

The Participatory Development of Taxi Drivers' English-Speaking Guidebook for Cultural Tourism

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Article Info

Volume 83

Page Number: 1818 - 1833

Publication Issue:

July-August 2020

Abstract:

The objective of this study is to examine the effect of pronunciation, fluency, vocabulary, task performance, grammar and comprehensive on communication skills and English speaking. The current study examined the relationship between pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking. This study is an attempt to provide various key elements of English-speaking guidebook for the taxi drivers in Thailand. The current study followed questionnaire approach in which cross-sectional research design was preferred. Thus, by using a survey questionnaire, data were collected from the taxi drivers from Thailand. By using area cluster sampling, 650 questionnaires were distributed among the Thai taxi drivers. After data analysis through Smart PLS 3, it was found that pronunciation, fluency, vocabulary, grammar, comprehensive and communication skills has significant positive effect on English speaking. However, task performance has insignificant effect on English language. Additionally, it is found that communication skills are the mediating variable between comprehension and English language. Moreover, communication skills are also having mediating role between fluency and English language.

Keywords: Pronunciation, Fluency, Vocabulary, Task performance, Grammar, Comprehensive, Communication skills and English speaking

Article History

Article Received: 06 June 2020

Revised: 29 June 2020

Accepted: 14 July 2020

Publication: 25 July 2020

INTRODUCTION

English is an international language used on whole world. All countries follow English speaking for communication globally. Therefore, it has key importance in the world to communicate properly. All the companies are communicating through

English. In various countries, educational institutions are focusing on English language. Most of the countries are providing course work related to the English for the students. As the proper English language knowledge is required for the communication around the world. In this direct, better communication is required for the people.

Therefore, English language is most important for the communication (ALMUHAISEN, HABES, & ALGHIZZAWI, 2020).

There are various modes in English language, for instance, English speaking, English writing and English listening. The current study is limited to the English speaking only. English speaking is most crucial role in communication. For the proper communication, good English-speaking skills are required. Among all other mode of English language, English speaking is most important. As a person has good English-speaking skills, he or she also have English listening skills. As the English speaking and English listening are the most important skills for communication in English. For the institutions, they have well skilled employee in terms of English speaking because they deal with the other companies which require high English-speaking skills. The individual people who visit the other countries always require better English skills for speaking. Therefore, among all countries, English speaking skills are very important and required special intention by the government. Previous scholars also shows the vital importance of English speaking (Ban, Kimura & Oyabu, 2017; Franceschini et al., 2017; Yan, Goh, & Zhou, 2018).

Especially, English speaking skills are very important among the countries were the millions of people visits annually. In Thailand English speaking skills are very important because many visitors visit on daily basis. Therefore, the people of Thailand must have better English-speaking skills to communicate with the visitors. As people come from various countries and communicate in English only. Therefore, English speaking skills are mandatory for the Thai People. Especially, many tourists visit Thailand, especially, they visit the historical places. Therefore, it is very important to have better English speaking skills (Klee, Gavin, & Stokes, 2017; Lee, Schutz, van Vlack, & Martínez Agudo, 2017).

Moreover, specifically, English speaking is important because of cultural tourism. Millions of tourists visit Thailand in each year to visit various

cultural places. Moreover, millions of people visit the cultural events in Thailand. In this direction to facilitate these millions of people related to the cultural tourism, better English-speaking skills are required by the people. Cultural tourism is most famous in Thailand because of unique culture (Božić, Vujičić, Kennell, Besermenji, & Solarević, 2018). Therefore, to guide tourists, the people of Thailand must have good English-speaking skills.

The current study is concerned with the speaking skills of taxi drivers in Thailand. As taxi drivers has vital role in transportation and they transfer the passengers from one place to another place. They extensively communicate with the tourist coming from whole world because they provide the services to the tourist to visit various cultural places. Therefore, to facilitate tourist and facilitate them to reach on various places, the require better English-speaking skills. To understand the motives of tourists and to guide them, English speaking skills are always vital. Hence, taxi drivers English speaking skills are very important (SAENGON12, 2017). The English-speaking skills of Thai taxi drivers are very low due to having very low educational level. They always face difficulty while communicating with the tourists. These low-level communication skills with tourist shows negative role in tourist satisfaction.

However, the English-speaking skills of Thai taxi drivers can be improved with the help of developing a guidebook for the taxi drivers. With the help of guidebook, taxi drivers can increase their communication or English-speaking skills. A guidebook for English speaking is always helpful for the people (Safi'i & Tanjung, 2020). English guidebook should be based on very basic things about English speaking. According to the current study, the major elements of English guidebook should be; pronunciation, fluency, vocabulary, task performance, grammar and comprehensive. According to the current study, all these elements; pronunciation, fluency, vocabulary, task performance, grammar and comprehensive has

positive effect on communication skills which lead to the better English speaking. Figure 1 also shows the important elements of English-speaking skills.

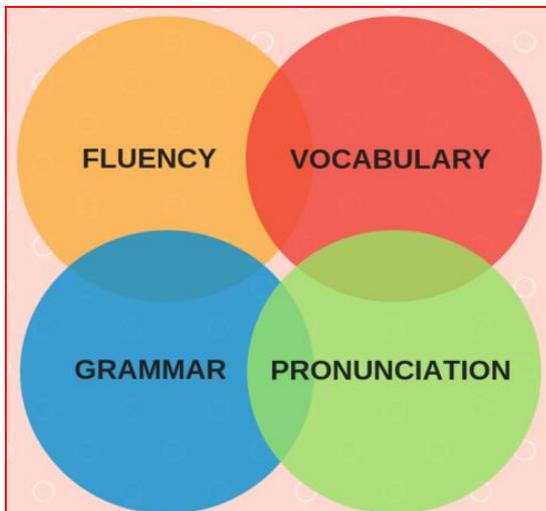


FIGURE I.
English Speaking Skills

Hence, objective of this study is to examine the effect of pronunciation, fluency, vocabulary, task performance, grammar and comprehensive on communication skills and English speaking. Number of studies present in the literature showing the English speaking skills (Scarpino, Hammer, Goldstein, Rodriguez, & Lopez, 2019; Subramaniam et al., 2019), however, these studies have not considered the guidebook for the taxi drivers to promote English speaking skills. Therefore, this study is an attempt to provide various key elements of English-speaking guidebook for the taxi drivers in Thailand. In this direction, the current study examined the relationship between pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking which is given in Figure 2.

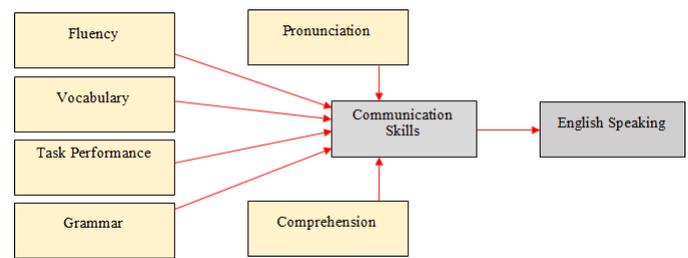


FIGURE 2.

Theoretical framework of the study showing the relationship between pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking

II. LITERATURE REVIEW

2.1. Pronunciation, Communication Skills and English Speaking

Pronunciation is one of the ways in which a word as well as a language is spoken. This may denote to usually agreed-upon orders of sounds used in speaking a given word as well as language in an exact dialect, or merely the way a specific individual speaks a word as well as language. Pronunciation has important relationship with communication skills. Better Pronunciation has the ability to influence positively on communication skills. Moreover, communication skills show positive role in English speaking. Better communication skills increase the English speaking. It is evident that Pronunciation lead to the communication skills and communication skills lead to the English speaking. Hence, pronunciation has important relationship with communication skills and English speaking (Al-Tamimi & Attamimi, 2018; Chien, Hwang, & Jong, 2020).

Hypothesis 1. Communication skills has positive effect on English speaking.

Hypothesis 2. Pronunciation has positive effect on communication skills.

Hypothesis 3. Communication skills mediates the relationship between pronunciation and English speaking.

2.2. Fluency, Communication Skills and English Speaking

Fluency can be described as the aptitude to read with speed, with accuracy, as well as proper expression. It is one of the most important elements in English language. It has major relationship with English communication. Better fluency in English increases the communication skills. Good fluency in speaking shows the better communication skills by a person. However, weak fluency in speaking shows the low-level communication skills by a person. Therefore, better communication always requires better fluency as it is given in literature that fluency and communication have major relationship (Boutakidis, Chao, & Rodríguez, 2011; Schofield et al., 2012). Previous studies show that fluency has positive effect on communication skills and communication skills has positive effect on English speaking.

Hypothesis 4. Fluency has positive effect on communication skills.

Hypothesis 5. Communication skills mediates the relationship between fluency and English speaking.

2.3. Vocabulary, Communication Skills and English Speaking

A vocabulary is a comprehensive set of accustomed words within a specific person's language, English or any other. As this study belongs to the English language, therefore, vocabulary can be described as accustomed words within a specific English language. A vocabulary, typically advanced with the increase in age, serves as a very valuable as well as important tool for communication as well as obtaining knowledge. Obtaining a widespread vocabulary is one of the main challenges in learning a second language. Vocabulary has major relationship with communication skills. Especially, vocabulary has significant relationship with English language communication skills. A significant relationship between vocabulary and communication shows positive role in English speaking (Fillenbaum,

Wallsten, Cohen, & Cox, 1991; Tehrani, Barati, & Youhanaee, 2013). Therefore, vocabulary has positive effect on communication skills which lead to the English speaking.

Hypothesis 6. Vocabulary has positive effect on communication skills.

Hypothesis 7. Communication skills mediates the relationship between vocabulary and English speaking.

2.4. Task Performance, Communication Skills and English Speaking

Task performance is one of the most important elements among the organizations. Better task performance always shows positive role towards overall performance. Increase in task performance increases the overall performance. Especially, task performance is linked with the employee (Ban & Oyabu, 2019; Ali, Naveed, ul Hameed, & Rizvi, 2018). Therefore, task performance as a variable is mostly studied among the business organizations. This is the very first study which examined the task performance in English speaking in relation to the taxi drivers in Thailand. In this context, task performance is measured in relation to the communication, for instance, if a person has better communication or English-speaking skills, he or she can perform better in any task. Task performance has most important role in communication which lead to the English speaking. The relationship between task performance and communication is already highlighted in the previous studies (Costa et al., 2019; Troth, Jordan, Lawrence, & Tse, 2012).

Hypothesis 8. Task performance has positive effect on communication skills.

Hypothesis 9. Communication skills mediates the relationship between task performance and English speaking.

2.5. Grammar, Communication Skills and English Speaking

The most important part of communication in English is grammar. Grammar has most vital role among the English-speaking skills. Better grammar lead to the better English speaking. Grammar is one of the ways we position words to make suitable sentences. Word level grammar covers verbs as well as tenses, nouns, adverbs etc. The person having good grammar generally has better speaking skills. However, weak grammar has negative effect on the English speaking skills. Therefore, among all factors, grammar is the most important part of English speaking. There is a direct relationship between grammar, communication and English speaking. Literature shows the major role of Grammar in English communication (Fauzan, 2019; Wendrajaya, Seken, & Marhaeni, 2017).

Hypothesis 10. Grammar has positive effect on communication skills.

Hypothesis 11. Communication skills mediates the relationship between grammar and English speaking.

2.6. Comprehension, Communication Skills and English Speaking

Above sections shows that pronunciation, fluency, vocabulary, task performance and grammar have positive effect on communication skills which lead to the English speaking. This section shows that comprehension has positive role in communication which causes to increase English speaking by the taxi drivers. Reading comprehension is the capability to process text, understand the text meaning, as well as to assimilate with what the reader already knows. It has vital role in English communication. Comprehension has positive effect on communication skills and communication skills has positive effect on English speaking. The relationship between comprehension and communication skills is discussed in literature which shows a direct relationship (Huang & Hong, 2016).

Hypothesis 12. comprehension has positive effect on communication skills.

Hypothesis 13. Communication skills mediates the relationship between comprehension and English speaking.

III. RESEARCH METHODOLOGY

The current study is based on the primary data in which a statistical software was used for data analysis. Statistical software, namely: Partial Least Square (PLS) was used for data analysis. Primary data was gathered with the help of survey instrument. A questionnaire was used for data collection. As the survey instrument, for instance, survey questionnaire is most important and suitable for data collection (Bowling, Bond, Jenkinson, & Lamping, 1999). Furthermore, while collecting data, a Likert scale was preferred. Finally, a questionnaire was designed to examine the relationship between pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking by using the already used measures in the literature related to the English communication. The measures from previous studies were adapted and used for the purpose of current study. Hence, this study followed questionnaire approach in which cross-sectional research design was preferred. Finally, the current study collected data from the taxi drivers from Thailand. Area cluster sampling is most suitable technique and it does not require sampling frame. In the current study, sampling frame was not available, therefore, area cluster sampling was used for data analysis (Ul-Hameed, Mohammad, & Shahar, 2018). Without using sampling frame, questionnaires were distributed among the taxi drivers in Thailand. Whole the questionnaires and objective of the study was described clearly to the respondents. The questionnaire was divided in the following two sections, 1) profile of respondents, and 2) Scale items related to the key variables; pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking. Finally, 650 questionnaires were distributed among the taxi drivers in Thailand. Total

350 questionnaires were returned and used in data analysis. Finally, preliminary analysis is given in appendix (Table 1).

IV. FINDINGS

Findings of the study was approached with the help of Partial Least Square (PLS) which is most recommended (F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014; J. F. Hair, 2010; J. F. Hair, Ringle, & Sarstedt, 2013; Henseler & Chin, 2010; Henseler et al., 2014). It is given in the Figure 3 that pronunciation is measured through five items, fluency is measured through five items, vocabulary is measured through four items, task performance is measured through five items, grammar is measured through five items, comprehensive is measured through five items and one was removed. Communication skills was measured through five items and one was removed and finally, English speaking was measured through two items and few items were deleted due to low factor loadings. It is found that all the variables; pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English

speaking have factor loadings above 0.4 as shown in Table 1.

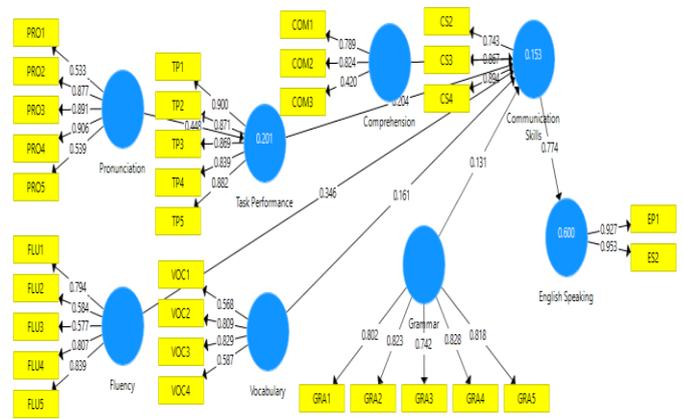


FIGURE III.
Measurement Model

TABLE I.
Factor Loadings

	Communication Skills	English Comprehension	English Speaking	Fluency	Grammar	Pronunciation	Task Performance	Vocabulary
COM1	0.789							
COM2	0.824							
COM3	0.42							
CS2		0.743						
CS3		0.867						
CS4		0.894						
EP1			0.927					
ES2			0.953					
FLU1				0.794				
FLU2				0.584				
FLU3				0.577				
FLU4				0.807				
FLU5				0.839				
GRA1					0.802			
GRA2					0.823			
GRA3					0.742			
GRA4					0.828			
GRA5					0.818			
PRO1						0.533		
PRO2						0.877		
PRO3						0.891		
PRO4						0.906		
PRO5						0.539		
TP1							0.9	
TP2							0.871	
TP3							0.869	
TP4							0.839	
TP5							0.882	
VOC1								0.568
VOC2								0.809
VOC3								0.829
VOC4								0.587

After the assessment of factor loadings, this study used composite reliability (CR) and average variance extracted (AVE) for reliability and validity

assessment. In this direction, results are given in Table 2. According to J. Hair, Hollingsworth, Randolph, and Chong (2017), CR and AVE should be above 0.7 and 0.5, respectively. It is found that all

the variables, namely; pronunciation, fluency, respectively. Furthermore, discriminant validity was vocabulary, task performance, grammar, assessed by using cross-loadings (Fornell & Larcker, 1981) which is given in Table 3. speaking have CR above 0.7 and AVE above 0.5,

TABLE II.
Reliability and Convergent Validity

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
Communication Skills	0.786	0.822	0.875	0.701
Comprehension	0.72	0.722	0.783	0.593
English Speaking	0.869	0.898	0.938	0.883
Fluency	0.778	0.805	0.847	0.532
Grammar	0.863	0.87	0.901	0.645
Pronunciation	0.827	0.891	0.873	0.592
Task Performance	0.922	0.923	0.941	0.761
Vocabulary	0.662	0.7	0.797	0.502

Note: PRO = Pronunciation; FLU = Fluency; VOC = Vocabulary; TP = Task Performance; GRA = Grammar; COM = Comprehensive; CS = Communication Skills; ES = English Speaking

TABLE III.
Cross-Loadings

	Communication Skills	Comprehension	English Speaking	Fluency	Grammar	Pronunciation	Task Performance	Vocabulary
COM1	0.214	0.789	0.109	0.31	0.777	0.368	0.705	0.416
COM2	0.219	0.824	0.096	0.352	0.773	0.343	0.702	0.458
COM3	-0.208	-0.42	-0.232	0.144	0.062	0.125	0.063	0.13
CS2	0.743	0.329	0.423	0.373	0.341	0.301	0.288	0.339
CS3	0.867	0.232	0.656	0.167	0.146	0.091	0.08	0.134
CS4	0.894	0.25	0.806	0.168	0.162	0.102	0.101	0.139
EP1	0.644	0.226	0.927	0.057	0.169	0.057	0.129	0.047
ES2	0.797	0.178	0.953	0.144	0.108	0.072	0.044	0.082
FLU1	0.215	0.155	0.078	0.794	0.244	0.373	0.222	0.617
FLU2	0.165	0.292	0.121	0.584	0.433	0.844	0.406	0.475
FLU3	0.116	0.32	0.057	0.577	0.464	0.854	0.414	0.51
FLU4	0.222	0.16	0.103	0.807	0.202	0.383	0.207	0.771
FLU5	0.216	0.122	0.053	0.839	0.228	0.524	0.222	0.809
GRA1	0.156	0.577	0.086	0.295	0.802	0.391	0.853	0.435
GRA2	0.204	0.595	0.139	0.296	0.823	0.398	0.763	0.437
GRA3	0.175	0.562	0.08	0.26	0.742	0.32	0.584	0.332
GRA4	0.217	0.654	0.142	0.352	0.828	0.386	0.699	0.447
GRA5	0.207	0.572	0.117	0.357	0.818	0.391	0.679	0.408
PRO1	0.219	0.095	0.046	0.793	0.199	0.533	0.201	0.792
PRO2	0.157	0.278	0.133	0.547	0.436	0.877	0.417	0.473
PRO3	0.108	0.271	0.028	0.526	0.434	0.891	0.391	0.488
PRO4	0.121	0.299	0.036	0.532	0.446	0.906	0.429	0.548
PRO5	0.162	0.085	0.002	0.804	0.183	0.539	0.198	0.795
TP1	0.158	0.584	0.102	0.335	0.764	0.394	0.9	0.445
TP2	0.141	0.565	0.041	0.318	0.799	0.421	0.871	0.453
TP3	0.131	0.57	0.062	0.304	0.763	0.396	0.869	0.451
TP4	0.153	0.609	0.073	0.333	0.772	0.369	0.839	0.527
TP5	0.162	0.586	0.103	0.324	0.762	0.371	0.882	0.43
VOC1	0.113	0.301	0.045	0.539	0.445	0.878	0.439	0.568
VOC2	0.182	0.153	0.06	0.763	0.204	0.378	0.189	0.809
VOC3	0.19	0.107	0.044	0.809	0.214	0.516	0.202	0.829
VOC4	0.142	0.604	0.053	0.337	0.733	0.399	0.819	0.587

Note: PRO = Pronunciation; FLU = Fluency; VOC = Vocabulary; TP = Task Performance; GRA = Grammar; COM = Comprehensive; CS = Communication Skills; ES = English Speaking

This study examined the direct effect of pronunciation on communication skills. The direct effect of fluency and vocabulary was also examined on communication skills. Moreover, this study also examined the direct effect of task performance on communication skills. The direct effect of grammar and comprehensive was examined on communication skills. Finally, the direct effect of communication skills was examined on English speaking. The step of analysis was performed with the help of PLS structural model (J. F. Hair, Sarstedt, Pieper, & Ringle, 2012; Hameed, Basheer, Iqbal, Anwar, & Ahmad, 2018; Henseler & Fassott, 2010; Henseler, Ringle, & Sinkovics, 2009). Results of the study are given in Table 4 and Figure 4. It is found that pronunciation has positive effect on communication skills. Fluency and vocabulary also have positive effect on communication skills. However, task performance has insignificant effect on communication skills. Grammar and comprehensive has positive effect on communication skills. Finally, it is found that communication skills have positive effect on English speaking. Therefore, these results highlighted that pronunciation, fluency, vocabulary, grammar and comprehensive has positive effect on communication skills.

All the mediation effect is given in Table 5. This study examined the mediation effect of communication skills between pronunciation and English speaking. The mediation effect of communication skills was examined between fluency and English speaking. Moreover, mediation effect of communication skills was examined between vocabulary and English speaking. The mediation effect of communication skills was examined between task performance and English

speaking. The last mediation effect of communication skills was examined between comprehensive and English speaking. Results of the mediation effect highlighted that mediation effect of communication skills is significant between comprehension and English speaking with t-value 3.076. Moreover, the mediation effect highlighted that mediation effect of communication skills is significant between fluency and English speaking with t-value 2.744. However, it is found that mediation effect of communication skills between vocabulary and English speaking is not significant as t-value is 1.237. The mediation effect of communication skills between grammar and English speaking was also not significant with t-value 0.956. The mediation effect of communication skills between task performance and English speaking is also insignificant with t-value 1.507.

Figure 3 highlighted the r-square value which is 0.6 for English speaking. According to Richins and Root-Shaffer (1988), the variance in English speaking is moderate. It shows that all the variables; pronunciation, fluency, vocabulary, task performance, grammar, comprehensive and communication skills have the ability to bring 60% change in English speaking. Moreover, r-square for communication skills is 0.153 which is weak. It shows that; pronunciation, fluency, vocabulary, task performance, grammar and comprehensive has the ability to bring 15.3% change in communication skills.

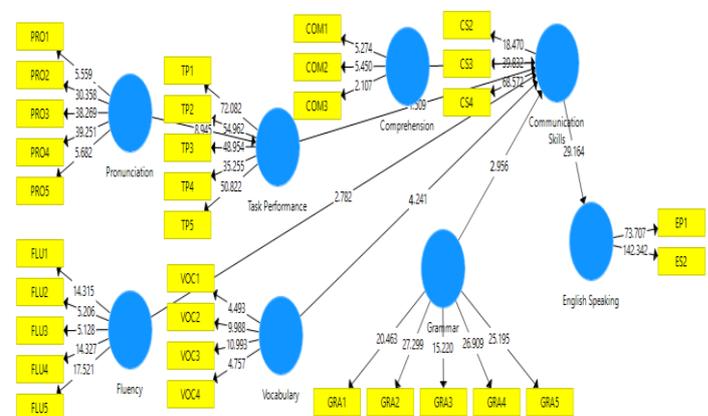


FIGURE IV.
Structural Model

TABLE IV.
Direct Effect Results

	(O)	(M)	SD	T Statistics	P Values
Communication Skills -> English Speaking Comprehension -> Communication Skills Fluency -> Communication Skills Grammar -> Communication Skills Pronunciation -> Task Performance Task Performance -> Communication Skills Vocabulary -> Communication Skills	0.774	0.775	0.027	29.164	0
	0.323	0.304	0.104	3.106	0.002
	0.346	0.335	0.124	2.782	0.006
	0.131	0.174	0.045	2.956	0.003
	0.448	0.454	0.05	8.945	0
	0.204	0.232	0.135	1.509	0.132
	0.161	0.145	0.038	4.241	0

Note: PRO = Pronunciation; FLU = Fluency; VOC = Vocabulary; TP = Task Performance; GRA = Grammar; COM = Comprehensive; CS = Communication Skills; ES = English Speaking

TABLE V.
Indirect Effect Results

	(O)	(M)	SD	T Statistics	P Values
Pronunciation -> Task Performance -> Communication Skills Comprehension -> Communication Skills	0.091	0.106	0.062	1.463	0.144
	0.25	0.236	0.081	3.076	0.002

English Speaking Fluency -> Communication Skills ->					
English Speaking Grammar -> Communication Skills ->	0.268	0.26	0.098	2.744	0.006
English Speaking Task Performance -> Communication Skills ->	0.101	0.135	0.106	0.956	0.339
English Speaking Pronunciation -> Task Performance -> Communication Skills ->	0.158	0.18	0.105	1.507	0.132
English Speaking Vocabulary -> Communication Skills ->	0.071	0.082	0.048	1.459	0.145
English Speaking	0.125	0.113	0.101	1.237	0.217

Note: PRO = Pronunciation; FLU = Fluency; VOC = Vocabulary; TP = Task Performance; GRA = Grammar; COM = Comprehensive; CS = Communication Skills; ES = English Speaking

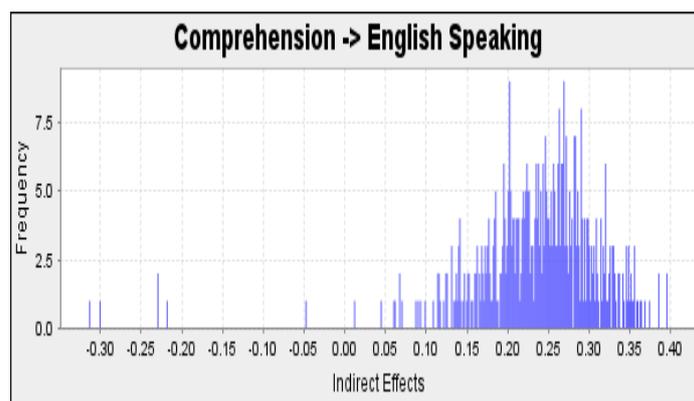


FIGURE V.

Mediation Effect Histogram: Comprehension -> Communication Skills -> English Speaking

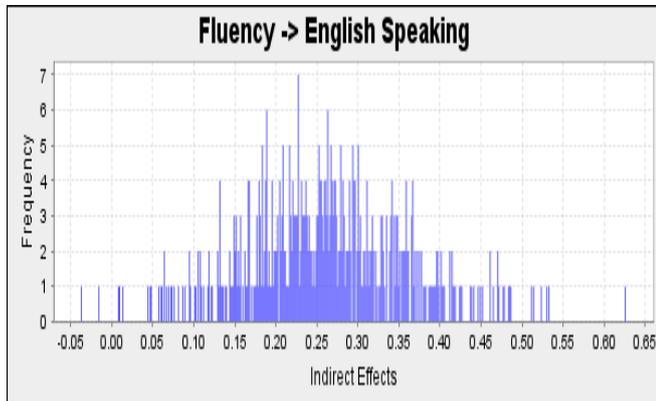


FIGURE VI.

Mediation Effect Histogram: Fluency -> Communication Skills -> English Speaking

communication skills enhance the English-speaking skills of taxi drivers. Therefore, English speaking guidebook for the taxi drivers should include; pronunciation, fluency, vocabulary, grammar and comprehensive.

5.1. Implications of the Study

First, this study found valuable elements of the English-speaking guidebook for the taxi drivers which is investigated by examining the relationship between pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking. This is the most valuable contribution by the current study which is not examined in the previous studies. Second, mediating role of communication skills between comprehension and English language was investigated. Furthermore, communication skills are also found as mediating variable between fluency and English language. These findings also have practical implications to develop a comprehensive system for taxi derive learning related to the English speaking.

V. CONCLUSION

This study is an attempt to provide various key elements of English-speaking guidebook for the taxi drivers in Thailand. The current study examined the relationship between pronunciation, fluency, vocabulary, task performance, grammar, comprehensive, communication skills and English speaking. In this regard, the objective of this study was to examine the effect of pronunciation, fluency, vocabulary, task performance, grammar and comprehensive on communication skills and English speaking. Results of the study shows that pronunciation and fluency have positive role to enhance communication skills which lead to the English-speaking skills. Moreover, vocabulary and grammar have positive effect on communication skills. Increase in vocabulary and grammar increases the communication skills and increases in communication skills finally shows positive effect on English speaking of the taxi drivers in Thailand. Moreover, it is found that comprehensive has positive effect on communication skills which lead to the English speaking. Therefore, pronunciation, fluency, vocabulary, grammar and comprehensive improves the communication skills and

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Appendix

TABLE I.
 Data Screening

	No.	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
CM1	1	0	3.541	4	1	5	0.911	-0.376	-0.552
PRO1	2	0	3.478	4	1	5	1.114	-1.567	-0.396
PRO2	3	0	2.693	4	1	5	1.319	-0.58	-1.793
PRO3	4	0	3.648	4	1	5	1.358	-0.698	-0.735
PRO4	5	0	3.585	4	1	5	1.379	-0.643	-0.809
PRO5	6	0	3.448	4	1	5	1.107	-0.57	-0.363
FLU1	7	0	3.448	4	1	5	1.227	-0.874	-0.399
FLU2	8	0	3.656	4	1	5	1.287	-1.485	-1.805
FLU3	9	0	2.985	4	1	5	1.336	-0.57	-0.813
FLU4	10	0	3.515	4	1	5	0.994	-0.331	-0.549
FLU5	11	0	3.507	4	1	5	1.118	-0.539	-0.458
VOC1	12	0	3.585	4	1	5	1.384	-0.671	-0.792
VOC2	13	0	3.563	4	1	5	1.123	-0.405	-1.561
VOC3	14	0	3.493	4	1	5	1.118	-0.506	-0.469
VOC4	15	0	3.433	4	1	5	1.227	-0.683	-0.523
TP1	16	0	3.415	4	1	5	1.232	-0.672	-0.532
TP2	17	0	3.341	4	1	5	0.933	-1.812	-0.434
TP3	18	0	3.437	4	1	5	1.283	-0.839	-0.5
TP4	19	0	3.474	4	1	5	1.231	-0.629	-0.568
TP5	20	0	2.981	4	1	5	1.243	-0.675	-1.556
GRA1	21	0	3.378	4	1	5	1.255	-1.866	-0.404
GRA2	22	0	3.578	4	1	5	1.235	-0.666	-0.565
GRA3	23	0	3.574	4	1	5	1.132	-0.625	-0.478

GRA4	24	0	3.681	4	1	5	1.32	-0.71	-1.708
GRA5	25	0	3.611	4	1	5	1.247	-1.663	-0.612
COM1	26	0	3.515	4	1	6	1.27	-0.819	-0.448
COM2	27	0	3.593	4	1	6	1.188	-0.667	-0.475
COM3	28	0	4.074	4	1	5	0.948	0.917	-1.015
COM4	29	0	4.033	4	1	5	0.983	0.479	-0.962
CS1	30	0	3.504	4	1	5	1.131	-0.668	-0.511
CS2	31	0	3.059	3	1	5	1.169	-1.32	0.29
CS3	32	0	3.033	4	1	5	1.227	-1.367	-0.148
CS4	33	0	3.015	4	1	5	1.279	-1.411	-0.081
EP1	34	0	3.189	3	1	5	1.128	-0.663	-0.471
ES2	35	0	3.037	4	1	5	1.235	-1.385	-0.094
ES3	36	0	4.144	4	3	5	0.724	-1.072	-0.227
ES4	37	0	4.093	4	3	5	0.752	-1.221	-0.154
ES5	38	0	4.033	4	3	5	0.747	-1.207	-0.054
ES6	39	0	4.104	4	3	5	0.733	-1.128	-0.165
ES7	40	0	4.037	4	3	5	0.709	-1.006	-0.053
ES8	41	0	4.27	4	3	5	0.67	-0.797	-0.38

Note: PRO = Pronunciation; FLU = Fluency; VOC = Vocabulary; TP = Task Performance; GRA = Grammar; COM = Comprehensive; CS = Communication Skills; ES = English Speaking