



**CHALLENGES AND STRATEGIES IN ENGLISH  
COMMUNICATION AMONG MYANMAR STUDENTS  
IN INTERNATIONAL PROGRAMS IN A THAI  
UNIVERSITY**

**BY**

**HTAR EI WAI**

**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN CAREER ENGLISH FOR  
INTERNATIONAL COMMUNICATION  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2024**

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ENTITLED

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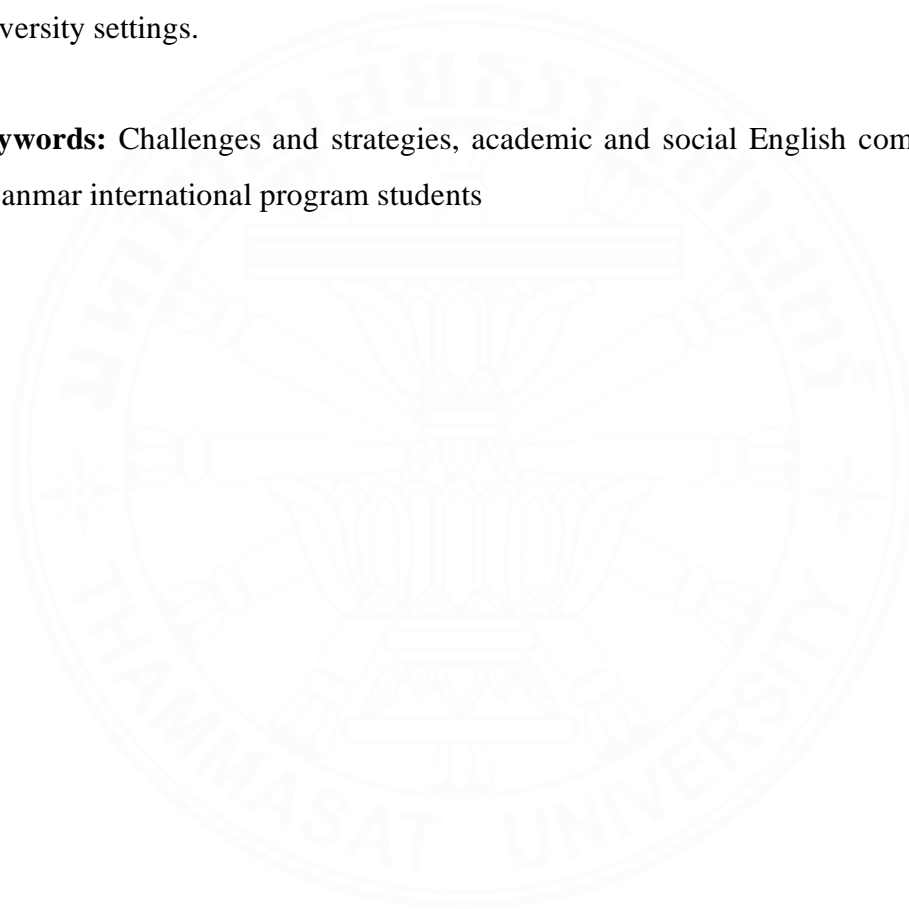
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## ABSTRACT

This research investigates the challenges and strategies in English communication among Myanmar students enrolled in international programs at a Thai university. Myanmar students increasingly pursuing higher education in Thailand encounter difficulties in both academic and social settings communicating in English. Thus, the two main research questions this study addresses are (1) what challenges do Myanmar university students face when communicating in English across academic and social contexts? And (2) what strategies do they adopt to manage these challenges? Data collection involved a structured questionnaire with Likert scale items and open-ended questions. A mixed-methods approach was employed to analyze responses from 18 undergraduate Myanmar students from various faculties. The analysis of quantitative data involved the application of descriptive statistics, while qualitative responses underwent thematic analysis. The findings indicate that students frequently struggle with academic writing, adjusting to classroom expectations with participation, and understanding English spoken with various accents. The English communication challenges faced by the students could be categorized into five areas: language-related, psychological & emotional, interaction & peer-related, cultural & communication style,

and learning environment & institutional differences. Despite these difficulties, students used strategies including watching English media, practicing informal conversations with peers, seeking clarification, and engaging in self-directed learning. The findings highlight the need for targeted institutional support, such as writing workshops and peer mentoring programs, and provide practical implications for educators and administrators to foster a more inclusive and supportive environment that enhances the academic and cultural integration of Myanmar students in multilingual university settings.

**Keywords:** Challenges and strategies, academic and social English communication, Myanmar international program students



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

English has become the most primary language for international education and professional communication worldwide. Effective communication in English is essential in an interconnected world as it serves as the principal medium of instruction and interaction within academic settings (Abdullah et al., 2023). The Association of Southeast Asian Nations (ASEAN) has formally designated English as its official language and communication medium in order to promote cooperative efforts to achieve high-quality education in the area (Luanganggoon, Phantharakphong, Sae-Joo, & Huntula, 2018). Accordingly, EMI (English as a Medium of Instruction) is a crucial tool for giving graduates professional skills and fluency in English in Thai higher education institutions (Phantharakphong et al., 2019). In recent years, Thailand has emerged as a key destination for Myanmar students seeking higher education due to its geographical proximity, affordable tuition, and diverse academic programs. Rungrojtanakul (2024) stated that The Thailand Education Fair (Myanmar) demonstrates the growing interest of Myanmar students in pursuing higher education in Thailand. A total of 3,600 people registered for the April 2024 event, which included information from several colleges about scholarships, applications, and courses. As a result of the fair's success, the Association of Myanmar Alumni from Universities in Thailand (AMAUT) and Thailand's Department of International Cooperation have decided to expand it for its forthcoming 8th edition in November, which is anticipated to attract 5,000 or 7,000 people over two days. The number of foreign students who pursued higher education in Thailand is 34,202 international students from the 2008–2022 academic year until the first semester of 2022, with 3,708 Burmese students ranking second after Chinese students, according to the report of the Office of the Permanent Secretary, Ministry of Higher Education, Science, Research, and Innovation Center (2023). Thus, even in nations like Thailand where English is not the primary language, EMI in higher education has grown quickly in response to the need for English competence around the world (Macaro, 2018). Therefore, many Thai

universities have adopted English as a medium of instruction to accommodate international students, including those from Myanmar, and to foster a multicultural learning environment.

The acquisition of English language skills presents a formidable challenge for students in Myanmar, impacting their academic pursuits and professional opportunities (Soomro, 2022). The challenges encountered stem from a complex interplay of factors, including the historical context of English language education in Myanmar, pedagogical approaches employed in classrooms, and the limited opportunities for practical application of the language outside of academic settings (Fen, 2005). One of the primary impediments to English language acquisition in Myanmar is the insufficient emphasis on communicative competence in educational curricula (Lin et al., 2021). Traditional teaching methodologies often prioritize rote memorization of grammatical rules and vocabulary, neglecting the development of practical communication skills necessary for real-world interactions (Hadeli et al., 2023). This approach often results in students possessing a strong theoretical understanding of English grammar but lacking the ability to effectively use the language in spoken or written communication (Hùng & Diem, 2020).

Additionally, broader systemic issues, such as underinvestment in education, contribute to deficiencies in English education (Myanmar's English Proficiency Ranked Bottom 10% Worldwide, 2018). Only 2% of GDP is spent on education in Myanmar (Myanmar's English Proficiency Ranked Bottom 10% Worldwide, 2018). The lack of proficiency in English communication skills is a major issue for government officials in Myanmar (Lin et al., 2021). Many Myanmar government officials are not well versed in terms of English communicative skills (Lin et al., 2021). Myanmar ranks 93rd out of 112 countries on the EF English Proficiency Index (2021), reflecting its extremely low English proficiency despite 11 years of basic education (Thane, 2023). This language barrier can exacerbate communication gaps between Myanmar and Thai students, as well as with other international peers. However, despite language proficiency, many Myanmar students face significant challenges in communicating effectively in Thai universities. Therefore, understanding these challenges is essential for developing strategies that facilitate better communication, social integration, and academic success within Thailand's multicultural university settings.

### ***1.1.1 Globalization and English as a Lingua Franca***

Without a doubt, English has become the dominant lingua franca in higher education, facilitating cross-border academic and professional interactions. The role of English as a lingua franca further reinforces its importance and it opens doors to cross-cultural exchanges, collaborative initiatives, and the enhancement of global competencies necessary in modern job markets (Zhang, 2024). As Zhang notes, the development of English language skills contributes not only to individual academic success but also to broader cultural understanding and dialogue in an international educational landscape (Zhang, 2024). As mentioned above, many non-English speaking countries, including Thailand, have increasingly integrated English into their curricula to enhance international appeal and prepare students for global careers. This shift has attracted a growing number of international students, particularly from neighboring Myanmar, where English proficiency remains an essential skill for educational and employment opportunities.

Although English is widely taught in Myanmar, the education system predominantly focuses on grammar, reading, and writing skills, with limited emphasis on speaking and listening. This creates a significant language gap for Myanmar students, particularly in oral communication, classroom participation, and social interactions while studying in Thailand. The challenges faced by these students are not merely a result of limited practice in speaking and listening but also stem from systemic issues within the language education framework. Furthermore, teaching foreign languages to Myanmar students involves overcoming various obstacles, such as technological difficulties, low motivation, and a need for more effective teaching methodologies. (Thane, 2023). This paper seeks to explore whether Myanmar students studying in Thailand encounter these communication challenges and aims to identify strategies that can mitigate these difficulties. By investigating both the challenges and strategies, this research will provide insights into how Myanmar students can improve their English proficiency and successfully navigate their academic and social experiences in Thailand.

### ***1.1.2 English Communication in Thai Universities***

As Thailand continues to position itself as a hub for international education, the role of English as a medium of instruction has expanded. However, existing research suggests that international students, particularly those from Myanmar, may encounter significant challenges in English communication due to differences in language proficiency, cultural communication styles, and academic expectations (Rhein, 2018; Yu & Peters, 2019). Myanmar students often receive formal English instruction that primarily emphasizes reading and writing, leaving them less prepared for the demands of oral communication in interactive learning environments. (Thane, 2023). While some studies highlight that exposure to an immersive English-speaking environment can enhance fluency over time (Leask, 2009), the extent to which Myanmar students in Thailand successfully adapt remains uncertain. Another factor that may affect communication is the ability to understand Thai-accented English and local expressions. Previous research on the effective communication for Thai students in English programs can be significantly influenced by their ability to understand Thai-accented English and local expressions. Research indicates that familiarity with a particular accent, such as Thai-accented English, plays a crucial role in the intelligibility and comprehensibility of spoken English among learners. For instance, Doloh and Chanyoo found that Thai EFL learners demonstrated higher intelligibility levels when exposed to varieties of English that share similarities with their own linguistic background, particularly Thai-accented English (Doloh & Chanyoo, 2022). This aligns with Osatananda and Salarat's findings, which noted that Thai-accented English affects how both native and non-native speakers perceive English messages, supporting a shift from aiming for native-like pronunciation towards intelligibility (Osatananda & Salarat, 2020), yet there is limited research on how these factors specifically impact Myanmar students in Thai universities. Additionally, communication challenges are not only linguistic but also deeply intertwined with cultural norms. In Myanmar, indirect communication and respect for hierarchy are cultural values that may influence how students engage in discussions and classroom participation. (Rivermate, n.d.) Some scholars argue that this cultural background can make students more hesitant to speak up or express disagreement in academic settings, potentially leading to cultural misunderstandings with Thai peers and faculty who are accustomed to a more

interactive approach to learning (Lee, Poch, Shaw, & Williams, 2012). However, whether this cultural difference significantly affects the academic and social experiences of Myanmar students in Thailand remains an open question. Moreover, social integration is another aspect that warrants further investigation. Studies on international student adaptation have shown that differences in social norms and group dynamics can influence students' ability to form friendships and collaborate effectively in group work (Peters & Anderson, 2017). Yet, it is unclear whether Myanmar students face similar challenges or if their shared regional background with Thai students provides an advantage in social integration. While these challenges have been discussed in broader studies on international students, there is a lack of research that specifically examines how Myanmar students navigate English communication in Thai universities. Therefore, this study seeks to explore whether these factors significantly impact their educational experiences and how they adapt to the linguistic and cultural demands of a Thai university setting.

## **1.2 Research Objectives**

The primary aim of this study is to investigate the English communication challenges faced by Myanmar university students who study in International Programs in Thailand and to explore strategies that students can adopt to manage these challenges. As English continues to serve as a lingua franca in Thai higher education, Myanmar students encounter distinct English language barriers that may affect their academic performance, social interactions, and overall university experience. Thus, understanding these challenges is essential for developing targeted support systems that enhance both English proficiency and intercultural competence. This study seeks to achieve two key objectives:

- 1) To investigate the challenges that Myanmar students face when communicating in English across academic and social contexts.
- 2) To explore the strategies that Myanmar students adopt to manage the challenges that they face when communicating in English across academic and social contexts.

The findings of this research will provide practical insights for educators, policymakers, and university administrators in Thailand, allowing them to develop more inclusive and effective communication strategies. By identifying language barriers, cultural differences, and social integration challenges, universities can implement intercultural workshops, peer mentoring programs, and curriculum adjustments that promote a more supportive learning environment. Additionally, the research will contribute to policy improvements in student support services, academic advising, and cross-cultural engagement initiatives. Ultimately, this study aims to bridge the communication gap for Myanmar students, fostering collaboration, mutual understanding, and a more globally connected university community in Thailand.

### **1.3 Research Questions**

This study aims to answer these two key research questions:

- 1) What challenges do Myanmar university students face when communicating in English across academic and social contexts?
- 2) What strategies do they adopt to manage when communicating in English across academic and social contexts?

The first question will help identify the barriers that may affect students' academic performance, social interactions, and overall university experience. The second research question will explore potential strategies to enhance communication and social integration for Myanmar students. The answers to these questions will provide practical insights for educators, policymakers, and university administrators, helping to create a more inclusive and supportive learning environment for all students which are mentioned in the above research objectives.

### **1.4 Definition of Terms**

The following key terms are defined based on their relevance to English communication challenges and strategies among Myanmar students in international programs in Thailand to ensure clarity and consistency in this study.

- 1) English communication refers to the use of the English language for the purpose of expressing thoughts, ideas, and information. In this study, it encompasses

speaking, listening, reading, and writing skills used by Myanmar students in academic and social settings within the international programs.

2) Challenges and strategies in this study mean the English communication difficulties that Myanmar students face in both academic and social settings within an international university context and the methods or approaches that Myanmar students use to overcome those challenges in academic and social settings.

3) Myanmar students refer to the undergraduate university students who are nationals of Myanmar and are currently enrolled in international programs in a Thai university.

4) International programs in a Thai university refer to undergraduate degree programs offered by a Thai university that uses English as the medium of instruction and typically includes students from various countries.

5) Academic and social settings in this study refer to the environments where English communication occurs for Myanmar students in an international context. For example, academic settings mean classrooms, group discussions, assignments, presentations, and interaction with instructors or classmates. Meanwhile, social settings refer to the informal environments outside of class such as daily conversations with friends, extracurricular activities, life in the dormitory, events, and casual interaction in English with peers.

### **1.5 Scope of the Study**

This study focused on investigating the English communication challenges and strategies of Myanmar university students enrolled in international programs at a well-known university in Thailand. Specifically, it aims to explore students' experiences with English language barriers and communication challenges in both academic and social contexts. The study also examined the strategies students adopt to overcome these challenges and improve their communication within the university environment.

The research centered on five key categories of English communication challenges. These categories serve as the main analytical framework throughout the study.

- 1) Language-Related Challenges
- 2) Psychological and Emotional Challenges

- 3) Interaction and Peer-Related Challenges
- 4) Cultural and Communication Style Challenges
- 5) Learning Environment & Institutional Differences

The strategies to address these particular challenges are as follows:

- 1) Self-Learning/ Independent Strategies
- 2) Communication Repair and Self- Regulation Strategies
- 3) Peer Interaction and Social Communication Strategies
- 4) University- Based and Institutional Support Strategies

The target population included Myanmar students from a range of academic disciplines within the international programs. The study is not limited to a specific faculty, as it aims to capture diverse perspectives across various academic fields.

Data were collected through an online questionnaire that includes both Likert scale and open-ended items. This tool was designed to assess students' perceptions of English communication challenges and the strategies they use or recommend. The study excluded other factors related to students' individual backgrounds, such as socioeconomic status, mental health or emotional issues, family/immigration background, as these are beyond the intended focus. While English is the primary language of interest, the study also considers the influence of Thai language use in the academic setting, as it may indirectly affect the communication experiences of Myanmar students studying in Thailand.

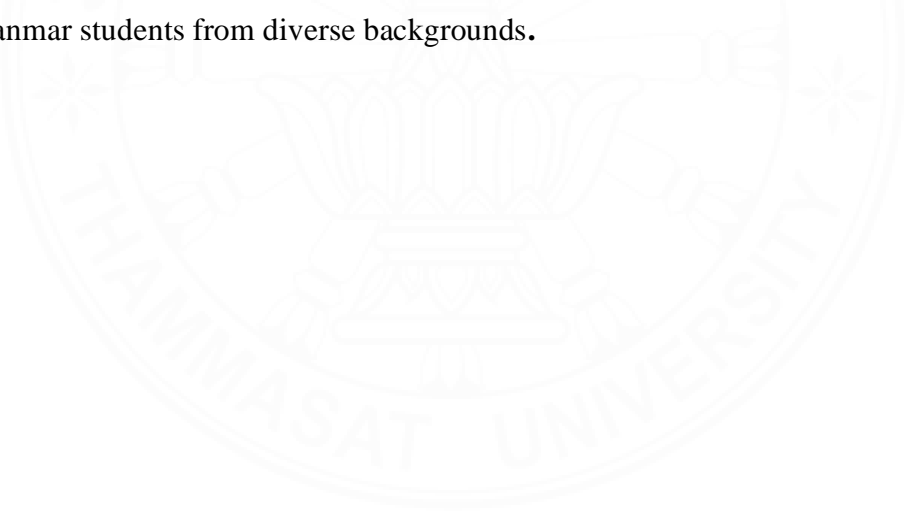
### **1.6 Significance of the Study**

English communication plays a crucial role in international education particularly in programs where students from different linguistic and cultural backgrounds interact (Zhang, 2024). In Thailand's international programs, Myanmar and Thai students rely on English as a common medium for academic discussions, group projects, and social interactions. This study is significant because it seeks to understand these communication barriers for Myanmar university students in international programs in Thailand, identifying the key factors that influence their English communication experiences. By exploring these challenges, the research will provide insights into how students navigate language differences, what challenges they encounter, and what strategies they use to improve their English communication skills.

More importantly, this study will highlight practical ways universities can support students in overcoming these challenges and fostering a more inclusive, interactive learning environment in Thai universities.

The findings will be valuable for educators, university administrators, and policymakers who are responsible for designing and managing international programs in Thailand. By identifying the specific challenges faced by Myanmar students, institutions can develop targeted support systems to help improve Myanmar students' confidence in using English, promote stronger academic collaboration, and create a more welcoming social environment.

Beyond academia, this research contributes to the broader discussion on how English as a lingua franca shapes intercultural communication in Southeast Asian higher education. Understanding these dynamics will not only benefit current students but also inform future policies and teaching practices, ensuring that international programs in Thailand continue to offer a supportive and effective learning space for Myanmar students from diverse backgrounds.



## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter explores the literature that is significant to the study on English communication needs, challenges and strategies to handle English communication challenges among Myanmar students in international programs studying in a Thai university and the previous related studies.

#### **2.1 English Communication Needs**

The need for effective English communication among university students in Thailand is emphasized by the increasing globalization of higher education. As English serves as a global lingua franca in academic settings, it is essential for students to have a strong command of the language for effective communication with peers and faculty from various linguistic and cultural backgrounds (Ma et al., 2019). Studies show that both Thai and international students recognize the importance of English proficiency for academic success and future career opportunities (Karnchanachari, 2019; Suebwongsuawan & Nomnian, 2020). For Thai students, the motivation to learn English is largely instrumental, driven by desires to improve job prospects, engage in international networks, and access global knowledge (Ma et al., 2019; Karnchanachari, 2019). Myanmar students often seek to enhance their English skills for smoother integration into Thai educational settings and to build relationships with local peers (Cena et al., 2021). Myanmar students, in particular, face distinct challenges as they come from a country where English is not the primary language, and its formal instruction is often limited and not as widely emphasized in the educational system (Thane, 2023). While Myanmar students tend to have a basic understanding of English, they often struggle with fluency, pronunciation, and cultural nuances when trying to communicate with Thai and other international students. Therefore, improving their English proficiency is crucial not only for academic success but also for their social integration into the Thai university environment.

## **2.2 Challenges in English Communication**

Research shows that international students studying in international programs in Thailand, including those from Myanmar, encounter a variety of communication challenges. These challenges not only affect their academic performance but also impact their confidence, classroom participation, and ability to integrate socially. Based on a review of relevant studies, the challenges can be categorized into four key areas: language-related challenges, psychological and emotional challenges, interaction and peer-related challenges, and cultural and communication style challenges. These categories are essential to understanding the multifaceted nature of communication challenges and are central to this study's framework.

### **2.2.1 Language-Related Challenges**

Language proficiency is often the most immediate and visible challenge for international students. Many Myanmar students, although they may have studied English in school, often arrive at university with limited exposure to real-world English use. Their previous education typically emphasized reading and grammar-based exercises, with little focus on listening and speaking skills. As a result, students often struggle with understanding spoken English, forming correct sentence structures, and maintaining conversations in academic and informal contexts (Thane, 2023).

Studies among international students in Thai universities reveal similar patterns. For instance, Bi and Soontornnaruerangsee (2024) reported that Chinese undergraduate students at a Thai university faced major challenges in academic writing and oral presentations. Students often found it hard to express complex ideas in English, leading to a lack of participation and low academic confidence. Yang et al. (2017) further noted that students encountered problems understanding lectures due to fast speech and unfamiliar accents. These challenges are not only linguistic but also impact the ability to engage with content, classmates, and instructors.

Moreover, the problem of accent intelligibility has been highlighted in the literature. Park et al. (2017) found that students often struggled with both their own pronunciation and understanding others', which created communication breakdowns in classrooms. The ability to understand and be understood becomes a continuous source of stress for many learners.

### ***2.2.2 Psychological and Emotional Challenges***

In addition to technical language challenges, students frequently encounter psychological barriers that inhibit communication. Anxiety, nervousness, fear of making mistakes, and low self-confidence are commonly reported emotions that reduce a student's willingness to speak in English, even when they have the necessary vocabulary or grammar knowledge.

Moe (2021), in a qualitative study of Myanmar female students studying in China, found that emotional discomfort related to language barriers was a recurring theme. Many students hesitated to speak up or ask questions, fearing judgment or embarrassment. Similarly, Wilczewski and Alon (2022) identified that emotional resilience and self-confidence are closely tied to successful academic and social communication. Their literature review on international student adaptation highlighted that psychological stress is often amplified when students face challenges alone or lack a supportive environment.

Furthermore, studies in the Thai context suggest that emotional challenges are exacerbated by unfamiliar academic expectations and limited support systems. Students who feel isolated or inferior in terms of language proficiency are more likely to withdraw from classroom participation, impacting both learning and peer interaction (Srivirat, 2016).

### ***2.2.3 Interaction and Peer-Related Challenges***

Building relationships with classmates, participating in group projects, and engaging in classroom discussions are key components of university life. However, international students often find these areas particularly challenging. Even when they are motivated to connect, differences in communication norms, language proficiency, and group dynamics can create barriers.

In a study on German exchange students in Thailand, Chaiyasat (2023) found that interaction with local students was limited, often due to language issues or perceived social distance. International students reported that they were not often invited to join group activities or felt left out during classroom interactions. These findings align with those of Oduwaye et al. (2023), who found that many international

students struggle to develop meaningful relationships with peers, which in turn affected their classroom engagement and overall well-being.

For Myanmar students, peer-related challenges may include challenges in starting conversations, adjusting to Thai students' indirect communication styles, or feeling hesitant to express ideas in group work. Interaction problems can also stem from a lack of confidence or a fear of negative evaluation, leading students to avoid social situations where English is required.

#### ***2.2.4 Cultural and Communication Style Challenges***

Cultural differences often underlie many of the communication problems experienced by international students. These challenges are especially relevant in Thai classrooms, where cultural communication styles are often indirect, polite, and hierarchical.

Kantamas et al. (2024) emphasized that Myanmar students often struggle to adapt to such styles, especially when they are expected to participate actively or challenge ideas in discussions, which may contradict cultural norms they are used to. Likewise, international students may misinterpret cues from Thai instructors or classmates, leading to frustration or disengagement.

Wilczewski and Alon (2022) argued that effective intercultural communication is not solely dependent on language ability but also on understanding local norms and adjusting one's style accordingly. They stressed that institutions must provide intercultural training to ease these transitions.

Moreover, students face what Duangkamon Srivirat (2016) called "cultural shock," which includes not just discomfort with new customs, but actual breakdowns in communication resulting from differing expectations about behavior, group interaction, and roles within the classroom. These issues are often invisible but have a strong impact on communication quality and comfort.

#### ***2.2.5 Learning Environment and Institutional Differences***

Apart from linguistic, psychological, social, and cultural barriers, differences in learning environments and institutional structures can significantly impact international students' ability to communicate effectively in English. These differences often

manifest in classroom practices, instructional styles, grading expectations, teacher-student dynamics, and academic support systems that may differ greatly from what students experienced in their home countries.

For many Myanmar students, the Thai higher education system introduces unfamiliar elements such as active participation, student-centered learning, and the expectation of critical thinking and class discussion. In contrast, the educational culture in Myanmar often emphasizes rote memorization and teacher authority, which can lead to discomfort or uncertainty when asked to express personal opinions, engage in debates, or collaborate in group discussions (Thane, 2023). This shift can exacerbate psychological and interactional challenges, as students may not only struggle with English but also feel unsure about how to behave or perform in classroom situations.

Bi and Soontornnaruerangsee (2024) observed that Chinese undergraduate students in Thai universities faced similar challenges, including a lack of familiarity with academic writing conventions, the informal tone of classroom discourse, and the need to independently manage coursework and communication with faculty. Such institutional differences added an additional layer of stress for international students, making it harder for them to adapt to the academic environment and meet communication expectations.

Furthermore, Srivirat (2016) pointed out that cultural expectations around teacher-student relationships also vary significantly. While some international students are used to formal, distant relationships with faculty, many Thai programs encourage a more relaxed, approachable dynamic. This difference can create confusion over how to communicate with instructors, when to ask questions, and how to participate appropriately.

### **2.3 Strategies to Handle Challenges in English Communication**

To address the communication challenges faced by international students, Myanmar and Thai students, a range of effective strategies have been proposed in the literature from previous researches. These strategies can be categorized into four key areas: (1) self-learning and independent strategies, (2) peer interaction and social communication strategies, (3) communication repair and self-regulation strategies, and (4) university-based and institutional support strategies.

### ***2.3.1 Self-Learning and Independent Strategies***

Self-directed learning plays a significant role in helping students improve their English skills outside the classroom. Many international students, aware of their language limitations, engage in independent activities such as reading English articles, watching English-language media, keeping vocabulary journals, or practicing with online tools and mobile applications.

Studies show that for Myanmar students, who often come from more passive learning environments, self-learning also helps fill the gaps in listening and speaking practice caused by earlier emphasis on reading and writing (Thane, 2023). Independent learning is also emotionally empowering, allowing students to progress at their own pace and build confidence gradually, which can help ease psychological barriers such as anxiety and fear of making mistakes.

### ***2.3.2 Peer Interaction and Social Communication Strategies***

The literature consistently highlights peer engagement as a powerful way to develop English communication skills, especially through informal interaction and social collaboration. Communication with peers whether Thai, international, or fellow Myanmar students offers valuable practice in real-life situations and helps students become more comfortable using English outside structured classroom settings.

Cena et al. (2021) emphasize that when international students are encouraged to interact socially through peer mentoring programs, group projects, or campus clubs they are more likely to build friendships and develop communicative confidence. Informal environments reduce performance pressure and support both language fluency and social integration.

This type of strategy also addresses interaction and peer-related challenges discussed in Section 2.2.3, as it gives students more opportunity to initiate conversations, express opinions, and learn cultural norms through observation and participation.

### ***2.3.3 Communication Repair and Self-Regulation Strategies***

Students often develop personal coping mechanisms to manage miscommunication and reduce the stress of language use. These include clarification

strategies (asking for repetition, rephrasing), paraphrasing, code-switching, and emotion regulation to stay calm in high-stakes communication situations.

Research by Park et al. (2017) shows that international students frequently adopt repetition, clarification, and simplification when experiencing accent-related or vocabulary-related breakdowns. These are part of what scholars term “communication repair” strategies, which allow for smoother interactions and reduce misunderstandings.

Self-regulation also includes emotional strategies, such as positive self-talk and breathing techniques, to manage anxiety in classroom discussions or presentations (Wilczewski & Alon, 2022). These strategies help students overcome psychological and emotional challenges and increase their willingness to speak, even when mistakes may occur.

#### ***2.3.4 University-Based and Institutional Support Strategies***

Institutions play a central role in facilitating the development of English communication skills among international students. The literature highlights several institutional initiatives that are particularly effective in supporting students' academic and social integration. One of the most commonly recommended forms of support is the provision of language services, which may include conversation classes, academic writing centers, and pronunciation workshops (Nguyen, 2024; Bi & Soontornnaruerangsee, 2024). These services help students strengthen their fundamental language skills in a structured and focused environment.

In addition to language instruction, many universities offer cultural orientation programs and intercultural communication training to help international students adapt to the host country's social and academic norms. These initiatives are especially valuable in contexts like Thailand, where communication styles and classroom expectations may differ significantly from those in students' home countries (Rhein, 2018; Srivirat, 2016).

Furthermore, inclusive teaching practices have been identified as crucial to supporting diverse learners. This includes the use of active learning methods, peer-based discussions, and clear, accessible communication strategies that help reduce language-related anxiety and promote student participation (Buasuwan, 2018; Ma et al., 2019).

Collectively, these institutional efforts address a broad spectrum of challenges such as linguistic, emotional, cultural, and interactional by fostering a more inclusive and supportive academic environment. They also signal to international students that their needs are being acknowledged, which can enhance their sense of belonging, motivation, and engagement within the university setting.

Overall, the literature suggests that effective communication strategies among international students emerge from a combination of self-initiated efforts and structured institutional support. The four categories of strategies explored in this section, self-learning, peer interaction, communication repair, and institutional initiatives and provide a comprehensive framework for understanding how students, particularly those from Myanmar, adapt and succeed in multilingual, multicultural university environments.

## **2.4 Previous Studies**

Kantamas, Somprasert, and Prapaisit (2024) conducted a study to examine the intercultural communication competence of Myanmar students studying at a Thai university. The research aimed to explore how students from Myanmar navigate communication challenges in a multicultural academic environment, particularly in relation to language use, cultural adaptation, and social integration. Data were collected through questionnaires and interviews with Myanmar students enrolled in international programs. The findings revealed that students experienced challenges related to communication styles, unfamiliar classroom norms, and adjusting to the indirect communication patterns commonly used by Thai instructors and peers. The study also emphasized the impact of cultural identity and emotional readiness on students' ability to interact effectively in English. Students reported that a lack of cultural preparation and language fluency often led to withdrawal from classroom participation and social isolation. The researchers concluded that improving intercultural competence requires not only language training but also institutional support through orientation programs and culturally responsive pedagogy. This study directly aligns with the present research, as it highlights both the communication challenges and the need for university-based support among Myanmar students in Thailand.

Bi and Soontornnaruerangsee (2024) explored the English language challenges faced by Chinese undergraduate students in Thai universities, with a particular focus on the development of English for Academic Purposes (EAP) programs. The study investigated students' struggles with academic communication, including writing essays, delivering presentations, and understanding lectures conducted in English. Using surveys and interviews, the researchers found that many students lacked confidence in their language abilities and often avoided classroom interaction due to fear of making mistakes. The study identified a strong need for structured EAP programs tailored to the linguistic needs of non-native English speakers in Thai international programs. Students expressed that targeted instruction in academic writing, oral communication, and vocabulary acquisition helped them overcome both linguistic and psychological barriers. The findings support the importance of institutional strategies—such as writing centers, EAP courses, and academic support workshops—in improving communication outcomes. This study is relevant to the current research, as it echoes similar challenges faced by Myanmar students and validates the effectiveness of institutional support as a strategy for improving English communication.

Chaiyasat (2023) conducted a qualitative study on the academic and interpersonal communication experiences of German exchange students enrolled in a Thai university. The research aimed to explore the interactional and peer-related challenges faced by these students within and outside the classroom. Participants shared their experiences through in-depth interviews, detailing challenges in participating in group discussions, understanding local communication norms, and forming relationships with Thai classmates. Language proficiency, differences in classroom dynamics, and limited opportunities for informal interaction were cited as major barriers to communication and integration. Some students reported feelings of exclusion and hesitation to speak up due to uncertainty about appropriate classroom behavior and cultural expectations. The study concluded that peer support programs, collaborative assignments, and intercultural awareness training could significantly improve international students' communication experiences in Thai universities. This research provides useful comparative insights for understanding the peer-related

challenges of Myanmar students, as it reinforces the need for inclusive academic environments and peer-based strategies.

Ya-Hui Kuo (2011) conducted a study to explore the language challenges faced by international graduate students at a Southern university in the United States. The aim was to identify the specific challenges these students encounter in academic settings and offer recommendations to help them adapt. The study included 152 international graduate students who responded to a structured online survey. Data collection involved the use of a questionnaire distributed via email by the Office of International Education. The findings revealed that the major English language challenges faced by international graduate students were listening comprehension and oral proficiency. Challenges in understanding lectures were primarily attributed to the speed of speech and the accents of professors. Many students also struggled with participation in discussions due to their inability to understand their peers' fast-paced speech. Additionally, the study highlighted that language barriers contributed to challenges in making friends with American students and adjusting to academic expectations.

San and Htwe (2023) conducted a study to explore the impact of short-term study abroad programs on the development of Myanmar undergraduate students' intercultural competence. The aim was to examine how these programs influenced students' attitudes toward their native and host cultures, their perceptions of cultural differences, and their intercultural interactions. The study included 17 undergraduate students from Mandalay University who had participated in semester-long study abroad programs in various countries, including Sweden, Thailand, Cambodia, Malaysia, Vietnam, the Netherlands, Japan, and the Philippines. Data collection involved semi-structured interviews, which allowed participants to share their experiences in-depth. The findings revealed that study abroad experiences enhanced students' intercultural competence by fostering open-mindedness, cultural awareness, and adaptability. The participants reported improved English communication skills, increased confidence in intercultural interactions, and a greater appreciation for cultural diversity. While some students developed a stronger appreciation for Myanmar's traditions, others, particularly those who studied in Western countries, became more critical of their native culture and suggested areas for change. Additionally, the study identified a new component, "Cultural Reflection," where students made recommendations for cultural

improvements based on their experiences abroad. The study highlights the significant role of study abroad programs in fostering intercultural competence and suggests implications for Myanmar's higher education institutions to further support international exposure for students.

Ennin and Manariyo (2023) conducted a study to investigate the challenges foreign students in Gujarat, India, face concerning language barriers and their impact on academic activities, social life, and adjustability. The aim was to determine whether language differences serve as a communication barrier for these students and to assess the challenges they encounter in their studies. The study included 89 foreign students from various higher education institutions in Gujarat. Data collection involved an online questionnaire, which was distributed via WhatsApp groups of different institutions. The findings revealed that language differences were the most significant factor affecting communication among foreign students, with 67.8% of respondents identifying it as the primary challenge. The study also found that language barriers negatively impacted students' academic experiences, as many struggled with mixed-language instruction in classrooms, making it difficult to concentrate during lectures. Socially, students faced challenges accessing public services, understanding local notices, and forming relationships due to language limitations. Additionally, language barriers affected students' ability to adjust to life in Gujarat, making tasks such as finding accommodation, using public transportation, and purchasing food more difficult. The study concludes that communication barriers significantly affect foreign students' academic success and daily life, highlighting the need for universities to provide language support programs and ensure the use of English in instructional settings.

## CHAPTER 3

### RESEARCH METHODOLOGY

This study investigates the English communication challenges and coping strategies among Myanmar students studying in international programs at a Thai university. The methodology integrates both quantitative and qualitative approaches to capture the understanding of the students' experiences. The design, participants, data collection procedures, analysis techniques, and ethical considerations are discussed in detail.

#### 3.1 Research Design

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to gain a comprehensive understanding of the challenges and strategies related to English communication among Myanmar university students. The quantitative component consisted of a structured survey that included Likert-scale items and open-ended questions. It was designed to assess students' frequency of English use, their challenges in academic and social settings, and their perceptions of the effectiveness of various communication strategies.

The design was developed based on the **five categories of challenges** identified in the literature review:

- 1) Language-related challenges,
- 2) Psychological and emotional challenges,
- 3) Interaction and peer-related challenges,
- 4) Cultural and communication style challenges, and
- 5) Learning environment and institutional differences.

Plus, the **four categories of strategies** are based on the research design:

- 1) Self- learning / independent strategies
- 2) Communication repair and self -regulation strategies
- 3) Peer interaction and social communication strategies
- 4) University-based and institutional support strategies

These categories helped structure the questionnaire to ensure alignment between the research objectives and the existing literature (Thane, 2023; Bi & Soontornnaruerangsee, 2024). Using a structured questionnaire as the sole method was appropriate for the study's exploratory nature and for reaching participants across different faculties with consistency and efficiency.

### **3.2 Participants and Methods**

The participants of this study consisted of 18 Myanmar undergraduate students enrolled in international programs at a Thai university. These international programs are designed not only to deliver academic knowledge and technical skills but it is also foster independent thinking and analytical skills. These programs employ interactive-student centered teaching methodologies to prepare learners to adapt and contribute meaningfully to an ever-changing world and to become world citizens who make impacts with their profession and experiences. International students are generally required to provide proof of English proficiency through standardized tests such as TOEFL, IELTS, or TU-GET to gain admission into international programs. The international programs at this university are taught primarily in English by highly qualified faculty members from both Thailand and abroad. Most instructors are Thai, with academic backgrounds from leading universities in Thailand and overseas. While the majority of students in these programs are currently Thai, the university is actively working to increase the number of international students in the future to promote greater cultural diversity in the classroom.

Although the initial target was 36 Myanmar students in this study, only 18 complete responses were received, primarily due to time and access limitations. Despite the smaller sample, the data remain valuable for exploratory purposes and reflect a diverse range of students across fields such as Engineering, Business, and Medicine.

### **3.3 Data Collection**

Data collection was conducted using Google Forms questionnaire, which is also translated into Burmese language to ensure reliability and validity in capturing Myanmar students' English communication challenges and strategies. The

questionnaire was designed to gather both quantitative and qualitative responses. It consisted of five sections-

- Demographic Information (e.g., gender, field of study, years of study, English proficiency level)
- English Language Use Patterns in academic and social contexts
- English Communication Challenges, categorized by the five thematic areas
- Strategies Used to Overcome Challenges
- Open-Ended Questions allowing participants to provide personal comments and suggestions

The closed-ended items used a 5-point Likert scale to measure the frequency and perceived effectiveness of various challenges and strategies. The open-ended items allowed students to explain their experiences and suggest improvements. This approach ensured both statistical consistency and the opportunity for participants to express unique perspectives in their own words. The use of structured questionnaires in similar cross-cultural studies has proven effective for analyzing student perceptions (Park et al., 2017; Cena et al., 2021). An online structured survey distributed to participants through university networks, email lists, and student groups, consisting of Likert-scale questions and open-ended items. These questions focused on students' perceptions of their English communication skills, challenges faced in academic and social contexts, and strategies to handle the challenges. The survey also explored their confidence levels in different communication contexts, including classroom participation, group discussions, and informal social interactions. This quantitative data provides an overview of the common challenges students face and highlights trends in their experience and coping strategies for English communication. The open-ended responses allow participants to express their thoughts freely, ensuring that the data collected reflects their lived experiences. This qualitative component of data collection complements the survey findings by providing a more detailed and contextualized understanding of the challenges Myanmar students face and explored the strategies which used among the students. The dual approach aligns with studies in the literature

review that emphasize the importance of combining numerical data with narrative accounts to gain a holistic view of challenges.

### **3.4 Data Analysis**

The data analysis process is designed to extract meaningful insights from both the quantitative survey data and the open-ended responses. The survey data is analyzed using descriptive statistics, which include frequency distribution, percentage analysis, and mean scores (M) and standard deviation (SD). These statistical methods provide a clear and structured representation of the communication challenges faced by students, highlighting patterns, such as the most common challenges and the effectiveness of different coping strategies. Descriptive statistics are chosen for this study because they are appropriate for small-scale research and allow for an effective summary of trends without attempting to generalize findings beyond the specific participant group. Given the exploratory nature of the study, descriptive statistics serve as a suitable tool for identifying key themes in students' responses while maintaining clarity and precision. Previous research in the literature review, such as studies by Ennin and Manariyo (2023), have also employed descriptive statistical analysis to examine communication challenges among international students, reinforcing its suitability for this research.

The qualitative data from the open-ended responses are analyzed using thematic analysis which is widely used method for identifying and interpreting patterns within qualitative data. Thematic analysis involves systematically coding participants' responses to categorize recurring themes related to their communication challenges and the strategies they employ to overcome them. This process allows for the identification of key patterns, such as the impact of cultural differences on classroom participation, the role of peer support in improving language proficiency, and the psychological barriers that affect students' confidence in using English. By integrating thematic analysis with descriptive statistics, the study ensures a balanced approach to data interpretation, capturing both numerical trends and rich qualitative insights. This mixed-methods analysis framework strengthens the research by providing a comprehensive understanding of the research questions and ensuring that findings are both statistically significant and contextually meaningful.

The data from the survey questionnaires were analyzed using the Excel software. The data were evaluated related to mean scores, standard deviation, percentage and frequency. The five-point Likert scale to interpret the English communication use and the level of challenges and the strategies was utilized to evaluate the different perspective, as follows:

$$\text{Mean Range} = \frac{\text{Maximum} - \text{Minimum}}{\text{Range}} = \frac{5 - 1}{5} = 0.80$$

Range                      5

*Likert Scale Interpretation Table Regarding English Communication Use & Level of Challenges*

Value	Interpretation of Scale	
	Frequencies of Use	Level of Use
4.21- 5.00	Always	Very High
3.41- 4.20	Often	High
2.61- 3.40	Sometimes	Moderate
1.81- 2.60	Rarely	Low
1.00- 1.80	Never	Very Low

*Likert Scale Interpretation Table Regarding Strategies*

Value	Interpretation of Scale
	Level of Use
4.21- 5.00	Very Effective
3.41- 4.20	Effective
2.61- 3.40	Neutral
1.81- 2.60	Ineffective
1.00- 1.80	Very Ineffective

### **3.5 Ethical Considerations**

Ethical approval for this study will be obtained from the relevant institutional review board before data collection. Informed consent will be sought from all participants, ensuring that they fully understand the purpose of the study, their voluntary participation, and their right to withdraw at any time without penalty. All participants will be assured of confidentiality and anonymity throughout the research process. Data will be securely stored, and only aggregated findings will be reported in any publications or presentations. Participants' privacy will be respected, and no identifying information will be used without explicit consent.



## **CHAPTER 4**

### **RESULTS**

The previous chapter outlined the research methodology and data collection procedures used to collect the study's results. This chapter reports the results of the study completed with 36 Myanmar undergraduate students studying in international programs in a Thai university. The questionnaire created by using Google Forms was distributed to Myanmar undergraduate students under four faculties, which are Business, Engineering, Medicine, and Economics. However, only 18 completed questionnaires were returned to the researcher, and notably, no participants from the Faculty of Economics responded. Therefore, this chapter presents the result derived from the quantitative data collected through a structured questionnaire. The findings are analyzed to address these research objectives:

- 1) To investigate the challenges that students face when communicating in English across academic and social contexts.
- 2) To explore the strategies that students adopt to manage when communicating in English across academic and social contexts.

To achieve the above objectives, the study was guided by the following research questions:

- 1) What challenges do Myanmar university students face when communicating in English across academic and social contexts?
- 2) What strategies do they adopt to manage when communicating in English across academic and social contexts?

Following the methods outlined in the previous chapter, a five-point Likert scale questionnaire and open-ended survey questions were used to gather the students' perspectives on the English communication challenges and strategies. The results are divided into four parts. The first part gives the general information of participants which includes the gender, field of study, year of study, year of staying in Thailand and their CEFR level of English proficiency towards English language skills. The second part shows the participants' engagement with using English skills in their academic life and daily life. The third and fourth part presents the English Communication challenges and

the strategies. In addition, there will be the results from the open-ended questions which will go for the category of qualitative result. The results are described by the employment of the basic statistical tools including frequency (F), percentage (%), means (M), standard deviation (SD).

#### 4.1 The Results of Participants' Demographic Information

Frequency and percentage were used to analyze the result of the general information of the participants which consists of their gender as shown in Table 4.1.1.

**Table 4.1.1**

*Demographic Information on Gender*

Gender	Frequency (F)	Percentage (%)
Female	11	61%
Male	7	39%
Total	18	100%

The demographic data collected from 18 undergraduate Myanmar students enrolled in international programs at a Thai university. Table 4.1.1 shows the gender distribution of the participants. As shown in Table 4.1.1, the participants consisted of both male and female students and among the 18 respondents, the majority were female, with 11 participants (61%), while the remaining 7 (39%) were male.

**Table 4.1.2**

*Demographic Information on Year of Study and Field of Study*

Years of study	Frequency (F)	Percentage (%)
1 <sup>st</sup> Year	12	67%
2 <sup>nd</sup> Year	6	33%
3 <sup>rd</sup> Year	0	
4 <sup>th</sup> Year	0	

Total	18	100%
Field of Study	Frequency (F)	Percentage (%)
Business	6	33%
Engineering	10	56%
Medicine	2	11%
Economic	0	
Total	18	100%

Table 4.1.2 presents the year of study and field of study of the participants. Regarding their academic year, most participants were first-year students. Out of the total, 12 students (67%) were in their first year, while 6 students (33%) were in their second year. In terms of their field of study, Business majors made up 6 participants (33%), 10 participants (56%) were studying Engineering, and the remaining 2 participants (11%) were from the Medicine field with no participants from Economics.

**Table 4.1.3**

*Demographic Information on Length of Study in Thailand*

Length of Study in Thailand	Frequency (F)	Percentage (%)
Less than 6 months	0	
6months – 1year	10	56%
1-2 years	7	39%
2-3 years	1	6%
More than 3 years	0	
Total	18	100%

Table 4.1.3 presents in terms of how long the students had been studying in Thailand, the data shows that the highest proportion had been there for 6 months to 1 year, with 10 respondents (56%). This was followed by 7 students (39%) who had stayed for 1 to 2 years, and only 1 student (6%) who had been in Thailand for 2 to 3

years. No participants had arrived recently (less than six months) or stayed more than three years.

When asked whether they had previous international experience before studying in Thailand, the results show that 12 students (67%) reported having no such experience, while 6 students (33%) had previous exposure.

**Table 4.1.4**

*Demographic Information on Participants' English Proficiency Test Taken*

English Proficiency Test Taken	Frequency	Percentage
IELTS	17	94%
Duolingo	1	6%
Grand Total	18	100%

Table 4.1.4 shows demographic information on the English proficiency tests taken by the participants. The majority of participants, 17 out of 18 (94%), said they have taken the IELTS test. In comparison, only one participant (6%) had attempted the Duolingo English test. This suggests that IELTS is the most popular English proficiency test among the participants in the present study.

**Table 4.1.5**

*Demographic Information on Participants' English Proficiency Levels Based on CEFR and Test Scores*

Test Taken and Test Score	CEFR Level	Frequency	Percentage
IELTS Band 8.5	C2 (Proficient)	1	6%
IELTS Band 7.5	C1 (Advanced)	2	11%
IELTS Band 7		7	39%
IELTS Band 6.5	B2 (Upper Intermediate)	4	22%
IELTS Band 6		3	17%
Duolingo 115	B1 (Intermediate)	1	6%

Grand Total	18	100%
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Table 4.1.5 illustrates the Common European Framework of Reference for Languages (CEFR) were used to categorize the 18 participants' English proficiency levels and the scores they achieved on either the IELTS or Duolingo test. One participant (6%) attained a C2 level of competency with an IELTS band score of 8.5, demonstrating fluency in English. Two participants (11%) achieved the C1 level with a band score of 7.5, whereas seven participants (39%) also achieved the C1 level with an IELTS band score of 7. Four participants (22%) were classed as B2 (Upper Intermediate) with a band score of 6.5, while three people (17%) scored a band 6 (also in the B2 category).

Lastly, one participant who took the Duolingo test scored 115, which corresponds to the B1 (Intermediate) level based on CEFR alignment, accounting for 6% of the total participants. This distribution shows that most participants possessed upper-intermediate to advanced English proficiency levels.

#### 4.2 English Communication Use

In section 4.2, participants were requested to focus on how they engage with English in their academic and social settings. The table below presents the mean scores (M), standard deviations (SD), frequency categories, and levels of use based on a 5-point Likert scale. The results are summarized and presented based on a value in the table as follows.

**Table 4.2.1**

*English Communication Use*

English Communication Use	X	SD	Level of use	
1. I use English during classroom lectures.	4.33	0.91	Very High	4
2. I use English in group project discussions.	3.83	1.04	High	7

3. I use English when communicating with Thai classmates.	4.61	0.78	Very High	3
4. I use English in writing academic assignments.	4.72	0.67	Very High	1
5. I use English in casual conversations with international students.	4.67	0.69	Very High	2
6. I use English in daily life outside university (e.g., shopping, commuting).	3.56	1.25	High	9
7. I communicate in English on social media or messaging platforms.	3.72	1.27	High	8
8. I practice English through entertainment (movies, music, YouTube, etc.).	4.22	1.11	Very High	6
9. I intentionally seek opportunities to speak English in non-academic settings.	3.44	1.38	High	10
10. I switch between English and other languages (e.g., Burmese)	4.28	1.07	Very High	5

The data presented in Table 4.2 shows the extent to which students used English in various academic and non-academic contexts. The most frequently reported use was using English in writing academic assignments ( $M = 4.72$ ,  $SD = 0.67$ ), indicating a very high level of use. This was followed by using English in casual conversations with international students ( $M = 4.67$ ,  $SD = 0.69$ ) and using English when communicating with Thai classmates ( $M = 4.61$ ,  $SD = 0.78$ ). The fourth-ranked use was using English during classroom lectures ( $M = 4.33$ ,  $SD = 0.91$ ), while the fifth was switching between English and other languages such as Burmese ( $M = 4.28$ ,  $SD = 1.07$ ). The sixth-ranked

item was practicing English through entertainment such as movies and music ( $M = 4.22$ ,  $SD = 1.11$ ). The seventh-ranked use was using English in group project discussions ( $M = 3.83$ ,  $SD = 1.04$ ), followed by using English on social media or messaging platforms ( $M = 3.72$ ,  $SD = 1.27$ ). Using English in daily life outside university settings such as shopping or commuting was the ninth-ranked item ( $M = 3.56$ ,  $SD = 1.25$ ). The least frequently reported use was intentionally seeking opportunities to speak English in non-academic settings ( $M = 3.44$ ,  $SD = 1.38$ ). Overall, the reported mean scores suggest that English is used across a variety of contexts with a generally high to very high frequency.

### 4.3 English Communication Challenges

Participants were asked to identify which aspects of English communication they found most challenging. The responses included reading, writing, listening, and speaking, with many participants selecting more than one skill.

Challenging skills in English	Frequency
Speaking	4
Listening	3
Reading	4
Writing	11
No Challenging Skill	0

Writing emerged as the most frequently mentioned challenge with 11 mentions, followed by reading and speaking. It was selected 4 times and for the listening, which was chosen 3 times, while one participant responded “nothing,” indicating no significant difficulty across the skills.

Participants were also asked to reflect on the challenges they encounter when using English in both academic and everyday contexts within an international program at a Thai university in section 4.3. The data collected were measured using a 5-point Likert scale 1- 5 (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always) and are presented in terms of mean scores ( $M$ ), standard deviations ( $SD$ ), frequency categories, and corresponding levels of difficulty. The following tables summarize the

participants' responses from the questionnaire and provide insights into the common communication challenges they face.

**Table 4.3.1**

*English Communication Challenges*

English Communication Challenges	M	SD	Level of Challenges	Ranking
1. Lack of academic vocabulary	2.67	0.84	Moderate	7
2. Lack of grammar knowledge	1.89	0.96	Low	18
3. Difficulty in academic writing	2.78	1.31	Moderate	3
4. Difficulty to understand different English accents	2.61	0.92	Moderate	8
5. Difficulty to understand fast-paced discussions	2.5	1.29	Low	9
6. Feeling of nervousness when speaking English in front of the class	2.22	1.06	Low	14
7. Fear of making mistakes	2.22	1.06	Low	15
8. Fear of being judged by others	2.28	1.32	Low	13
9. Lack of confidence	1.83	0.99	Low	19
10. Feeling shy or hesitant to speak English	1.83	1.1	Low	20
11. Different levels of classmates' English proficiency	2.89	1.18	Moderate	1
12. Difficulty participating in group discussions or projects	2.11	0.96	Low	17
13. Different communication styles	2.5	0.99	Low	10
14. Different sense of humor or sarcasm	2.83	1.04	Moderate	2

15. Different ways of expressing disagreement or criticism	2.5	0.62	Low	11
16. Different body languages	2.17	0.86	Low	16
17. Different attitudes towards teachers	2.39	1.14	Low	12
18. Different classroom atmosphere	2.78	1.06	Moderate	4
19. Different teaching methods	2.78	0.94	Moderate	5
20. Different academic expectations (e.g., critical thinking, participation)	2.72	1.02	Moderate	6

The data presented in Table 4.3.1 show the mean scores, standard deviations, frequencies of Experiences, level of challenges of the English communication challenges experienced by Myanmar students in an international program and rank them perceptively. The most frequently reported challenge was having different levels of classmates' English proficiency ( $M = 2.89$ ,  $SD = 1.18$ ). The second-ranked challenge was dealing with different senses of humor or sarcasm ( $M = 2.83$ ,  $SD = 1.04$ ). The third was adapting to different classroom atmospheres ( $M = 2.78$ ,  $SD = 1.06$ ), followed by difficulty in academic writing ( $M = 2.78$ ,  $SD = 1.31$ ). The fifth-ranked challenge was adjusting to different teaching methods and academic expectations such as critical thinking and participation ( $M = 2.72$ ,  $SD = 0.94$ ). All five of these items were rated as "moderate" level of challenges and experienced "sometimes" by participants.

On the other hand, the least reported challenges were feeling shy or hesitant to speak English and lack of confidence (both with  $M = 1.83$ ,  $SD = 1.10$  and  $0.99$  respectively), followed by feeling of nervousness when speaking English in front of the class and fear of making mistakes (both with  $M = 2.22$ ,  $SD = 1.06$ ). These items were categorized as "low" level of challenges and experienced "rarely." In total, 8 out of 20 communication challenges were found to be at a moderate level, while the remaining 12 were reported at a low level. The frequencies of experiences ranged from "rarely" to "sometimes," with no item rated as "often."

Thus, the challenges encountered by Myanmar students were grouped into five categories. Each category consisted of specific questionnaire items measured on a Likert scale Interpretation Table on the Level of Challenges. The table below presents the mean (M) , standard deviation (SD), frequencies of experiences, level of challenges, and ranking of each category.

**Table 4.3.2**

*English Communication Challenges in Five Categories*

English Communication Challenges	M	SD	Level of challenges	Ranking
Language-Related Challenges	2.44	1.06	Low	4
Psychological & Emotional Challenges	2.17	1.12	Low	5
Interaction & Peer-Related Challenges	3.12	1.07	Moderate	2
Cultural & Communication Style Challenges	2.50	1.32	Low	3
Learning Environment & Institutional Differences	2.67	1.04	Moderate	1

The questionnaire items related to students' challenges were grouped into five categories: Language-Related Challenges, Psychological & Emotional Challenges, Interaction & Peer-Related Challenges, Cultural & Communication Style Challenges, and Learning Environment & Institutional Differences. As shown in Table 4.3.2, the mean scores and standard deviations were calculated to present the extent to which each category of challenges was experienced by the participants.

The highest mean score was found in the category of Learning Environment and Institutional Differences, with a mean of 2.67 and a standard deviation of 1.04, indicating a moderate level of challenges and a frequency of “sometimes,” ranked 1st among the five categories. Interaction and Peer-Related Challenges showed the second highest mean score of 3.12 (SD = 1.07), also indicating a moderate level of challenges and a frequency of “sometimes,” ranked 2nd. The third highest was Cultural and Communication Style Challenges, with a mean of 2.50 and a standard deviation of 1.32,

reflecting a low level of challenges and a frequency of “rarely,” ranked 3rd. Language-Related Challenges had a mean score of 2.44 (SD = 1.06), representing a low level of challenges, ranked 4th. The lowest reported category was Psychological and Emotional Challenges, with a mean of 2.17 and a standard deviation of 1.12, indicating a low level of challenges and a frequency of “rarely,” ranked 5th.

#### 4.4 Strategies for Overcoming English Communication Challenges

This section explores the strategies they commonly use in both academic and everyday settings to better understand how Myanmar students cope with challenges in English communication. Their responses, gathered through a 5-point Likert scale (Very Effective, Effective, Neutral, Ineffective, Very Ineffective) are analyzed and presented with corresponding mean scores (M), standard deviations (SD), and use levels. The findings offer insight into which strategies are most frequently relied upon and how students actively work to overcome communication barriers in an international learning environment.

**Table 4.4.1**

*English Communication Strategies*

English Communication strategies	M	SD	Level of Effectiveness	Ranking
1. Watching English movies/videos	4.33	0.97	Very Effective	1
2. Using English learning apps or tools (e.g., Duolingo)	3.56	1.04	Effective	17
3. Reading English books/articles	3.89	1.08	Effective	10
4. Copying phrases or expressions used by others	4	1.03	Effective	7
5. Learning new English words/phrases regularly	3.89	1.08	Effective	11

6. Repeating or paraphrasing when misunderstood	4.17	0.79	Effective	4
7. Asking others to speak slowly or clearly	3.72	0.75	Effective	13
8. Managing fear of making mistakes in English	3.39	1.14	Neutral	20
9. Practicing English with friends/classmates	4.17	0.99	Effective	5
10. Speaking English in informal conversations	4.28	0.96	Very Effective	2
11. Speaking with native English speakers	4.22	1.11	Very Effective	3
12. Asking friends for help with English	3.5	1.1	Effective	18
13. Working in pairs or small groups	3.61	0.98	Effective	15
14. Doing group assignments in English	3.94	1.06	Effective	8
15. Using social media or online communities in English (e.g., English-speaking platforms like Reddit, Facebook groups, or language exchange forums)	4.06	1.06	Effective	6
16. Attending university English workshops	3.61	1.2	Effective	16
17. Participating in orientation or cultural training	3.44	1.1	Effective	19
18. Joining intercultural activities or events	3.72	1.18	Effective	14
19. Receiving support from lecturers/staff	3.78	0.81	Effective	12

20. Getting help from peer mentors or seniors	3.94	0.73	Effective	9
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English communication strategies were analyzed using descriptive statistics to identify the most and least effective strategies reported by the participants. The strategy with the highest effectiveness was “Watching English movies/videos,” which had the highest mean score of 4.33 (SD = 0.97), indicating a very effective strategy and ranking 1st among all items. The second highest was “Speaking English in informal conversations” with a mean of 4.28 (SD = 0.96), followed by “Speaking with native English speakers” with a mean of 4.22 (SD = 1.11), both rated as very effective, ranking 2nd and 3rd respectively. The fourth was repeating or paraphrasing when misunderstood (M = 4.17, SD = 0.79), and the fifth was practicing English with friends or classmates (M = 4.17, SD = 0.99). These top five strategies were rated at either “very effective” or “effective” levels. Other highly rated strategies include using social media or online English-speaking communities (M = 4.06, SD = 1.06), copying phrases or expressions used by others (M = 4.00, SD = 1.03), doing group assignments in English (M = 3.94, SD = 1.06), and getting help from peer mentors or seniors (M = 3.94, SD = 0.73). Reading English books or articles and learning new English words or phrases regularly both received the same mean score of 3.89 (SD = 1.08).

The lowest-ranked strategy was managing fear of making mistakes in English (M = 3.39, SD = 1.14), which was the only strategy rated at a “neutral” level. Other strategies with relatively lower rankings included participating in orientation or cultural training (M = 3.44, SD = 1.10), asking friends for help with English (M = 3.50, SD = 1.10), and using English learning apps or tools (M = 3.56, SD = 1.04). In total, 19 out of 20 strategies were rated as “effective,” while one was rated as “neutral.”

**Table 4.4.2***English Communication Strategies in Four Categories*

English Communication Strategies	M	SD	Level of Effectiveness	Ranking
Self- Learning/Independent Strategies	3.91	1.04	Effective	2
Communication Repair and Self - Regulation Strategies	3.76	0.99	Effective	3
Peer Interaction and Social Communication Strategies	3.97	1.04	Effective	1
University-Based and Institutional Support Strategies	3.70	1.00	Effective	4

The data presented in Table 4.3 showed that participants employed a range of English communication strategies at an effective level. Based on the literature from the previous chapter, a detailed questionnaire was distributed which fit into the four categories of English communication strategies, which are:

- 1) Self-learning/Independent Strategies
- 2) Communication Repair and Self -Regulation Strategies
- 3) Peer Interaction and Social Communication Strategies
- 4) University-Based and Institutional Support Strategies

The most frequently used strategy was Peer Interaction and Social Communication Strategies (M = 3.97, SD = 1.04). The second rank was Self-Learning/Independent Strategies (M = 3.91, SD = 1.04). The third rank was Communication Repair and Self-Regulation Strategies (M = 3.76, SD = 0.99). The fourth rank was University-Based and Institutional Support Strategies (M = 3.70, SD = 1.00).

#### **4.5 The Results from the Open-Ended Questions**

This chapter presents the findings from the open-ended questions in the qualitative portion of the study. The objective was to explore the challenges Myanmar students face in English communication while studying in an international program in Thailand, along with their suggested strategies for improving communication. These

questions aimed to gain deeper insights into the types of challenges Myanmar students face when communicating in English in their international programs in Thailand:

**1. What are your comments or suggestions about the challenges you face when using English in your international program? (If any)**

**2. What are your comments or suggestions about the strategies that help you communicate better in English? (If any)**

A total of 17 participants out of 18 from the faculties of Engineering, Business, and Medicine responded to the open-ended questions and provided comments regarding their challenges. The responses were categorized into five main themes to facilitate analysis:

- 1) Language-related challenges,
- 2) Psychological and emotional challenges,
- 3) Interaction and peer-related challenges,
- 4) Cultural and communication style challenges, and
- 5) Learning environment and institutional differences.

The details on the open-ended questions regarding the challenges in English communication are presented as follows:

**Language-Related Challenges** This category emerged as the most frequently reported challenge. Many participants, particularly those from the Engineering and Medicine faculties, expressed difficulty with limited vocabulary, difficulty finding the right words, understanding fast or accented English, pace of speech, or clarity.

#### ***Challenges Due to Limited Vocabulary***

One C1 Engineering student shared, “*Sometimes, I struggle to find the right word to say.*”

Another C1 Engineering student also stated the challenges of the vocabulary use and said, “*The different accents that make us a little bit hard to understand and*

*the vocabulary use to express each other during conversation ain't there sometimes."*

One C1 Business student reflected on the challenge of understanding advanced vocabulary, stating, *"There are some challenges. There are some times when you use advanced words and the listener might understand you or not. Basically, it's not the same for everyone."*

### ***Challenges Due to Understanding Different Accents and Pace***

A B2 Medicine student reported, *"It's difficult to understand some kind of accent."*

A C1 Engineering student said, *"One of the main challenges I face is understanding different accents from international classmates or instructors. Sometimes, fast-paced conversations and academic vocabulary make it hard to follow"*

Another C1 Engineering student also stated the challenges of understanding different accents and said, *"The different accents that make us a little bit hard to understand."*

**Psychological and Emotional Challenges** Several students reported internal factors that made English communication difficult, such as nervousness, introversion, or lack of confidence during class participation.

### ***Challenges Due to Personality and Confidence***

A B1 Business student mentioned, *"To be honest, I don't think I have difficulty to communicate with people in English apart from being an introverted personality."*

**Interaction and Peer-Related Challenges** A number of students commented on the limited opportunities to interact in English with local peers. This was particularly common among Business and Engineering students.

### ***Challenges Due to Limited Peer Interaction***

One B2 Engineering student noted, *“Some Thai friends rarely speak English.”*

A C1 Business student wrote, *“Even though the classes are conducted in English, students usually tend to group with their friends when doing projects, so there is not much chance for international students to interact with local students in English.”*

Another C1 Business student said, *“My Thai classmates are not comfortable enough to communicate in English and they try to avoid as much as they can to talk with us.”*

One B2 Engineering mentioned, *“Hardly any speak in English so has small difficulties in speaking than I used to be.”*

One C1 Medicine student remarked, *“Some students cannot communicate in English especially during group discussion.”*

**Cultural and Communication Style Challenges** A few participants highlighted that cultural communication differences and variation in speaking styles contributed to misunderstandings or discomfort.

### ***Challenges Due to Cultural and Communication Differences***

A C1 Business student shared, *“My Thai classmates are not comfortable enough to communicate in English and they try to avoid as much as they can to talk with us. But we want to communicate and share our cultural differences with them and do not bother about not being fluent in English.”*

Another C1 business student explained, *“There are some times when you use advanced words and the listener might understand you or not. Basically, it’s not the same for everyone.”*

**Learning Environment and Institutional Differences** Some students referred to institutional factors’ challenges related to the classroom environment, or instruction quality such as teacher language ability and varying English levels in the classroom.

### ***Challenges Due to Teacher’s English Proficiency***

Another B2 Engineering student wrote, *“I didn’t see any challenge, but sometimes the professor can’t speak English fluently.”*

A C1 Medicine student remarked *“Some students cannot communicate in English especially during group discussion. Some teachers’ English skill.”*

### ***Challenges Due to English Proficiency Gaps in the Classroom***

A C1 Engineering participant noted, *“The main difficulty is that the difference in English level between International students and non-International students...Teaching methods and communication with teachers are great.”*

A C1 Medicine student remarked *“Some students cannot communicate in English especially during group discussion. Some teachers’ English skill.”*

**Additional Observations Outside Predefined Categories** While most responses could be grouped into the five main categories, some recurring comments did not clearly fit into any one category. A commonly mentioned challenge was the difficulty in understanding different English accents, including those of instructors and international classmates which **appeared in more than 4 responses**. This issue was reported by students across all three faculties.

For example, one B2 Medicine student stated, *“It is difficult to understand some kind of accent.”*

A C1 Engineering student noted, *“One of the main challenges I face is understanding different accents from international classmates and instructors.”*

These responses indicate that accent-related comprehension issues were present, even though this theme was not initially defined as a separate category.

Another observation was that a few participants mentioned the use of **AI tools or external aids** to support their English communication. These tools were referenced in the context of academic writing, vocabulary assistance, or helping with grammar, and were mentioned by students from different faculties. Although these responses

were not among the most common, they appeared in more than one group and represent an additional pattern outside the main challenge categories.

For example, one C1 Engineering student wrote, *“As my own problem, I become more and more reliable on AI and I feel like my writing ability decreases.”*

In contrast to the challenges mentioned above, some participants stated that they did not experience any major challenges in English communication. For example, responses such as “Don’t have,” “None,” or “It’s quite okay” appeared across all three faculties.

Another result from the finding is the English Communication Strategies used by Myanmar students. Myanmar students across the faculties employed a variety of strategies to enhance their English proficiency. Most responses fit into the four identified categories of strategies:

- 1) Self-learning/Independent Strategies,
- 2) Peer Interaction and Social Communication Strategies,
- 3) Communication Repair and Self-Regulation Strategies, and
- 4) University-Based and Institutional Support Strategies.

**Self-Learning/Independent Strategies** Many Engineering and Business students reported adopting self-learning and independent strategies. These include watching English movies and videos, listening to English songs, reading English articles, and using English every day in their daily routines.

#### ***Strategies Using English Media***

One C1 Business student described how watching English movies helped them understand vocabulary without needing a dictionary,

*“I improved my English skill mostly through movies because it helps me to understand the meaning of a new vocabulary without searching in the dictionary. I can predict the meaning from the body language and situations from the movie scene and I never forget the word again.”*

Another B1 Business student said, *“Watching Netflix and Imitating the dialogue would be one of the effective approaches.”*

One B2 Engineer student remarked *“Listen English songs.”*

### ***Strategies Using Reading and Educational Videos***

Another C1 Engineering student added, *“Reading is the best way to improve English for me.”*

Students also mentioned educational videos on specific topics, like one C1 Business student who noted watching content about complex terminology:

*“I was watching a video about a Sci-Fi franchise called Warhammer... the words used are very complex and niche. These words have specific meanings which broader terms could not describe.”*

**Peer Interaction and Social Communication Strategies** Peer interaction and social communication strategies were also clearly evident in the open-ended answers. Engineering students in particular emphasized the importance of speaking with classmates and making international friends.

### ***Strategies Using Peer and Social Practice***

One B2 Engineering student emphasized the importance of speaking with classmates: *“Speak more with classmates.”*

An additional C1 Engineering student shared that their preferred approach was to talk more with international friends, not just in chats but also through voice calls.

*“of course, you gotta talk a lot as well in order to get better... would love to make some intl friends and talk with them, not just in chats but in calls.”*

**Communication Repair and Self-Regulation Strategies** Examples of communication repair and self-regulation strategies were reflected in students’ emphasis on consistent and daily use of English.

### ***Strategies Using Consistent Practice in English***

A B2 Engineering student stated, *“I recommend using English for every single day.”*

Another C1 Engineering student highlighted the importance of persistent practice:

*“I think practicing consistently to improve English skill is the best way.”*

One more B2 Engineering student commented:

*“Learn and practice (sometimes only learning is not enough).”*

One C1 Business student also mentioned, *“Learn and Practice continuously”*

And one more C2 Business student said, *“I use English in Daily life”*

**University-Based and Institutional Support Strategies** Among the responses, only one Engineering student referred to a strategy that can be categorized under University-Based and Institutional Support Strategies.

### ***Strategies Related to Institutional Support***

One B2 Engineering student mentioned the need for *“more communicative orientations and events,”* indicating the role that university-organized programs and events can play as part of their English communication strategies.

No other participants across the three faculties mentioned strategies directly related to university-based or institutional support.

## **CHAPTER 5**

### **DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) a discussion of the results based on the research questions and related literature, (4) implications of the study, and (5) recommendations for further research.

#### **5.1 Summary of the Study**

English communication plays a vital role in international academic settings, particularly for non-native English-speaking students enrolled in international programs. In Thailand, many Myanmar students pursue higher education due to geographical proximity, scholarship opportunities, and access to English-medium instruction. However, despite the increased use of English as a medium of instruction, many Myanmar students continue to face challenges in effectively communicating in English within their academic and social environments.

This study was conducted to explore the English communication challenges faced by Myanmar students enrolled in an international program at a Thai university, as well as the strategies they employ to overcome those challenges. It aimed to highlight the specific linguistic, psychological, peer-related, cultural, and institutional barriers that hinder effective communication. Additionally, the research examined practical strategies that students apply both independently and with support from peers and institutions to improve their English proficiency and navigate their academic experiences more smoothly.

The findings from the study provide valuable insights that may inform educational administrators, university support staff, and language instructors about the kinds of support systems that can be implemented to help Myanmar students thrive in English-medium international programs. By identifying both the challenges and effective strategies, the study contributes to better understanding and improving the communication environment in multicultural university contexts.

### **5.1.1 Objectives of the Study**

This study focused on the English communication experiences of Myanmar university students studying in an international program at a Thai university. The objectives of this study were designed to investigate the challenges that students face when communicating in English across academic and social contexts and to explore the strategies they adopt to manage those challenges.

These objectives are particularly important because effective English communication is crucial for students to succeed academically, integrate socially, and actively participate in a multicultural learning environment. Understanding the specific barriers faced by Myanmar students allows universities to design targeted support systems and interventions that enhance both language development and cross-cultural engagement.

Based on the research, this study was guided by the following objectives:

- 1) To investigate the challenges that students face when communicating in English across academic and social contexts.
- 2) To explore the strategies that students adopt to manage the challenges that they face when communicating in English across academic and social contexts.

To address these objectives, the study was framed by the following research questions:

- 1) What challenges do Myanmar university students face when communicating in English across academic and social contexts?
- 2) What strategies do they adopt to manage when communicating in English across academic and social contexts?

### **5.1.2 Participants, Instruments, and Procedures**

The participants of this study consisted of 18 Myanmar undergraduate students currently enrolled in an international program at a Thai university. They were from three faculties: Business, Engineering, and Medicine.

To collect data, a structured questionnaire in Burmese and English language was created using Google Forms and distributed online (See Appendix A). The questionnaire was designed to capture both quantitative and qualitative data. It consisted of two main sections: (1) closed-ended items using a five-point Likert scale

to measure students' frequency of English use, challenges, and the effectiveness of various communication strategies; and (2) open-ended questions designed to elicit personal insights and reflections regarding English communication challenges and strategies.

Data from the close-ended items were analyzed using descriptive statistics, including frequency, percentage, mean scores, and standard deviation. Responses to the open-ended questions were categorized and thematically analyzed to identify recurring themes and perspectives. The open-ended responses provided relevant perspectives aligned with the research objectives. The procedures adhered to ethical research standards, including voluntary participation, anonymity, and confidentiality.

## **5.2 Summary of the Findings**

This section presents a summary of the key findings derived from the analysis of the questionnaire responses collected from 18 Myanmar students enrolled in an international program at a Thai university. The findings highlight participant demographics, students' frequency of English use, the English communication challenges they faced, and the strategies they employed or recommended to overcome these challenges.

### ***5.2.1 The Demographic Information of the Participants***

The demographic data were gathered from 18 undergraduate Myanmar students currently enrolled in an international program at a Thai university. In terms of gender, the majority of the participants were female, with 11 students (61%), while the remaining 7 (39%) were male. Regarding their academic year, most participants were in their first year of study, accounting for 12 students (67%), followed by 6 students (33%) in their second year. This indicates that a larger proportion of the sample consisted of students who were relatively new to their university studies. As for their field of study, more than half of the Myanmar participants (56%) were enrolled in Engineering programs (10 students), while 6 students (33%) were pursuing Business, and only 2 students (11%) were from the field of Medicine. No participants were from the field of Economics. This distribution reflects a strong representation from technical fields, especially Engineering.

The data also revealed information about the length of time these students had been living in Thailand. The majority, 10 students (56%), had been living in Thailand for between six months to one year. This was followed by 7 students (39%) who had resided in Thailand for one to two years, and only 1 student (6%) who had been in the country for two to three years. Notably, no participants had been living in Thailand for less than six months or for more than three years. These figures suggest that most participants were relatively recent arrivals. When asked about their previous international experience, 12 students (67%) reported that they had no such experience prior to studying in Thailand, while 6 students (33%) indicated that they had been exposed to international environments before. This implies that for the majority, studying in Thailand was their first international academic experience.

The vast majority of participants 17 out of 18 (94%) had taken the IELTS test, while only one participant (6%) had taken the Duolingo English test in terms of English proficiency tests taken. Their proficiency levels were categorized based on their test scores and are aligned with the Common European Framework of Reference for Languages (CEFR). One participant (6%) demonstrated a C2 (Proficient) level with an IELTS band score of 8.5. Nine participants (50%) were classified at the C1 (Advanced) level, two of them scored 7.5 (11%) and seven scored 7.0 (39%). At the B2 (Upper Intermediate) level, four participants (22%) achieved an IELTS band score of 6.5, while three students (17%) scored band 6.0. One student (6%) who took the Duolingo test obtained a score of 115, which corresponds to the B1 (Intermediate) level. Overall, the findings indicate IELTS is the most commonly taken English proficiency test among the participants in this study and most of the participants possessed English proficiency at the B2 or C1 levels, suggesting a generally strong foundation in English among the group.

### **5.2.2 English Communication Use**

The results of this study indicate that participants regularly engaged with English in both academic and non-academic settings. Among the ten items measured on a 5-point Likert scale, the highest mean score was for the statement “*I use English in writing academic assignments*” ( $M = 4.72$ ,  $SD = 0.67$ ), which suggests a very high frequency of use in this context. This was closely followed by “*I use English in casual*

*conversations with international students*” (M = 4.67, SD = 0.69) and “*I use English when communicating with Thai classmates*” (M = 4.61, SD = 0.78), indicating that students often relied on English for interpersonal communication in their academic environment. Similarly, participants reported frequent use of English *during classroom lectures* (M = 4.33, SD = 0.91) and a high level of *comfort switching between English and other languages such as Burmese* (M = 4.28, SD = 1.07). Additionally, they reported a very high level of *English use through entertainment media*, such as movies, music, and YouTube (M = 4.22, SD = 1.11).

In terms of group interactions and daily routines, the participants reported a high frequency of *English use in group project discussions* (M = 3.83, SD = 1.04) and on *social media or messaging platforms* (M = 3.72, SD = 1.27). However, the use of English in *daily life outside university settings*, such as shopping or commuting, had a slightly lower mean (M = 3.56, SD = 1.25), though it still reflected a high level of engagement. The least frequently reported behavior was *intentionally seeking opportunities to speak English in non-academic settings*, which had the lowest mean score among all items (M = 3.44, SD = 1.38). Despite this, all items reflected either a high or very high level of use, indicating that English plays a central role in the participants’ academic and social lives in Thailand. This widespread use suggests that while formal and structured contexts foster consistent English communication, there is comparatively less proactive effort to seek out English-speaking opportunities beyond academic and familiar social environments.

### **5.2.3 English Communication Challenges**

According to the quantitative results, Myanmar students experienced several communication challenges in English, with speaking being the most prominent area of difficulty. A total of 66.7% of participants reported lacking confidence when speaking in class, and 61.1% felt uncomfortable during group discussions. Presentation-related anxiety was also common, with 66.7% expressing nervousness when delivering presentations. Additionally, 55.6% agreed that limited vocabulary affected their ability to participate effectively. Listening challenges were another concern, with 50% of respondents having trouble understanding fast lectures, and 50% struggling with different English accents. Cultural and idiomatic language barriers posed further

challenges; 44.4% indicated difficulty understanding idioms, jokes, or culturally specific expressions in English. Grammar accuracy was also an issue, with 50% of the students stating they were uncertain about their grammar use when communicating. These findings highlight that most communication problems were related to oral fluency, listening comprehension, vocabulary use, and anxiety during speaking tasks.

In support of the quantitative results, qualitative comments from the open-ended responses provided deeper personal experiences. Several students shared that those Thai classmates often avoid speaking English or prefer staying in their own groups, limiting meaningful intercultural communication. One C1 Business student stated, *“Even though the classes are conducted in English, students usually tend to group with their friends when doing projects, so there is not much chance for international students to interact with local students in English.”* Another C1 Business student mentioned that *“my Thai classmates are not comfortable enough to communicate in English and they try to avoid it as much as they can.”* Some participants also emphasized challenges with understanding diverse accents from international classmates and instructors. For example, one C1 Engineering student noted, *“One of the main challenges I face is understanding different accents from international classmates or instructors.”* Others mentioned the impact of AI tools on their language proficiency, with one C1 Business student commenting, *“I become more and more reliant on AI and I feel like my writing ability decreases.”* These responses highlight that communication challenges are not only linguistic but also social and technological in nature, affecting students' confidence, interaction, and participation in academic and classroom settings.

#### **5.2.4 Strategies for Overcoming English Communication Challenges**

The survey findings also identified strategies that Myanmar students commonly used to cope with communication challenges. A high percentage (83.3%) reported trying to improve their English communication through self-directed learning, such as watching English movies or videos. The same proportion (83.3%) also engaged in active vocabulary building by noting down new words and phrases. Practicing speaking with friends was another common approach, adopted by 77.8% of participants. Moreover, 72.2% tried to participate more actively in class to gain confidence, while 66.7% sought help from instructors or friends when they encountered challenges. About

61.1% also used translation tools or bilingual resources to assist their understanding. These results indicate that most students adopted a combination of self-study strategies, peer practice, and support-seeking behaviors to overcome their English communication challenges. The data also suggest a high level of motivation among students to improve their skills despite facing various obstacles.

Qualitative responses from questionnaire further enriched these findings. Many Myanmar students emphasized that watching English movies and series played a significant role in improving their listening and vocabulary skills. One C1 Business student noted, *"I improved my English skill mostly through movies because it helps me to understand the meaning of new vocabulary without searching in the dictionary. I can predict the meaning from the body language and situations from the movie scene and I never forget the word again."* Another B1 Business student shared that *"watching Netflix and imitating the dialogue would be one of the effective approaches."* Some students also emphasized daily use and continuous practice, with one C2 Business writing, *"I use English in daily life,"* and one B2 Engineering student stating, *"I recommend using English every single day."* Peer interaction was also valued. Many students mentioned speaking more with classmates and making international friends as helpful strategies. For example, one C1 Engineering student said, *"I personally just watched a ton of movies, YouTube and other stuff to get better at English, and of course, you gotta talk a lot as well. I would love to make some international friends and talk with them, not just in chats but in calls."* These qualitative insights illustrate that students used a diverse mix of personal, social, and media-based strategies to enhance their English communication skills, reflecting their high motivation and active efforts to adapt in an international academic environment.

### **5.3 Discussion**

This section discusses the findings based on the two research questions and connects them with the reviewed literature. The analysis highlights how Myanmar students experience challenges in English communication and the strategies they use to manage these issues in a Thai international academic context.

### ***5.3.1 English Communication Challenges (RQ1)***

The results of this study reveal that Myanmar students face notable challenges in speaking and listening, consistent with previous research on international students in English-medium settings. Oral communication, in particular, triggered anxiety for many students 66.7% reported feeling unconfident when speaking in class, and the same proportion expressed nervousness during presentations. This aligns with Hashemi and Abbasi (2013), who found that speaking in a foreign language can induce anxiety that lowers performance and participation. Moe (2021) also highlighted that Myanmar students frequently hesitate to speak due to fear of judgment or making mistakes, which limits their classroom engagement.

Listening comprehension was another area of concern. Half of the students struggled with fast-paced lectures and unfamiliar accents, reflecting similar findings by Goh (2000) and Yang et al. (2017), who identified the speed of speech and accent variation as significant listening barriers for second-language learners. Park et al. (2017) further emphasized that accent intelligibility is a key factor in communication breakdowns, both in understanding others and being understood.

Vocabulary gaps (55.6%) and difficulty with idiomatic or culturally specific expressions (44.4%) suggest that students lack sufficient lexical and cultural knowledge for effective communication. These findings support Thane (2023), who noted that Myanmar students often have a basic command of English but struggle with real-world use and cultural nuances. Wilczewski and Alon (2022) also observed that intercultural communication requires not just language proficiency, but also cultural awareness and adaptation.

Additionally, some students reported social isolation caused by a lack of engagement from Thai classmates, who preferred communicating within their own groups. This echoes the findings of Chaiyasat (2023), who documented that international students often experience limited interaction with local peers, which negatively impacts their language development and sense of belonging. These peer-related challenges are often compounded by differences in communication norms, as Thai classroom culture tends to favor indirect and polite communication styles (Kantamas et al., 2024).

Lastly, as noted by Bi and Soontornnaruerangsee (2024), unfamiliar academic expectations and classroom discourse styles often intensify stress and confusion for international students.

### ***5.3.2 Strategies for Improving English Communication (RQ2)***

Despite these challenges, Myanmar students adopted a variety of strategies to enhance their English skills. The most popular methods were watching English media and recording new vocabulary, used by 83.3% of respondents. These practices align with Nation's (2001) theory that vocabulary acquisition improves significantly through exposure to extensive input. Thane (2023) similarly emphasized the importance of independent learning for Myanmar students, who often lack sufficient opportunities to practice speaking and listening during formal education.

Practicing English with friends (77.8%) was another widely used strategy. This reflects Vygotsky's (1978) sociocultural theory, which underscores the role of social interaction in language development. Cena et al. (2021) also found that informal peer engagement, such as speaking with friends or participating in student clubs, helps build communicative confidence and fluency. In this study, many students expressed a desire to speak more with international classmates, especially through casual conversations or online calls.

Active participation in class (72.2%) and help-seeking behavior (66.7%) indicate that students are not passive learners but actively engage with their learning environments. These findings correspond with Andrade (2006), who noted that institutional support and peer networks are crucial for international students' academic and linguistic adaptation. Nevertheless, 61.1% of participants also relied on translation tools, which suggests that some students still struggle with foundational fluency and may use technology as a bridge to cope with comprehension gaps.

The qualitative responses revealed a range of creative strategies. Students frequently mentioned imitating English dialogues from movies and practicing English daily, strategies that reflect communication repair and self-regulation techniques, such as paraphrasing, repetition, and emotional coping (Park et al., 2017; Wilczewski & Alon, 2022). These adaptive behaviors show not only linguistic but also emotional resilience, as students persist despite fear or discomfort.

Overall, while most strategies were self-directed and informal, their widespread use reflects high levels of motivation and adaptability. However, this also underscores a gap in institutional support. As Nguyen (2024) and Buasuwan (2018) suggest, structured programs like writing centers, peer mentoring, and conversation workshops can play a key role in scaffolding these individual efforts. Without institutional intervention, students may continue to rely solely on informal methods, which may not be sufficient for academic language mastery.

#### **5.4 Implications**

The findings of this study offer several important implications for the improvement of English communication among Myanmar students in international programs in Thailand. Firstly, the high percentage of students who reported challenges in speaking (94.4%), listening (83.3%), and vocabulary limitations (72.2%) suggests a pressing need for targeted language support. These results imply that Thai universities should consider implementing tailored English language enhancement initiatives, particularly in speaking and listening skills. Language centers or academic support offices could develop intensive courses or workshops that focus on interactive oral communication, practical listening strategies, and academic vocabulary development, which are directly aligned with students' most common struggles.

In addition, the open-ended responses revealed that many students rely on informal, self-directed learning strategies to improve their English communication. These strategies include watching English movies and videos, listening to English songs, practicing with friends, and using English in daily life. Some students also mentioned imitating dialogue from media, reading articles, and speaking more with classmates as helpful methods. This suggests that learners prefer accessible and engaging approaches that can be integrated into their everyday routines. Therefore, universities should consider incorporating these preferred strategies into formal support mechanisms. Faculty could be encouraged to adopt simplified instructional English and support varied forms of classroom interaction. Creating opportunities for informal language use such as through peer mentoring programs, English clubs, or extracurricular workshops may provide low-pressure environments that foster confidence and fluency.

Beyond the classroom, the findings underscore the multifaceted nature of English communication challenges experienced by Myanmar students. These challenges extend beyond linguistic limitations and are shaped by cultural and social dynamics, including classroom participation, peer interactions, and limited opportunities for meaningful cross-cultural communication. Some students reported feeling isolated due to a lack of English use among local classmates, while others expressed challenges adjusting to different accents or communicating spontaneously in academic settings. These insights highlight the need for universities to foster a more inclusive and supportive environment that encourages interaction, builds confidence, and facilitates both language development and cultural integration.

These findings also carry broader implications for cross-cultural communication and academic inclusivity in ASEAN higher education. As Thai universities become increasingly internationalized, ensuring equitable learning experiences for students from diverse linguistic and cultural backgrounds becomes essential. This is not solely a matter of enhancing English language skills, but also of supporting students' overall well-being, promoting a sense of belonging, and enabling their successful integration into university life. Institutions should adopt a holistic approach by aligning curriculum design, student services, and faculty engagement with the realities faced by multilingual learners.

### **5.5 Recommendations for Further Research**

This study was limited to a small sample of 18 Myanmar students from a single Thai university, and the data were collected solely through a questionnaire comprising both Likert-scale and open-ended items. Several recommendations can be made in order to enhance the generalizability and depth of future findings. Therefore, the following are the recommendation for the future researcher:

First, future research should involve a larger and more diverse group of participants, including Myanmar students from various academic years, faculties, and multiple Thai universities. This would allow for broader comparative analysis and help identify whether the communication challenges observed in this study are consistent across different educational contexts.

Second, while this study focused primarily on students' self-reported challenges and strategies, further studies could incorporate a research design where data is collected from the same participants repeatedly over an extended period to track students' language development and adaptation over time. This would be especially useful to understand how student progress in speaking, listening, vocabulary acquisition, grammar use, and pronunciation proficiency throughout their academic journey.

Third, although this research used quantitative methods and open-ended responses to explore challenges and coping strategies, future studies should adopt mixed-methods or qualitative approaches, such as interviews, focus groups, and classroom observations. These methods would offer richer insights into the psychological, cultural, and contextual factors that influence students' communication behaviors.

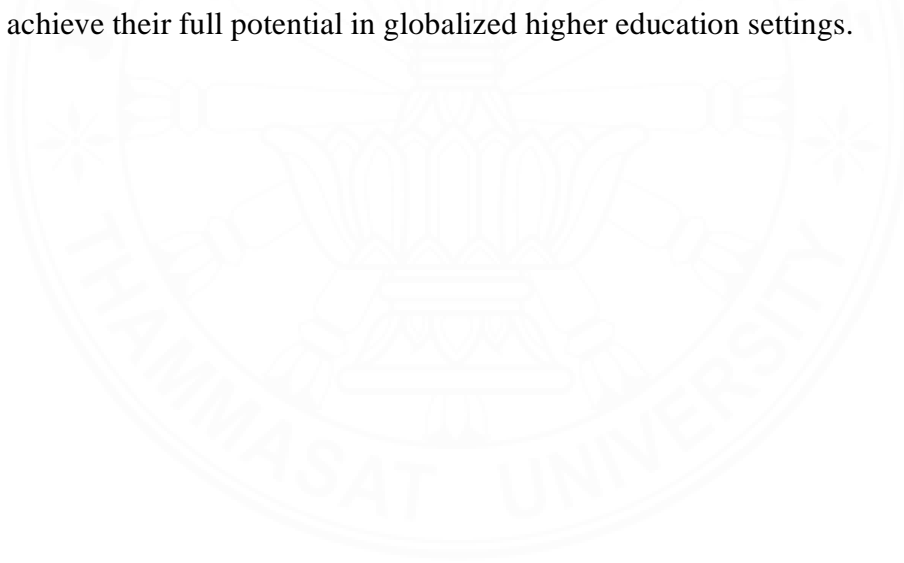
Forth, researchers could explore the role of instructors and institutional practices in influencing English communication, especially in an international program. Therefore, it is recommended that future research explore the role of institutional support systems and teaching practices in either mitigating or reinforcing communication challenges. For example, how do instructors adjust their teaching methods to accommodate linguistic diversity, and what support mechanisms do universities provide to foster English communication in academic and social settings? Investigating how teachers and administrators perceive and respond to these challenges can provide valuable perspectives can inform policy development for English-medium instruction (EMI) programs for designing more responsive language support policies in international programs.

Fifth, since this study identified that students experience anxiety and lack of confidence, particularly in speaking and listening, future research could explore the psychological aspects of communication such as language anxiety, motivation among Myanmar students. Understanding these emotional and cognitive factors may help design interventions that go beyond language instruction to include counseling or confidence-building workshops.

Finally, further studies could assess the effectiveness of specific programs, such as English communication workshops, peer language exchange initiatives, or

technology-enhanced language learning tools, to determine their impact on reducing communication barriers.

By addressing these areas, future research can contribute to a more holistic understanding of the English communication experiences of Myanmar students according to these factors and support the development of inclusive and effective language policies in international academic settings. Future researchers can further explore the evolving needs of international students in multilingual academic environments by addressing the English communication challenges identified in this study and implementing the recommended strategies. These insights will contribute meaningfully to the development of effective educational policies and pedagogical practices that support English language development in international programs. Ultimately, this will help ensure that students from diverse linguistic backgrounds, such as those from Myanmar, are better equipped to succeed academically, integrate socially, and achieve their full potential in globalized higher education settings.



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**APPENDICES**

## APPENDIX A

### PRELIMINARY QUESTIONNAIRE

#### Section 1: Demographic (Background Information)

အပိုင်း 1- လူဦးရေစာရင်း (နောက်ခံအချက်အလက်)

Please check the appropriate item on the following information that is true to you.

လိုအပ်သော အချက်အလက်များကို ဖြည့်စွက်ပြီး သက်ဆိုင်ရာ နေရာများတွင်

အမှန်ခြစ်ပါ။

1) What is your gender? သင်၏ဂျင်ဒါ ကိုဖော်ပြပေးပါ။

1. Male (ကျား)
2. Female(မ)
3. Prefer not to say(ဖော်ပြရန် ဆန္ဒမရှိပါ)

2) What is your year of study? သင်၏စာသင်နှစ်ကိုဖော်ပြပေးပါ။

1. 1st Year(ပထမနှစ်)
2. 2nd Year(ဒုတိယနှစ်)
3. 3rd Year(တတိယနှစ်)
4. 4th Year (စတုတ္ထနှစ်)

3) Field of study သင်ယခုလေ့လာနေသောဘာသာရပ်နယ်ပယ်ကို ဖော်ပြပေးပါ

1. Business(စီးပွားရေး)
2. Engineering(အင်ဂျင်နီယာ)
3. Medicine(ဆေးပညာ)
4. Economic(ဘေဇာဗေဒ)
5. Other(အခြား)

4) How long have you been studying in Thailand? သင် ထိုင်းမှာ

ကျောင်းတက်နေတာ ဘယ်လောက်ကြာပြီလဲ။

1. Less than 6 months(၆ လအောက်)
2. 6 months–1 year (၆လမှ-၁နှစ်ကြား)
3. 1–2 years(၁နှစ်မှ-၂ နှစ်ကြား)

<p>4. 2- 3 years (၂နှစ်မှ - ၃နှစ်ကြား)</p> <p>5. More than 3 years (၃ နှစ်ကျော်)</p>
<p>5)Do you have overseas experiences in which English must be used for communication? ဆက်သွယ်ရေးရာတွင် အင်္ဂလိပ်လိုအသုံးပြုရမည့် ပြည်ပအတွေ့အကြုံရှိဖူးပါသလား။</p> <p>1. Yes (ရှိပါသည်။)</p> <p>2. No(မရှိပါ။)</p>
<p>6)If you have overseas experiences in which English must be used for communication, then please specify the countries and the purpose of your stay. Skip the question if you don't have any. အကယ်၍ အင်္ဂလိပ်စာကို ဆက်သွယ်ရေးအတွက် အသုံးပြုရမည့် နိုင်ငံရပ်ခြား အတွေ့အကြုံများရှိပါက ကျေးဇူးပြု၍ နိုင်ငံများ၏ အမည်များနှင့် သင်နေထိုင်ရသည့် ရည်ရွယ်ချက်ကို ဖော်ပြပေးပါ။ (မရှိလျှင် ဖြေဆိုရန်မလိုအပ်ပါ။ )</p>
<p>7)Have you ever taken any formal English proficiency tests? If so, select all that apply. If not, select "No". တရားဝင် အင်္ဂလိပ်စာ အရည်အချင်းစစ် စာမေးပွဲတွေ ဖြေဆိုဖူးပါသလား။ ဖြေဆိုဖူးပါက သက်ဆိုင်သမျှကို ရွေးပါ။ မဖြေဆိုဖူးပါက "No" ကိုရွေးချယ်ပါ။</p> <p>IELTS TOFEL SAT ACT TOEIC TU-GET No</p>
<p>8)State your English proficiency test score. သင်၏ အင်္ဂလိပ်စာ အရည်အချင်းစစ် စာမေးပွဲရမှတ်ကို ဖော်ပြပါ။</p>

<p><b>Section 2: English Communication Use</b> အပိုင်း ၂- အင်္ဂလိပ်ဆက်သွယ်ရေးအသုံးပြုမှု</p>
<p>How often do you use English in these following situations? အောက်ပါအခြေအနေများတွင် သင်၏ အင်္ဂလိပ်ဘာသာစကားကို အသုံးပြုပုံကို ရွေးချယ်ပါ။</p>

Please choose the best response to these following question.  
အောက်ပါမေးခွန်းအတွက် အကောင်းဆုံးအဖြေကို ရွေးချယ်ပါ။

Likert Scale(Likert အတိုင်းအတာ)-

1 = Never (ဘယ်တော့မှ)

2 = Rarely (ရှားပါတယ်)

3 = Sometimes ( တစ်ခါတစ်ရံ)

4 = Often ( မကြာခဏ)

5 = Always (အမြဲတမ်း)

(2.1) - I use English during classroom lectures.စာသင်ခန်းထဲက  
သင်ခန်းစာပို့ချချက်အချိန်တွေမှာ အင်္ဂလိပ်စာကို အသုံးပြုတယ်။

(2.2) - I use English in group project discussions.အုပ်စုပရောဂျက် ဆွေးနွေးရာမှာ  
အင်္ဂလိပ်စာကို အသုံးပြုတယ်။

(2.3) - I use English when communicating with Thai  
classmates.ထိုင်းအတန်းဖော်တွေနဲ့ စကားပြောတဲ့အခါ အင်္ဂလိပ်စာကို အသုံးပြုတယ်။

(2.4) - I use English in writing academic assignments.စာစီစာကုံးတွေကစလို့  
သုတေသနစာတမ်း တွေအပါအဝင် ပညာရေးနယ်ပယ်က ရေးသားရတဲ့ စာတမ်း  
အမျိုးမျိုးရေးချိန်မှာ အင်္ဂလိပ်စာကို အသုံးပြုတယ်။

(2.5) - I use English in casual conversations with international students.နိုင်ငံတကာ  
ကျောင်းသားတွေနဲ့ ပေါ့ပေါ့ပါးပါး စကားပြောဆိုရာမှာ အင်္ဂလိပ်စာကို အသုံးပြုတယ်။

(2.6) - I use English in daily life outside university (e.g., shopping,  
commuting).တက္ကသိုလ်ပြင်ပ နေ့စဉ်ဘဝတွင် အင်္ဂလိပ်စာကို အသုံးပြုတယ်။ (ဥပမာ၊  
ဈေးဝယ်ထွက်ခြင်း၊ ခရီးသွားခြင်း)။

(2.7) - I communicate in English on social media or messaging  
platforms.ဆိုရှယ်မီဒီယာ သို့မဟုတ် စာတိုပေးပို့ခြင်း ပလပ်ဖောင်းများတွင်  
အင်္ဂလိပ်ဘာသာဖြင့် ဆက်သွယ်ပါတယ်။။

(2.8) - I practice English through entertainment (movies, music, YouTube, etc.).  
 ဖျော်ဖြေရေး (ရုပ်ရှင်၊ ဂီတ၊ YouTube စသည်ဖြင့်) အင်္ဂလိပ်ကို လေ့ကျင့်တယ်။

(2.9) - I intentionally seek opportunities to speak English in non-academic settings.  
 စာသင်ကြားချင်းဆိုင်ရာမဟုတ်သော နေရာများတွင်လည်း အင်္ဂလိပ်စကားပြောရန် အခွင့်အလမ်းများကို ရည်ရွယ်ချက်ရှိရှိ ရှာဖွေပါတယ်။

(2.10) - I switch between English and other languages(e.g. Burmese)  
 အင်္ဂလိပ်ဘာသာနှင့် အခြားဘာသာများ (ဥပမာ - မြန်မာဘာသာ) ကို လွယ်ကူအဆင်ပြေစွာ ပြောင်းလဲအသုံးပြုနိုင်သည်ဟု ခံစားရပါတယ်

**Section 3: English Communication Challenges**  
 အပိုင်း ၃- အင်္ဂလိပ်ဆက်သွယ်ရေး၏ စိန်ခေါ်မှုများ

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Which aspects of English communication are challenging for you? (Select all that apply)  
 အင်္ဂလိပ်စကားပြောဆက်သွယ်ရေး၏ မည်သည့်ကဏ္ဍများသည် သင့်အတွက် အခက်ခဲဆုံးဖြစ်သနည်း။ (သက်ဆိုင်သမျှကို ရွေးပါ)

Speaking (စကားပြောခြင်း)  
 Listening (နားထောင်ခြင်း)  
 Reading (စာဖတ်ခြင်း)  
 Writing (စာရေးခြင်း)

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What makes English Communication difficult for you while studying in an international program?  
 နိုင်ငံတကာပရိုဂရမ်တွင် ပညာသင်ကြားနေစဉ် English Communication ( အင်္ဂလိပ်စာဆက်သွယ်ခြင်း )သည် သင့်အတွက် ဘာတွေကြောင့် အခက်အခဲဖြစ်စေသနည်း။

Please choose the best response to these following question.  
 အောက်ပါမေးခွန်းအတွက် အကောင်းဆုံးအဖြေကို ရွေးချယ်ပါ။

Likert Scale(Likert အတိုင်းအတာ)-

1 = Never (ဘယ်တော့မှ)  
 2 = Rarely (ရှားပါတယ်)

3 = Sometimes ( တစ်ခါတစ်ရံ)

4 = Often ( မကြာခဏ)

5 = Always ( အမြဲတမ်း)

(3.1) - Lack of Academic Vocabulary (Academic ဝေါဟာရများ မဖြစ်ထွန်းခြင်း)

(3.2) - Lack of Grammar Knowledge (သဒ္ဒါဗျူဟာအပေါ် နားလည်မှုမရှိခြင်း)

(3.3) - Difficulty in Academic writing (Academic writing အရေးအသား၌ခက်ခဲမှုရှိခြင်း)

(3.4) - Difficulty to understand different English Accents(မတူညီသော အင်္ဂလိပ်အသံထွက်မျိုးစုံကို နားလည်ရန်ခက်ခဲခြင်း)

(3.5) - Difficulty to understand fast-paced discussions(လျင်မြန်သော ဆွေးနွေးမှုများကို နားလည်ရန် ခက်ခဲခြင်း)

(3.6) - Feeling of nervousness when speaking English in front of the class(အတန်းရှေ့မှာ အင်္ဂလိပ်စကားပြောတဲ့အခါ စိတ်လှုပ်ရှားမှုကြောင့် အခက်အခဲဖြစ်ခြင်း)

(3.7) - Fear of making mistakes (အမှားလုပ်မိမှာ ကြောက်ရွံ့ခြင်း)

(3.8) - Fear of being judged by others (တခြားသူတွေရဲ့ အကဲဖြတ်ခံရခြင်းအား ကြောက်ရွံ့ခြင်း)

(3.9) - Lack of confidence (အင်္ဂလိပ်ဆက်သွယ်မှုမှာ ယုံကြည်မှုမရှိခြင်း)

(3.10) - Feeling shy or hesitant to speak English(အင်္ဂလိပ်စကား ပြောဖို့ ရှက်ရွံ့ခြင်း (သို့) စိတ်လှုပ်ရှားမှုကြောင့် ရှောင်ရှားခြင်း)

(3.11) - Different levels of classmates' English proficiency(အတန်းဖော်များ၏ အင်္ဂလိပ်စာ ကျွမ်းကျင်မှု အဆင့်အမျိုးမျိုးကွာခြားခြင်း)

- (3.12) - Difficulty participating in group discussions or projects(အဖွဲ့လိုက် ဆွေးနွေးမှုများ သို့မဟုတ် စီမံကိန်းများတွင် ပါဝင်ရာတွင် အခက်အခဲရှိခြင်း)
- (3.13) - Different communication styles(ဆက်သွယ်ရေးစတိုင် ကွဲပြားခြင်း)
- (3.14) - Different sense of humor or sarcasm(ကွဲပြားခြားနားသောဟာသနဲ့ ထေ့ငေါ့ခြင်းကို နားမလည်နိုင်ခြင်း)
- (3.15) - Different ways of expressing disagreement or criticism(သဘောမတူမှုများ သို့မဟုတ် ဝေဖန်မှုများကို ဖော်ပြတဲ့နည်းလမ်းကွာခြားမှု)
- (3.16) - Different body languages (မတူညီသောကိုယ်လက်အမူအရာတွေကနေ ဖော်ပြနေတဲ့အဓိပ္ပာယ်များ)
- (3.17) - Different attitudes towards teachers(ဆရာဆရာမများအပေါ် သဘောထားကွဲပြားမှု)
- (3.18) - Different classroom atmosphere (မတူညီသော စာသင်ခန်း ၏ အငွေ့အသက် (သို့) ပတ်ဝန်းကျင်အတွေးအခေါ်များ)
- (3.19) - Different teaching methods (ကွဲပြားခြားနားသောသင်ကြားရေးနည်းလမ်းများ)
- (3.20) - Different academic expectations (e.g., critical thinking, participation)ပညာရေးဆိုင်ရာ မျှော်မှန်းချက်များကွာခြားခြင်း (ဥပမာ- ဝေဖန်တတ်မှု၊ ပါဝင်မှု)

Section 4: Strategies for Overcoming English Communication Challenges  
 အပိုင်း ၄- အင်္ဂလိပ်ဆက်သွယ်ရေး စိန်ခေါ်မှုများကို ကျော်လွှားရန် မဟာဗျူဟာများ

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The Effectiveness of the Strategies I Use to Overcome the Challenges in English Communication:  
 အင်္ဂလိပ်စာ ဆက်သွယ်ရေးတွင် ကြုံတွေ့ရသော စိန်ခေါ်မှုများကို ကျော်လွှားရန်အတွက် ကျွန်ုပ် အသုံးပြုသော မဟာဗျူဟာများ၏ ထိရောက်မှု

Please indicate your level of effectiveness with the following statements. ကျေးဇူးပြု၍ အောက်ပါဖော်ပြချက်များဖြင့် သင့်ထိရောက်မှုအဆင့်ကို ညွှန်ပြပါ။

Likert scale: (Likert အတိုင်းအတာ)-

Very Ineffective (အရမ်းမထိရောက်ဘူး) - 1

Ineffective (မထိရောက်ဘူး) -2

Neutral (ကြားနေ) -3

Effective (ထိရောက်သည်)-4

Very Effective (အလွန်ထိရောက်သည်)-5

(4.1) - Watching English movies/videos (အင်္ဂလိပ်ရုပ်ရှင်များ / ဗီဒီယိုများကြည့်ရှုခြင်း)

(4.2) - Using English learning apps or tools (e.g. Duolingo) (အင်္ဂလိပ်စာလေ့လာရေးအက်ပ်များ အသုံးပြုခြင်း (ဥပမာ Duolingo))

(4.3) - Reading English books/articles (အင်္ဂလိပ်စာအုပ်/ဆောင်းပါးများဖတ်ခြင်း)

(4.4) - Copying phrases or expressions used by others (အခြားသူများအသုံးပြုသော စကားစုများ သို့မဟုတ် အသုံးအနှုန်းများကို ကူးယူသုံးခြင်း)

(4.5) - Learning new English words/phrases regularly (အင်္ဂလိပ်စကားလုံး/စကားစုအသစ်များကို ပုံမှန်လေ့လာခြင်း)

(4.6) - Repeating or paraphrasing when misunderstood (တစ်စုံတစ်ယောက် မနားလည်လျှင် ပြန်လည်ဖော်ပြခြင်း သို့မဟုတ် အခြားနည်းဖြင့် ရှင်းပြခြင်း)

(4.7) - Asking others to speak slowly or clearly (အခြားသူများကို ဖြည်းညှင်းစွာ (သို့) ရှင်းရှင်းလင်းလင်း ပြောဆိုရန် တောင်းဆိုခြင်း)

(4.8) - Managing fear of making mistakes in English (အင်္ဂလိပ်လို အမှားပြုလုပ်မိမှာကို ကြောက်ရွံ့ခြင်းအား ထိန်းချုပ်ခြင်း)

(4.9) - Practicing English with friends/ classmates(သူငယ်ချင်း/အတန်းဖော်များနှင့် အင်္ဂလိပ်စာ လေ့ကျင့်ပြောဆိုခြင်း)

(4.10) - Speaking English in informal conversations(ပုံမှန်နေ့စဉ်ပြောဆိုမှုတွင်အင်္ဂလိပ်စကားပြောအား ပေါ့ပေါ့ပါးပါး အသုံးပြုပြောဆိုကြည့်ခြင်း)

(4.11) - Speaking with native English speakers(ဒေသခံအင်္ဂလိပ်စကားပြောသူများနှင့် စကားပြောခြင်း)

(4.12) - Asking friends for help with English (သူငယ်ချင်းများကို မိမိအား အင်္ဂလိပ်စာနှင့်ပတ်သက်၍ အကူအညီပေးရန်တောင်းဆိုခြင်း)

(4.13) - Working in pairs or small groups (အတွဲလိုက် သူငယ်ချင်းနှင့်အတူ (သို့) အဖွဲ့ဖွဲ့၍ အင်္ဂလိပ်လေ့ကျင့်ခြင်း )

(4.14) - Doing group assignments in English (အဖွဲ့လိုက် အဆိုင်မန်များတွင် အင်္ဂလိပ် အသုံးပြုခြင်း)

(4.15) - Using social media or online communities in English(e.g.English-speaking platforms like Reddit, Facebook groups, or language exchange forums)အင်တာနက်ပေါ်ရှိ အင်္ဂလိပ်ဘာသာ လူမှုကွန်ယက်များ သို့မဟုတ် ကျွမ်းကျင်သူများနှင့် ဆွေးနွေးရာအဖွဲ့များတွင် ပါဝင်ခြင်း

(4.16) - Attending university English workshops(တက္ကသိုလ်မှပေးအပ်သော အင်္ဂလိပ်စာ အလုပ်ရုံ ဆွေးနွေးပွဲများ တက်ရောက်ခြင်း)

(4.17) - Participating in orientation or cultural training(Orientationများ သို့မဟုတ် ယဉ်ကျေးမှုနှင့် ဆိုင်သော သင်တန်းများ တက်ရောက်ခြင်း)

(4.18) - Joining intercultural activities or events(ယဉ်ကျေးမှုဆိုင်ရာဖလှယ်ရေး လှုပ်ရှားမှုများ သို့မဟုတ် ပွဲလမ်းသဘင်များတွင် ပါဝင်ခြင်း)

(4.19) - Receiving support from lecturers/staff(ကထိက  
ဆရာများ/တက္ကသိုလ်ဝန်ထမ်းများထံမှ ပံ့ပိုးကူညီမှုရယူခြင်း)

(4.20) - Getting help from peer mentors or seniors(သက်တူရွယ်တူ နည်းပြများ  
(သို့)စီနီယာများထံမှ အကူအညီရယူခြင်း)

#### Comments and Suggestion

1. What are your comments or suggestions about the challenges you face when using English in your international program? (If any)

သင်တက်ရောက်နေသော အပြည်ပြည်ဆိုင်ရာသင်တန်းအတွင်း အင်္ဂလိပ်စာ  
အသုံးပြုရာတွင် ကြုံတွေ့ရသော အခက်အခဲများအကြောင်း သုံးသပ်ချက် သို့မဟုတ်  
အကြံပြုချက်များ ရှိပါကရေးပါ။

2. What are your comments or suggestions about the strategies that help you communicate better in English? (If any)

အင်္ဂလိပ်စကား ပြောဆိုဆက်သွယ်မှု တိုးတက်စေရန် သင့်အတွက် အသုံးဝင်သော  
နည်းလမ်းများနှင့် ဆိုင်သော သုံးသပ်ချက် သို့မဟုတ် အကြံပြုချက်များ ရှိပါကရေးပါ။