

## Abstracts

This study focuses on the English Communication Skills of Cambodian students at Mahachulalongkornrajavidyalaya University based on a 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 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 interviews and interviews, as well as using statistics, percentage, mean and standard deviation (S.D) were used for analyzing data.

---

<sup>1</sup> Master of Arts in Linguistics at Faculty of Humanities, Mahachulalongkomrajavidyalaya University.

<sup>2</sup> Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

<sup>3</sup> Faculty of Humanities, Mahachulalongkornrajavidyalaya University.

### **The results of this research found that**

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 in at overall at a moderate level for mean 3.37. The students are shy in speaking English skills resulted in overall at a 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:** English Communication Skills, Cambodian Students, Linguistic Approach.

### **Introduction**

The English language is the most common foreign language and a powerful key to open 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 in the world to learn because there are so many resources available.

Furthermore, speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. As a consequence, meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking that are one of the most difficult skills of language learners have to face, in spite of this, it has traditionally been forced into the background of English teachers have spent all our classroom time trying to teach our student how to write, to read or sometimes to listen, because grammar has a long written tradition. Speaking is generally thought to be the most important of four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but they still cannot speak it. The most important competence in different language discourses and situational as well as contextual expressions as a tool of a leader of a language, and is a way to communicate with people in togetherness.

Ven. Teng Chamna. (2017), four skills: speaking, listening, reading, and writing are all important for English non-native learners. But speaking skill is the most important one 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 doesn't get ample of meeting native speakers or visiting foreign countries.

Al Mashharawi, (2006), 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 skills should be taught and practiced in the language classroom. When communication is included in the classroom, it will definitely raise general learner motivation and making the classroom a dynamic and effective environment. Bauer, Hall, and Kruth<sup>8</sup> 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), 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.

Crystal, D. (2003), English speaking is the dominant language spoken by many people around the world in both of oral and written, because it is the lingua franca used for international communication to all aspects of human life such as economic, cultures, business, politic, administration, science and academia. Florez, Marry A. C. (1999), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The information can be shared using both verbal and non-verbal communication in a variety of contexts in which it occurs based on the participants themselves, the collective experiences, the physical environment and the purpose for speaking.

Nadeem Khan, Arshad. (2010), Ali the study regarding the improvement of speaking ability: the students' perspective is very much important because the modern age is the age of media, propaganda, and mass communication. Every person desirous to reap the full benefits of modern education, library

use, research knowledge, science, commerce, and trade, know-how should have a sound knowledge of English language and good communication skills. The person who has not good communication skills will suffer badly in this era of competition in comparison to the person who has not good communication skills and can soon catch the eyes of an authority to award him a higher position or responsibility in order to increase his self-esteem and reputation.

Phramaha Prakat Aphakaro and Mr. Thanoo Srithong, (2015), on another thing, communication has been becoming one of the most parts of essential 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 recent years. The use of English becomes more and more important. In addition, The 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 are needed. In daily life, there are many reading materials that are in academic language.

There have been no direct research works on English communication skills of Cambodian students studying at Mahachulalong kornrajavidyalaya 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 Mahachulalongkorn rajavidyalaya University to find out the effective ways to improve their English

communication skills by teachers of Mahachulalong kornrajavidyalaya 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 a usual approach for the development of English communication skills.

### **Objectives of Research**

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.

### **Research Methodology**

This study was mixed methods research between quantitative research methodology and qualitative research methodology. The researcher took both quantitative and qualitative research using questionnaires and interviews to keep information and questions relating to English speaking. Every stage of data collection was 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.

## 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 a Linguistic Approach.

### The population and Key Informants

1. Population and sample of the study, the population of this study is 45 Cambodian students at Mahachulalongkornrajavidyalaya University. Hence, the researcher selected 45 students as the sample of the study by a simple random sampling method.

2. Key Informants, the researcher took 5 teachers and 5 students who are teaching and learning at Mahachulalongkornrajavidyalaya University.

### The research tools

#### 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 of respondents of the students
2. Analysis on English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University based on linguistic approach.
3. Analysis of English communication skills of Cambodian students from 10 key informants.

### **In-depth Interview**

For collecting qualitative data, the tool of the in-depth interview will be used for collecting the information from 10 key informants as the 5 lecturers and 5 students who are teaching and learning at Mahachulalongkornrajavidyalaya University.

### **Data collection**

1. The questionnaire has consisted of multiple-choice questions to 45 Cambodian students who are studying at Mahachulalongkornrajavidyalaya University, and then the researcher will take information from questionnaires.

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

### **Data analysis**

1. The analysis of quantitative data, the researcher use the questionnaire has been processed by a computer program. Statistics including frequency, percentage, mean, standard deviation (S.D) has been used for analyzing data.

2. The analysis of qualitative data, the researcher used for analyzing qualitative data collected from in-depth interview 10 key informants.

## **Results of Research**

The English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach” aims to study the English communication of Cambodian students and to propose the solutions for English communication of Cambodian students who are studying at Mahachulalongkornrajavidyalaya University.

## 1. General information of populations

**Table 1** Information of status

status of Participants	Frequency	Valid Percent
Monk	40	88.89%
Novice	3	6.67%
Laity	2	4.44%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 1 in the status of populations of Cambodian students who are studying at Mahachulalongkornrajavidyalaya University. This table shows the majority of the participants of the students, consisting of 40 participants that are monks, accounting for 88.89%, while the minority of novice students, consisting of 3 participants, accounting for 6.67%, and laity students in that 2 participants of 4.44%. This indicates that rights of most students are monks.

**Table 2** Age of participants

Age of Participants	Frequency	Valid Percent
Lower 20 years	5	11.11%
20-25 years	17	37.78%
26-30 years	18	40%
More than 31 years	5	11.11%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 2 the table shows the average age of participants which is lower than 20 years including 5 participants, accounting for 11.11%, 17 participants are between 20-25 years, accounting for 37.78%, 18 participants are between 26-30 years, accounting for 40%, and 5 participants are more than 31 years, accounting 11.11%. This table shows that most students are between 26-30 years of age.

**Table 3** Educational qualification

Education Class	Frequency	Valid Percent
Bachelor of Arts	36	80%
Master of Arts	9	20%
Doctor of Philosophy	0	0.00%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 3 the table shows the Educational qualification of Cambodian students who are studying at Mahachulalongkornrajavidyalaya University, consisting of 36 participants that are Bachelor of Arts students, accounting 80%. While 9 participants are Master of Arts students, accounting 20%. This indicates that right of most participants are Bachelor of Arts students.

## 2. Analysis the English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach.

**Table 4** English pronunciation English communication skills

No	Questions	$\bar{X}$	S.D	Level
1	I have troubles in pronunciation while speaking English.	3.51	0.69	High
2	I never have a pronunciation in English communication.	3.24	0.68	Moderate
3	A native speaker of English understands my pronunciation.	3.20	0.66	Moderate
4	When I communicate with an English native speaker, I never feel shy about my pronunciation.	3.56	0.50	High
5	I can understand the pronunciation spoken by English native speaker.	3.22	0.60	Moderate
<b>Average</b>		<b>3.35</b>	<b>0.08</b>	<b>Moderate</b>

This table is the analysis of the English pronunciation in English communication skills. They had troubles in pronunciation while speaking English ( $\bar{X}$  = 3.51) with Standard Deviation (S.D) of 0.69; they never had a

pronunciation in English communication ( $\bar{x}$  = 3.24) with S.D of 0.68; while a native speaker of English understands their pronunciation ( $\bar{x}$  = 3.20) with S.D of 0.66; When they communicated with an English native speaker, they never felt shy about their pronunciation ( $\bar{x}$  = 3.56) with S.D of 0.50; they could understand the pronunciation spoken by English native speaker ( $\bar{x}$  = 3.22) with S.D of 0.60.

**Table 5** Linguistics for English communication skills

No	Questions	$\bar{x}$	S.D	Level
1	Do you know about linguistics while you communicate English in the class every day?	3.6	0.54	Moderate
2	Does linguistics help you clear while you speak?	3.29	0.51	Moderate
3	You can understand well while others talk to you	3.33	0.71	Moderate
4	Pronunciation helps you know more in English speaking.	3.42	0.69	Moderate
5	Linguistics can have you available in English speaking.	3.42	0.58	Moderate
<b>Average</b>		<b>3.41</b>	<b>0.09</b>	<b>Moderate</b>

This table is the analysis of the Linguistics in English communication of the students. They knew about linguistics while their communicated English in the class every day ( $\bar{x}$  = 3.6) with Standard Deviation (S.D) of 0.54; linguistics helped they clear while they speak ( $\bar{x}$  = 3.29) with S.D 0.51; they could understand well while others talk to them ( $\bar{x}$  = 3.33) with S.D of 0.71; Pronunciation helped them to know more in English speaking ( $\bar{x}$  = 3.42) with S.D of 0.69; linguistics could have them available in English speaking ( $\bar{x}$  = 3.42) with S.D of 0.58.

### 3. Results of data collected from the In-depth interview.

From interviews with 10 key informants, the researcher had found that the importance of English communication is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever-changing

world. English plays a crucial role in communication and is no doubt the foremost and most important tool of communication all over the world. Individually everybody should strive hard to acquire very good communication skills which are the most important prerequisites to excel in one's career.

Most of the organizations require people in different capacities with good communication abilities which comprise interacting with customers and clients, explaining policies and procedures, entertaining foreign clients, conducting meeting, delivering presentations, liaising, responding to customer complaints and taking orders, etc. and students should be developed self-confidence for English speaking ability of students' daily life.

## **Conclusion and Discussion**

Lack of information was also a problem to speak the presentation for the respondents. Knowing the grammar and vocabulary English words not enough, and lack of confidence was also one of the reasons which the students could not speak the English language, shyness is one way of the factors by which the students could not speak the English language, It is a kind of feeling which students feel while in speaking the English language. Through oral communication, students can easily learn and can easily communicate and feel comfortable speaking with other people. The researcher proposed solving the problems in learning English for the students are: 1) the students should read English books, newspapers, and magazines, speaking English with friends and classmates and writing some words in English vocabulary, 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 used in business, technological, and academic communication. 3) Linguistics is measured from the performance of learners to speak a new language learned.

## New Body of Knowledge

1. The results of data analysis for lack of confidence in English communication skills of the students, resulting in overall at a moderate level for mean 3.37.

2. The students are shy in speaking English skills resulted in overall at a moderate level for mean 3.22.

3. 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.

4. 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.

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

## Suggestions for Research

### The researcher proposed to the learning and teaching

The researcher proposed solving the problems in learning and teaching English for the students are: Teaching beginners entails progressing slowly and recycling and repeating language many times, that does not mean recycling the same activities, especially not during one lesson. Ensure you have a range of activities to use, and do not go into class without having first carefully thought through how you are going to introduce new language, how you will check that the students have understood it, how you will practice it, and how you will deal with potential misunderstandings. The possibility for confusion at this level is much greater than at higher levels, and sometimes even harder to disentangle.

Especially, enjoy this level. Although in many ways the hardest level to teach, it can also be one of the most satisfying. Seeing your learners go from knowing nothing to knowing a few words to know a few sentences and structures to be able to hold rudimentary conversations can be incredibly rewarding, and if they enjoy their initial exposure to the language, and feel confident and inspired to continue, then you will have helped pave the way to their further success.

**The researcher would like to suggest for further studies:**

1. Suggest to the students should study listening more for improving in English communication skills.
2. If the students have confused in English words, suggest writing down again and again.
3. To practice in communication activities with friends in the classroom you will understand more about English for fluent speaking.
4. To read newspapers and magazines- usually written on reading level, you can polish vocabulary and stay up on current events at the sometime.

## References

- Al Mashharawi B. (2006). *Evaluating Teachers' Performance in Teaching Speaking Communicately in Preparatory Stage in Jabalia Are* (M.A. Thesis). The Islamic University of Gaza. Israel.
- Buaer, E. B., Hall, J. K. & Kruth, K. (2002). *The Pragmatic Role of Codeswitches in Play Contexts. International Journal of Bilingualism*, 6, 53-74.
- Bhatia, T. K. and Ritchie, W. C. (1999). *The bilingual child*. San Diego: Academic Press.

- Crystal, D. (2003). *English as a Global Language*, (Cambridge: Cambridge University Press.
- Florez, Marry A. C. (1999). *Improving Adult English Language Learners' Speaking skills*. New York: National Center for ESL Literacy Education.
- Hendra Heriansyah. (2012). *Speaking Problems Faced by the English Department Students of Syiah Kuala University* (M.A. Thesis). Syiah Kuala University.
- Ven. Teng Chamna. (2017). *An Analytical Study of English Speaking Skills of Cambodia Students of Preah Sihanouk Raja Buddhist University, Battambang Branch* (M.A. Thesis). Mahachulalongkornrajavidyalaya University.

