

ปัญหาการสื่อสารภาษาอังกฤษระหว่างนักศึกษาไทยและอาจารย์สอนดนตรีชาวต่างชาติที่ไม่ใช่เจ้าของภาษา

Communication Problems between Thai Students and Foreign Non-Native English Music Teachers

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บทคัดย่อ

วัตถุประสงค์ของวิจัยนี้คือ 1) ศึกษาระดับความต้องการในการใช้ภาษาอังกฤษในการเรียนของนักศึกษาดนตรีชาวไทย ที่วิทยาลัยดนตรี มหาวิทยาลัยมหิดล 2) ศึกษาระดับปัญหาการสื่อสารภาษาอังกฤษระหว่างนักศึกษาไทยและอาจารย์สอนดนตรีชาวต่างชาติที่ไม่ใช่เจ้าของภาษา ที่วิทยาลัยดนตรี มหาวิทยาลัยมหิดล กลุ่มตัวอย่างประกอบด้วยนักศึกษาดนตรีชาวไทยจาก 7 สาขาวิชา จำนวน 40 คน ที่ศึกษาในวิทยาลัยดนตรี มหาวิทยาลัยมหิดล เครื่องมือที่ใช้ในการศึกษานี้คือแบบสอบถาม สถิติที่ใช้ คือ ร้อยละ ความถี่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน จากการศึกษาพบว่า 1) นักศึกษาไทยมีระดับความต้องการใช้ทักษะภาษาอังกฤษในการเรียนอยู่ในระดับมาก โดยอันดับที่ต้องการใช้มากที่สุดคือ คือ ทักษะการฟัง และทักษะการพูด ตามลำดับ และ 2) นักศึกษาไทยมีระดับปัญหาการสื่อสารอยู่ในระดับปานกลาง โดยเรียงตามลำดับดังนี้ อันดับหนึ่ง ปัญหาการเขียน อันดับสอง ปัญหาการฟัง อันดับสาม ปัญหาการพูด และอันดับสุดท้าย ปัญหาการอ่าน ผลของการศึกษาชี้ให้เห็นว่า 3) วิธีการที่นักศึกษาใช้ในการแก้ไขปัญหาการสื่อสารมากที่สุดคือ การถามคำถามและยืนยันความเข้าใจของตนเองจากอาจารย์ พยายามพูดสั้นๆ ไม่อธิบายความมาก และขอความช่วยเหลือจากเพื่อนที่เก่งภาษาอังกฤษกว่า

คำสำคัญ: นักศึกษาไทย อาจารย์สอนดนตรีชาวต่างชาติ ปัญหาการสื่อสาร

Abstract

The objectives of this study were 1) to investigate the level of the English skills needed by Thai music students at The College of Music, Mahidol University, and 2) to identify the level of communication problems between Thai students and foreign non-native English music teachers at The College of Music, Mahidol University. The subjects were 40 current Thai students from seven majors at The College of Music, Mahidol University. The research instrument was a questionnaire. The statistical devices employed for data analyzing were percentage, frequency distribution, mean, and standard deviation. Findings from the study revealed that 1) Thai students needed a high level of English skills in their

music lessons and they needed to use the listening skill and the speaking skill the most; and 2) Thai students had a moderate level of communication problems as well as writing problems which were ranked first, followed by listening problems, then speaking problems, and finally reading problems. According to the results, most Thai students thought that 3) the techniques which could be used to resolve miscommunication were asking questions and confirming interpretations; speaking briefly; and asking for help from friends who are better in English.

Keywords: *music students, foreign music teachers, communication problems*

1. Introduction

Communication is a very important medium for people because it is the way of expressing ideas and feelings or giving people information. In fact, communication is the main factor in leading to success or failure. Nowadays, English is the most important language for people around the world. Kitao (1996) stated that the most widespread language in the world is English. There are about 350 million native English speakers and 400 million people who speak English as a second or foreign language around the world.

The College of Music, Mahidol University is regarded as an international college in Thailand. With 52 teachers and lectures from 17 countries which are France, Latvia, Italy, Germany, Austria, Canada, U.S.A., Vietnam, China, Taiwan, Japan, England, India, Netherlands, Poland, Iceland and Australia. All of the teachers are expert in their musical instruments and have performed on international platforms. Besides, the college has increasing international enrollment from Korea, Malaysia,

Philippines, Laos, Cambodia, Myanmar, and elsewhere each year.

According to an international networking of the college, students have contact with foreign teachers or international organizations through English. Thai students and foreign teachers come from different countries, different cultures, and use different languages, so, there have been some communication problems when they communicate with each other.

Potter, Patricia, and Anne (1995, 203) said that failure in communication can lead to serious problems and can threaten professional credibility. Therefore, it is important for both teachers and students to cooperate and help each other to prevent miscommunication.

2. Objectives

1. To investigate the level of the English skills needs in the learning of Thai music students at The College of Music, Mahidol University.

2. To identify the level of communication problems between Thai students and music teachers

who are non-native English speakers at The College of Music, Mahidol University.

3. Materials and Method

The subjects of this study consisted of 40 of 800 music students from The College of Music, Mahidol University by simple random sampling method. 25 participants were male and the other 15 were female. The participants were majoring in seven different fields which were Western Music, Music Technology, Thai Music and Oriental Music, Jazz, Music Composition, Music Business, and Music Entertainment. The participants were university-level students from four years whose ages were between 19 and 24 years old. Before studying in the Music College, students had to pass a test which was conducted by the University.

The instrument used in the present study was a questionnaire. The biggest section of the questionnaire was in the form of closed questions and there were some open-ended questions in some items. The questionnaire was written in both English and Thai for clear understanding in order to cope with the problems of misunderstanding or misinterpretation.

The process of collecting the data was as follows:

3.1 The survey was distributed to 40 music students at The College of Music, Mahidol University. Sample random method was used to collect the participants of this present research.

3.2 The researcher contacted the secretary to present a letter of permission to the Dean of The College of Music, Mahidol University for cooperation in allowing their students to participate in this study.

3.3 The questionnaires were given to the subjects with the description of cooperation in filling out the questionnaires. The questionnaires were returned after 2 weeks. 40 questionnaires were completed and were used in analyzing the data.

After receiving the completed questionnaires, the researcher analyzed the data by using a computer program. A five-point-Likert scale was used to score the level of needs and problems in the questionnaires. The levels of the scores of statements regarding needs and problems were presented as follows:

2.51-3.00 = High

1.51-2.50 = Medium

1.00-1.50 = Low

4. Result and Discussion

Table 1 Mean scores of communication needs of four English skills

Skills	\bar{x}	SD	Range	Communication Level
1. Speaking skill	4.03	1.07	2	High
2. Listening skill	4.15	1.10	1	High
3. Reading skill	3.45	0.93	3	Medium
4. Writing skill	3.35	1.00	4	Medium
Total	3.74	0.27		High

According to the data presented in table 1, we can see that students had a high level of English needed in their music learning (\bar{x} =3.74, SD=0.27). They thought that the listening skill was the skill which is used the most (\bar{x} =4.15, SD=1.10). Next in the second rank was the speaking skill (\bar{x} =4.03, SD=1.07). Following in the third ranking was the reading skill (\bar{x} =3.45, SD=0.93). Finally, students thought that the writing skill was the least needed (\bar{x} =3.35, SD=1.00).

Table 2 Mean scores of communication problems of four English skills

Skills	\bar{x}	SD	Range	Communication Level
1.Speaking skill	2.96	0.32	3	Medium
2.Listening skill	3.17	0.28	2	Medium
3.Reading skill	2.89	0.21	4	Medium
4.Writing skill	3.27	0.17	1	Medium
Total	3.07	0.25		Medium

From table 2, when looking at all four English skills, the results show that students had a moderate level of communication problems (\bar{x} =3.07, SD=0.25). When looking at each skill, it was found that students had a moderate level of problems. Writing problems showed in the first rank (\bar{x} =3.27, SD=0.17). It was followed by listening problems (\bar{x} =3.17, SD=0.28), then speaking problems (\bar{x} =2.96, SD=0.32), and finally, reading problems (\bar{x} =2.89, SD=0.21).

Table 3 Frequency of the solution used when facing a miscommunication circumstance

Solutions	\bar{x}	SD	Range	Communication Level
1.Avoid making conversation	2.13	1.02	10	Low
2.Discontinue conversation	2.43	1.17	8	Low
3.Using nonverbal language	2.73	0.96	6	High
4.Speaking Thai mixing with English	2.48	0.99	7	Low
5.Trying to speak in short sentences	3.05	0.81	2	High
6.Writing the sentence on a piece of paper	2.33	1.00	9	Low
7.Guessing from the teacher's action	2.98	0.92	4	High
8.Asking for help from friends	3.03	1.05	3	High
9.Asking questions and confirming interpretations	3.10	0.87	1	High
10.Using dictionary and electronic dictionary	2.93	0.97	5	High
11. Others solutions	-	-	11	-
Total	2.72	0.21		Medium

From the above table, we can see that students had a moderate level of using solutions when they faced a miscommunication crisis (\bar{x} =2.72, SD=0.21). The ways that the respondents used to solve

their miscommunication most was asking questions and confirming interpretations ($\bar{x}=3.10$, $SD=0.87$). The solution ranking in the second highest score was trying to speak in short sentences ($\bar{x}=3.05$, $SD=0.81$), followed closely by asking for help from friends who are better in English ($\bar{x}=3.03$, $SD=1.05$)

5. Discussion

When looking at all four English skills, students showed writing problem in the first rank because they had to use various kinds of skills in their writing. Students lack a good knowledge in using the vocabulary and combining the sentences together. They also lack the ideas of how to think critically and creatively. Listening problems were shown in the second rank because it was very hard for the students to understand different speed and accent from foreign teachers. Lack of vocabulary knowledge was also the main cause of listening problem. Speaking problem showed in the third rank because students had to learn lots of methods to make another person understand them. Reading problems showed in the fourth rank because students had to read some formal and unfamiliar language of their field. Students who lack the vocabulary knowledge might have difficulty in comprehension.

In terms of listening and speaking skill, the result of the study was found related to Pakeesheep's study (1999). The researcher studied the problem in English communication between Electricity Generating

Authority of Thailand's engineers and foreign consulting engineers. The results showed that the skills needed were speaking and listening skills. Moreover, both skills were suggested to be practiced in the actual situation.

The study was also related to Davies (2000) whose research was about the language skills used by Higher Education students of Leisure and Tourism during their work placement period and in subsequent employment. The researcher found that communication problems encountered by the students in using the language were their inability to express themselves appropriately; the lack of appropriate and job-related vocabulary; and the lack of confidence when speaking.

The results in this research also match Wanamongkol's survey (1999). The study was about the English conversation skill among International telephone operators of the Communication Authority of Thailand (CAT). The result showed that the main problem in using English was from unfamiliarity with the different pronunciations and accents among overseas customers.

The study was in relation to Mental Illness Fellowship's theory (2005) which stated that the lack of communication skill, having negative thoughts, strong emotions, indecision and the environment were factors that obstruct the effectiveness of communication especially in reading.

It was similar to Martin's theory (2007) which mentioned that writing is a skill that students

have to learn from skillful teachers and it is an interactive process. The students have to reread what has been written to check grammatical correctness. Thus, the music students showed their writing ability at the fair level.

6. Conclusion

The result of research investigation can be concluded in three main topics as follows:

1. This research revealed that the respondents had a high level of the English skills needed in their music learning. They thought that the listening skill was the skill which is used the most. Next in the second rank was the speaking skill. Followed in the third ranking was the reading skill. Finally, students thought that the writing skill was the least needed.

2. When looking at all four English skills, the results show that students had a moderate level of communication problems. When compared in each skills, it was found that Thai students had writing problems in the first rank, followed by listening problems, then speaking problems, and finally reading problems.

3. There were various ways that students used to solve their problems when they faced miscommunication situations. The findings showed that students had a moderate level of using solutions when they faced miscommunication crisis. The ways that students used to solve their miscommunication most

were asking questions and confirming interpretations, trying to speaking in short sentences, and asking for help from friends who are better in English respectively.

Recommendation for future study

1. To reduce miscommunication situations between music students and foreign teachers, there should be more specific survey in reading and writing areas.

2. For in-depth study, future study may focus on other aspects of communication problems such as nonverbal language, paralanguage, or English from different accents.

3. Future research should be composed of both the use of questionnaires and interviews in order to gain in-depth information and data.

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