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### THE DEVELOPMENT OF SOUND BOOK FOR ENGLISH COMMUNICATIVE SKILLS FOR TAXI DRIVERS

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Keywords: English communicative skills, Verbal communication, Written communication, Non-verbal communication, Problem solving, Flexibility, Interpersonal skills, Taxi driver.

#### **ABSTRACT**

The current study is based on the communication skills of taxi drives of Thailand. This study is an attempt to highlight various elements to develop a book related to the English communicative skills of taxi drivers. English communicative skills of taxi drives were not examined by the previous studies; therefore, this study is unique in nature. The objective of this study is to examine the effect of verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills on English communicative skills of taxi drivers. Data were collected from the taxi drives in Thailand. 300 questionnaires were distributed among the taxi drivers. Data were analyzed by using Partial Least Square (PLS). Finally, results of the study show that verbal communication and non-verbal communication has positive effect on English language communicative skills of taxi drivers. Moreover, written communication also shows positive role to enhance English communicative skills. Further to this, it is highlighted that problem-solving ability and flexibility also shows positive role in English communicative skills. Finally, interpersonal skills also show positive influence on English communicative skills of taxi drivers in Thailand.

## INTRODUCTION

There are number of taxi drivers are working in Thailand. Most of the taxi drivers are working in big cities of Thailand. These taxi drivers have significant importance in cities of Thailand to transfer passengers from one place to another place. Particularly, private taxi drivers have major importance because these drivers are sharing the government burden to provide the facilities of transportation in the cities. Although the public transportation is also available in the city, however, it is not sufficient because large number of people move from one place to another place on daily basis which require taxi services. Therefore, taxi services in big cities are very important for passengers (Wang, Zhang, Fu, Li, & Liu, 2020).

In Thailand, people come from various countries which require taxi services. Especially, people required good quality taxi services. Generally, taxi services in Thailand has importance for the tourist coming from various countries. Quality of transportation services important in this aspect to facilitate tourist with better quality services. In this direction, private transportation services are key to provide quality services. As the tourism in Thailand has great importance (Polnyotee & Leruksa, 2019), that is why huge number of tourist visit in each year and avail the taxi services. Along with this, taxi services are one of the continuous sources of generating revenue. It provides the livelihood opportunities for the thousands of people in Thailand. These taxi services are contributing to the nations economy with the help of generating value through various livelihood opportunities for the general public. Therefore, the importance of taxi services in Thailand cannot be neglected (Arphorn, Ishimaru, Hara, & Mahasandana, 2018). In the city of Bangkok, these services have great importance and required on wide ranges.

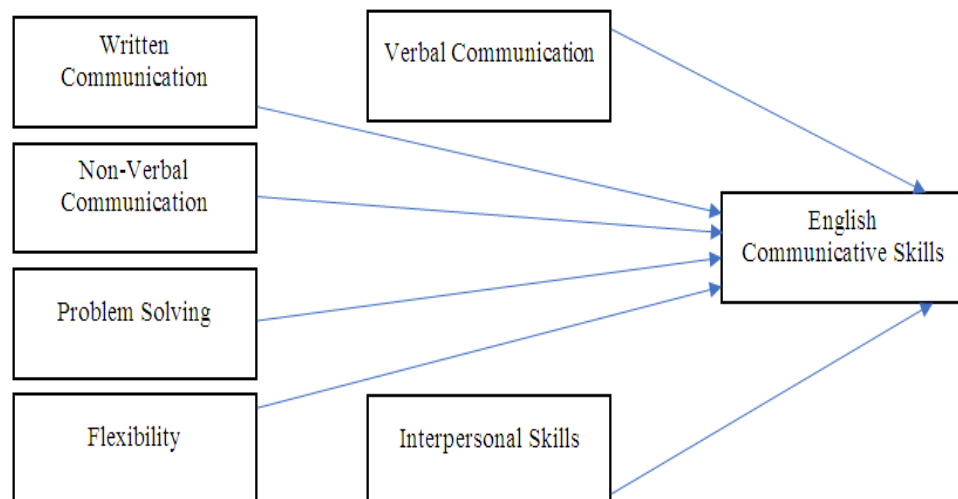
However, taxi drives are facing different issues related to the communication. As mentioned above, in each year, millions of tourist visits Thailand and they use taxi services. As different people from different nations has different languages, that is why they need to follow English language because in the whole world, English language is the way of communication. However, the English language level by the taxi drivers is not having sufficient quality. The English language communication skills are very low which shows negative effect on tourists in Thailand. Most of the taxi drivers are not well educated. Low level of education by the taxi drivers decreases their English language communication skills. Due to not having good communication skills, taxi drivers cannot understand the actual meaning of people coming from other countries, in that case, taxi drivers cannot accommodate these people. Therefore, decrease in the communication decreases the quality of services which shows negative effect on the visitors. Thus, English language communication has vital importance to communicate (Morrice, Tip, Collyer, & Brown, 2019; Putra, 2018). In this direction, government of Thailand should focus on this issue and try to provide the solution for this problem. It is quite important because it has direct link with the tourism industry having significant potential to affect the satisfaction level of tourists.

This issue of English communication skills of Thailand taxi drivers can be resolved with the help of various factors and by providing a handbook to improve English language skills. Training should be given to the taxi drivers related to the English language. According to the current study, verbal communication of the taxi drivers should be high to communicate with the people. Verbal communication has positive role to promote English language communicative skills. Moreover, somehow, taxi drivers are also required written communication. In this regards, written communication should also be on satisfactory level to promote English language communicative skills. Along with the verbal communication, non-verbal communication by the drivers is also quite important and to attract the people. Furthermore, during the communication, taxi drivers may face any problem from the side of people, especially, the people who want to travel from one place to another place. In that case, problem solving ability is also required for better communication. It is one of the parts of communication which is required to

communicate effectively with the people. Moreover, flexibility by the taxi drivers is also required as it increase the English language communication beauty between two parties. Finally, English language communication required interpersonal skills. Better interpersonal skills have positive role in English communicative skills.

The objective of this study is to examine the effect of verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills on English communicative skills of taxi drivers. Therefore, this study examined the relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills of taxi drivers in Thailand. Various previous scholars examined the role of English communicative skills (Abdul Aal, 2017; Galskova, Komochkina, & Selezneva, 2020; Putra, 2018), however, literature did not cover the element of English language communication skills by the taxi drivers. Particularly, the English communicative skills of taxi drivers in the context of Thailand is not examined. Hence, the current study is vital implication for the literature. Figure 1 shows the relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills.

**Figure 1:** Theoretical framework of the study showing the relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills



## LITERATURE REVIEW

### *Verbal communication and English communicative skills*

Communication skills are aptitudes an individual person use when giving as well as receiving diverse kinds of information. For instances, it comprises communicating ideas, feelings or what's happening around people. Communication skills include listening, speaking, observing as well as empathizing. Various elements such as listening, speaking and observing has key role in better communication. Verbal communication is an important type of communication. Verbal communication is the utilization of sounds as well as words to direct yourself, particularly in contrast to using signs or mannerisms. Verbal communication is the mandatory part of communication (Ban & Oyabu, 2019; Frye et al., 2018; Pavlenko, 2019) which has important relationship with English language communication. Better verbal communication promotes the English language communication. Therefore, to improve the taxi driver's communication, verbal communication should be added to develop an English language communication book for the taxi drivers in Thailand.

*Hypothesis 1: Verbal communication has positive effect on English communicative skills.*

#### ***Written communication and English communicative skills***

Written Communication' denotes to the sending of different messages, in orders or commands in writing through letters, various circulars, manuals, different reports, telegrams, various office memos and bulletins. It is an official process of communication as well as is less flexible. It is also the important part of communication. In respect to the English language, it is the important part of English language communication. Better written communication has positive role to enhance overall communication quality. According to the studies, written communication is major part of English language communication skills (Cooper & Greenbaum, 1986; Frederiksen & Dominic, 1981). However, in case of taxi drivers, written communication use is very rare. But it should be the part of handbook for the taxi drivers as to build a better English communication skill, written communication is mandatory element.

*Hypothesis 2: Written communication has positive effect on English communicative skills.*

#### ***Non-verbal communication and English communicative skills***

Non-verbal communication is another important part of English communication skill. Better skills of non-verbal communication have positive role to develop good English language communication. Nonverbal communication can be described as transmission of various messages or signals with the help of a nonverbal platform which include eye contact, different types of facial expressions, signs, posture, as well as the distance between two individuals. It is the most vital part of English language communication as the English language communication has many types and non-verbal communication is one of the important types (Abney, Dale, Louwerse, & Kello, 2018; Ban & Oyabu, 2019a; Santangelo et al., 2020). In any type of communication, non-verbal communication is important element. Therefore, to build vital English language communication skills among the taxi drivers, non-verbal communication is very important.

*Hypothesis 3: Non-verbal communication has positive effect on English communicative skills.*

#### ***Problem solving and English communicative skills***

Problem solving is the most important ability of an individual. It has most importance for the solution of conflicts. As in any communication, rise of problems is common. Therefore, to bring normal situation between two parties, a person must have problem solving capability. While effective communication, problem solving capability is most important. In case of taxi driver, problem arises during the communication between taxi driver and passenger, therefore, in this situation, if the taxi driver has better problem-solving capability, he or she will handle the situation and the communication will become effective communication. Hence, problem solving is the important part of English communicative skills (Chapanis, Ochsman, Parrish, & Weeks, 1972; Wahjuni & IP, 2012). Therefore, to develop good English communicative skills, problem solving is very important and crucial part of communication.

*Hypothesis 4: Problem solving has positive effect on English communicative skills.*

### ***Flexibility and English communicative skills***

Flexibility in communication can be described as the change in communication style as per need. It shows positive outcomes for listener. As the current study is talking about the taxi drivers, therefore, in this case the changes in the communication style by the taxi driver shows positive effect on English communicative skills. While taking, changing communication style increase the understanding and clarity in the discussion. Therefore, communication flexibility is the important part of communication. Various previous studies are also showing the importance of flexibility in English communication (Gruenfeld, Thomas-Hunt, & Kim, 1998; Ng, Butts, Vandenberg, DeJoy, & Wilson, 2006). This flexibility in communication has vital role in taxi driver's communication skills. Thus, flexibility has positive effect on English communicative skills which is proposed in below hypothesis.

*Hypothesis 5: Flexibility has positive effect on English communicative skills.*

### ***Interpersonal skills and English communicative skills***

*Interpersonal skills* are the actions as well as tactics a person uses to interact with others effectively. It is based on the emotional state of an individual during communication. It also has relationship with emotional intelligence. Emotional intelligence is one of the capabilities to understand as well as handle a person's own emotions, and the people around. Generally, it is linked with the employees of the organization (Ban, Kimura & Oyabu, 2017; Hamid, Shahid, Hameed, Amin, & Mehmood, 2019), however, in the current study it is based on the English language skills. People with a very high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. It is the important part of communication skills. Better communication is linked with the interpersonal skills (Phillips, Leventhal, & Leventhal, 2012; Yudkowsky, Alseidi, & Cintron, 2004).

*Hypothesis 6: Interpersonal skills have positive effect on English communicative skills.*

## **METHODOLOGY**

This study used statistical tool for data analysis. The statistical tool namely; Partial Least Square (PLS) was used for data analysis. While applying PLS, Structural Equation Modeling (SEM) was applied as most famous technique for data analysis. Furthermore, Smart PLS version 3 was used for data analysis. Smart PLS has the ability to provide the results of very complex model even on a single click. It also has various other advantages such as it does not require normality of the data. Moreover, PLS-SEM is quite suitable while analyzing data on small sample size. PLS is quite reliable in primary data analysis, therefore, first of all, this study collected primary data from the respondents. This study collected primary data through survey. A questionnaire survey was performed to collect the data. Therefore, a questionnaire was used to measure the relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills. To design a questionnaire, various measures were used from the previous studies to measure variables, namely; verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills. Further to this, to develop a questionnaire, 5-point Likert scale was used by the current study. Finally, after development of the questionnaires, data were collected from the taxi drives in Thailand. Therefore, questionnaires were distributed among the taxi drivers. Furthermore, questionnaires were distributed among the taxi drivers by using simple random sampling (Siuly, Li, & Wen, 2011). This is most appropriate technique in the current nature of the study. Because, simple random sampling provides the opportunity for each responded to participate equally in the survey. As it provides the equal chances for each responded while data collection. Hence, with

the help of simple random sampling, 300 questionnaires were distributed among the taxi drivers. Only those taxi drivers were selected which were doing this job from last three years because these taxi drivers have better idea about the whole situation regarding English language communicative skills. The questionnaire was separated in to two major parts. The second part was based on scale items of key variables, namely; verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills. The first part was based on the information's related to the respondents. Finally, after the data collection, data were entered in to the excel sheet to proceed for the further analysis.

**Table 1:** Data Statistics

	No.	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
WC1	1	0	3.522	4	1	5	1.4	-0.893	-0.658
WC2	2	0	3.399	4	1	5	1.201	-0.69	-0.441
WC3	3	0	3.36	4	1	5	1.247	-0.918	-0.353
WC4	4	0	3.417	4	1	5	1.169	-0.46	-0.594
WC5	5	0	3.386	4	1	5	1.236	-0.72	-0.473
WC6	6	0	3.254	3	1	5	1.165	-0.737	-0.357
NVC1	7	0	3.43	4	1	5	1.242	-0.671	-0.502
NVC2	8	0	3.456	4	1	5	1.129	-0.349	-0.507
NVC3	9	0	3.548	4	1	5	1.129	-0.504	-0.554
NVC4	10	0	3.605	4	1	5	1.338	-0.809	-0.652
NVC5	11	0	3.553	4	1	5	1.215	-0.59	-0.567
NVC6	12	0	3.57	4	1	6	1.308	-0.836	-0.504
PS1	13	0	3.474	4	1	5	1.152	-0.574	-0.48
PS2	14	0	3.461	4	1	5	1.309	-1.062	-0.38
PS3	15	0	3.465	4	1	6	1.309	-0.838	-0.389
PS4	16	0	3.456	3	1	5	1.129	-0.648	-0.305
PS5	17	0	3.465	4	1	5	1.133	-0.658	-0.313
PS6	18	0	3.452	4	1	5	1.171	-0.393	-0.643
FLE1	19	0	3.461	4	1	5	1.247	-0.727	-0.517
FLE2	20	0	3.32	3	1	5	1.206	-0.796	-0.35
FLE3	21	0	3.557	4	1	5	1.185	-0.487	-0.551
FLE4	22	0	3.57	4	1	5	1.158	-0.629	-0.504
FLE5	23	0	3.614	4	1	5	1.331	-0.753	-0.691
FLE6	24	0	3.579	4	1	5	1.231	-0.63	-0.574
VC1	25	0	3.518	4	1	6	1.275	-0.766	-0.48
VC2	26	0	3.557	4	1	5	1.189	-0.617	-0.538
VC3	27	0	3.952	4	1	5	0.947	0.274	-0.745
VC4	28	0	3.921	4	1	5	0.947	0.095	-0.714
VC5	29	0	3.412	4	1	5	1.168	-0.925	-0.385
IS1	30	0	3.11	3	1	5	1.159	-1.354	0.261
IS2	31	0	3.254	4	1	5	1.216	-0.958	-0.646
IS3	32	0	3.36	4	1	5	1.233	-0.864	-0.684
IS4	33	0	3.5	4	1	5	1.015	0.722	-1.127
IS5	34	0	3.333	4	1	5	1.182	-0.801	-0.735
IS6	35	0	4.127	4	3	5	0.711	-1.013	-0.19
ECS1	36	0	4.039	4	3	5	0.745	-1.198	-0.064
ECS2	37	0	3.956	4	3	5	0.736	-1.152	0.069
ECS3	38	0	4.061	4	3	5	0.723	-1.082	-0.094
ECS4	39	0	3.996	4	3	5	0.666	-0.732	0.005
ECS5	40	0	4.206	4	3	5	0.692	-0.907	-0.301

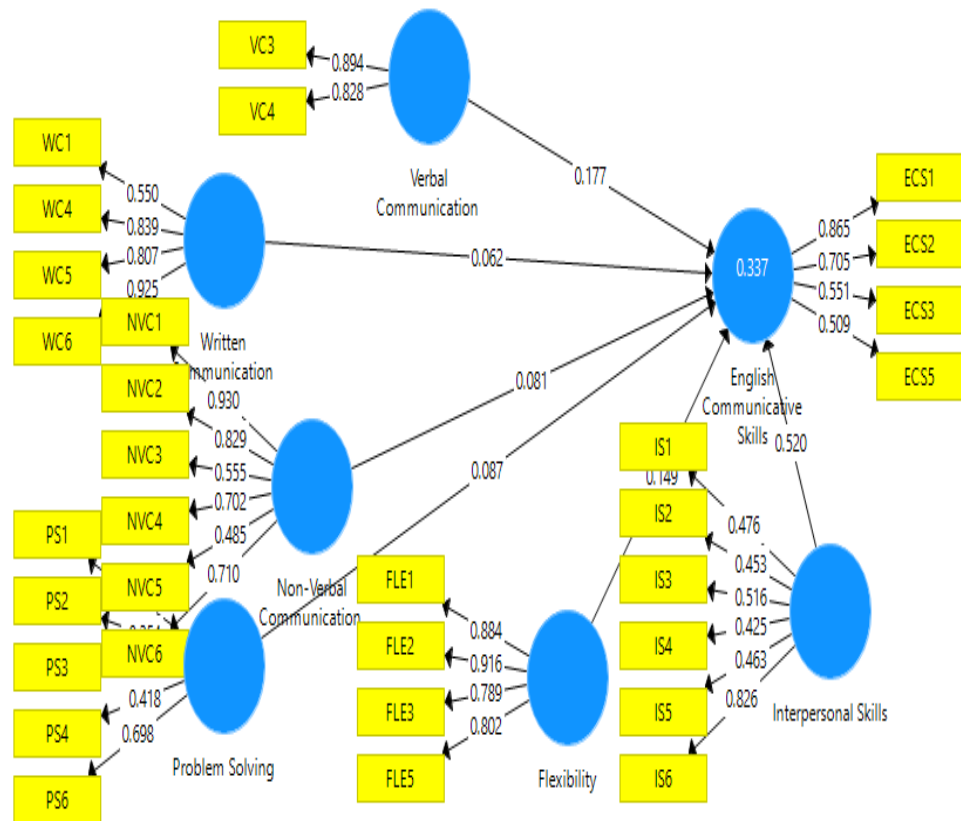
**Note:** VC = Verbal Communication; WC = Written Communication; NVC = Non-Verbal Communication; PS = Problem Solving; FLE = Flexibility; ISE = Interpersonal Skills and English Communicative Skills

**FINDINGS**

First of all, data screening was carried out as given in Table 1. It shows that data has no missing value (Aydin & ŞENOĞLU, 2018). It also shows that data has no outlier. Moreover, normality is given for data, however, this study used Partial Least Square (PLS) which does not require normality of data (Barroso, Carrión, & Roldán, 2010; F. Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014).

Data were analyzed by using Partial Least Square (PLS) which is used and recommended by many studies (Hameed, Basheer, Iqbal, Anwar, & Ahmad, 2018; Henseler & Chin, 2010; Henseler et al., 2014; Henseler, Ringle, & Sinkovics, 2009). Figure 2 highlighted that verbal communication was measured through four items and 2 were removed, written communication is measured by using six items and one was deleted, problem solving was measured by using six scale items. Flexibility was measured by using five items and one was deleted and interpersonal skills was measured by using five items and one was deleted. It is found that; verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communication skills has factor loadings above 0.4 which is minimum level to achieve. Factor loadings are given in Table 2.

**Figure 2:** Measurement Model.



**Table 2:** Factor Loadings

	English Communicative Skills	Flexibility	Interpersonal Skills	Non-Verbal Communication	Problem Solving	Verbal Communication	Written Communication
ECS1	0.865						
ECS2	0.705						
ECS3	0.551						
ECS5	0.509						
FLE1		0.884					
FLE2		0.916					
FLE3		0.789					
FLE5		0.802					
IS1			0.476				
IS2			0.453				
IS3			0.516				
IS4			0.425				
IS5			0.463				
IS6			0.826				
NVC1				0.93			
NVC2				0.829			
NVC3				0.555			
NVC4				0.702			
NVC5				0.485			
NVC6				0.71			
PS1					0.467		
PS2					0.454		
PS3					0.466		
PS4					0.418		
PS6					0.698		
VC3						0.894	
VC4						0.828	
WC1							0.55
WC4							0.839
WC5							0.807
WC6							0.925

**Note:** VC = Verbal Communication; WC = Written Communication; NVC = Non-Verbal Communication; PS = Problem Solving; FLE = Flexibility; ISE = Interpersonal Skills and English Communicative Skills

**Table 3:** Reliability and Convergent Validity

	Alpha	rho_A	CR	(AVE)
English Communicative Skills	0.707	0.745	0.759	0.552
Flexibility	0.884	0.738	0.912	0.721
Interpersonal Skills	0.78	0.872	0.75	0.596
Non-Verbal Communication	0.903	0.77	0.859	0.515
Problem Solving	0.822	-0.88	0.7	0.599
Verbal Communication	0.757	0.78	0.852	0.743
Written Communication	0.799	0.986	0.868	0.628

**Note:** VC = Verbal Communication; WC = Written Communication; NVC = Non-Verbal Communication; PS = Problem Solving; FLE = Flexibility; ISE = Interpersonal Skills and English Communicative Skills



Table 3 shows the reliability and validity of the data. Majorly, composite reliability (CR) and average variance extracted (AVE) was examined. Table 3 shows that; CR for verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communication skills is above 0.7. Moreover, AVE for verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communication skills is also above 0.5. Discriminant validity is given through cross-loadings as shown in Table 4 (Fornell & Larcker, 1981).

**Table 4:** Cross-Loadings

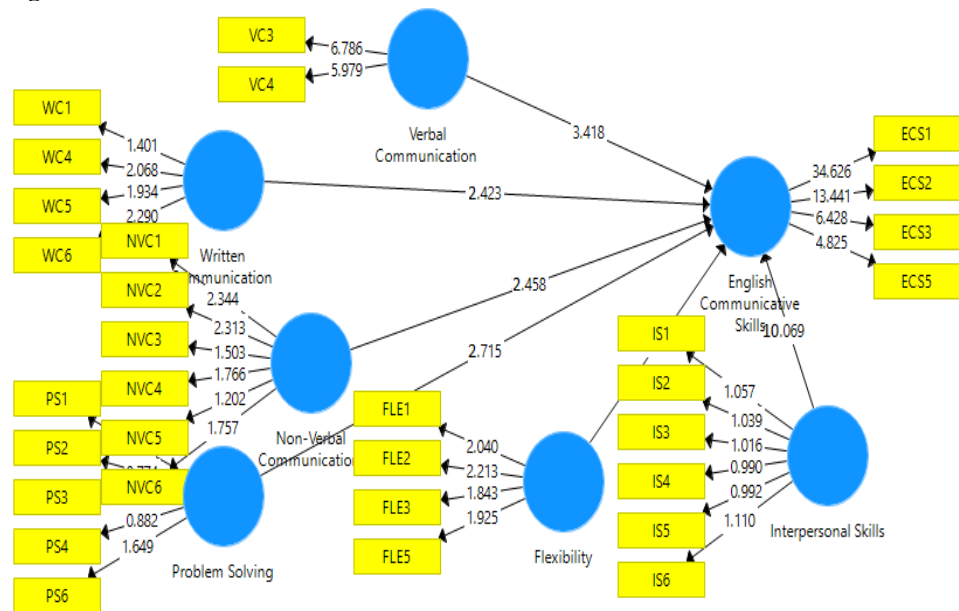
	English Communicative Skills	Flexibility	Interpersonal Skills	Non-Verbal Communication	Problem Solving	Verbal Communication	Written Communication
ECS1	0.865	0.029	0.589	0.065	0.134	0.137	0.068
ECS2	0.705	0.015	0.311	0.065	0.111	0.074	0.042
ECS3	0.551	-0.043	0.161	0.057	-0.096	0.243	-0.021
ECS5	0.509	0.096	0.222	0.101	0.176	0.108	0.097
FLE1	0.033	0.884	0.012	0.703	0.402	0.108	0.789
FLE2	0.045	0.916	0.034	0.726	0.386	0.03	0.893
FLE3	0.011	0.889	-0.023	0.813	0.411	0.037	0.729
FLE5	0.017	0.802	0.023	0.718	0.34	0.031	0.743
IS1	-0.115	0.211	0.476	0.135	-0.012	-0.041	0.185
IS2	-0.042	0.108	0.453	0.077	-0.094	0.013	0.079
IS3	-0.163	0.127	0.516	0.069	-0.105	-0.026	0.069
IS4	-0.083	0.075	0.425	0.019	-0.084	0	0.034
IS5	-0.08	0.077	0.463	0.031	-0.123	-0.008	0.019
IS6	0.575	0.135	0.826	0.173	0.082	0.031	0.169
NVC1	0.089	0.807	0.07	0.93	0.397	0.046	0.797
NVC2	0.057	0.751	0.073	0.829	0.412	0.03	0.721
NVC3	-0.009	0.684	-0.003	0.855	0.322	0.127	0.674
NVC4	0.001	0.802	0.021	0.805	0.335	0.029	0.74
NVC5	-0.019	0.687	-0.029	0.885	0.299	0.106	0.654
NVC6	0.002	0.788	-0.004	0.81	0.382	0.127	0.739
PS1	-0.006	0.75	0.046	0.641	0.867	0.043	0.722
PS2	-0.04	0.398	-0.049	0.353	0.854	0.133	0.416
PS3	-0.008	0.41	0.01	0.362	0.586	0.17	0.39
PS4	-0.04	0.425	-0.105	0.348	0.818	0.09	0.424
PS6	0.107	0.814	0.066	0.753	0.898	0.056	0.819
VC3	0.178	0.036	0.055	0.014	-0.022	0.894	0.019
VC4	0.142	0.079	0.005	0.031	-0.054	0.828	0.032
WC1	0.04	0.366	0.052	0.355	-0.047	-0.06	0.55
WC4	0.048	0.779	0.056	0.744	0.634	0.025	0.839
WC5	0.029	0.86	0.049	0.701	0.385	0.093	0.807
WC6	0.088	0.903	0.084	0.745	0.391	0.037	0.925

**Note:** VC = Verbal Communication; WC = Written Communication; NVC = Non-Verbal Communication; PS = Problem Solving; FLE = Flexibility; ISE = Interpersonal Skills and English Communicative Skills

This part of the analysis measured the relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communication skills. The effect of verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills was examined on English communication skills. Figure 3 shows the PLS structural model for hypotheses testing which is used by many studies (F.

Hair Jr et al., 2014; Hair, Ringle, & Sarstedt, 2013; Hair, Sarstedt, Pieper, & Ringle, 2012; Ul-Hameed, Mohammad, & Shahar, 2018). Results in Table 5 shows that all verbal communication has positive role in English communication skills. Written communication and problem solving also has positive effect on English communication skills. Flexibility and interpersonal skills also have positive effect on English communication skills. Therefore, all the variables; verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills has positive effect on English communication skills. Furthermore, r-square is 0.337 which is weak (Chin, 1998) as shown in Figure 2. It indicates that all the variables; verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills are expected to bring 33.7% variance in English communication skills.

**Figure 3.** Structural Model.



**Table 5:** Direct Effect Results.

	(O)	(M)	(STDEV)	T Statistics	P Values
Flexibility -> English Communicative Skills	0.149	0.007	0.053	2.816	0.003
Interpersonal Skills -> English Communicative Skills	0.52	0.216	0.052	10.069	0
Non-Verbal Communication -> English Communicative Skills	0.081	0.036	0.176	2.458	0.005
Problem Solving -> English Communicative Skills	0.087	0.017	0.032	2.715	0.004
Verbal Communication -> English Communicative Skills	0.177	0.176	0.052	3.418	0.001
Written Communication -> English Communicative Skills	0.062	0.034	0.025	2.423	0.006

**Note:** VC = Verbal Communication; WC = Written Communication; NVC = Non-Verbal Communication; PS = Problem Solving; FLE = Flexibility; ISE = Interpersonal Skills and English Communicative Skills

## CONCLUSION

The objective of this study was to examine the effect of verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills on English communicative skills of taxi drivers. A questionnaire survey was used for data collection purpose. Data were collected from the taxi drives in Thailand. Analysis of the data highlighted that the relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills has valuable importance in the concerned field of study. It is found that English communicative skills to provide better services by the taxi drives in Thailand. Better the English communicative skills, better will be the services. However, English communicative skills are based on various factors related to the English language. It is found that; verbal communication has positive effect on English communicative skills. Improvement in verbal communication improved that English communicative skills. Along with verbal communication, non-verbal communication is also very important for the taxi drives. English communicative skills of tax drivers are also based on the non-verbal communication. Somehow, written communication is also required to enhance the English communicative skills. Although written communication has no major role in taxi drivers' English communicative skills, however, it is the most important part of English communicative skills. While communicating with others, problem solving ability of a person is most important to enhance English communicative skills. As the current study found positive effect of problem solving on English communicative skills. Flexibility also has positive effect on English communicative skills. Finally, it is found that interpersonal skills have positive effect on English communicative skills. Increase in the flexibility and interpersonal skills shows positive role to enhance English communicative skills of taxi drivers. Hence, it is concluded that; a sound book for taxi drivers' English communicative skills should be based on six major elements; verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills.

## IMPLICATIONS OF THE STUDY

The current study has implications in two directions. First of all, this study has implication for the literature. As this study examined the value relationship between verbal communication, written communication, non-verbal communication, problem solving, flexibility, interpersonal skills and English communicative skills and filled the important literature gap. This is valuable study because this study examined unique relationship. Especially, this study filled the gap in the research field of taxi drivers. Various studies examined taxi drivers; however, previous scholars missed the effect of verbal communication, written communication, non-verbal communication, problem solving, flexibility and interpersonal skills on English communicative skills in Thailand. Practically, this study provides the implications to enhance English communicative skills of taxi drivers which has positive role in tourist attraction.

## LIMITATIONS AND FUTURE DIRECTIONS

First, this study covered all the taxi drivers, however, English communicative skills has different in various drivers. For instance, the drivers having good educational level generally have better English communicative skills as compared to those having low educational level. Moreover, in Thailand, various studies do the taxi driving practices after their lectures timing, particularly, these students have better English language skills. Therefore, to deal with all taxi drivers at one time is not appropriate. Future study should be carried out only to the taxi drivers having low educational level. Second, in various countries where the native language is English, this study is not application such as United States. Therefore, the results of this study cannot be generalized to the all countries and majorly applicable in Thailand. According to the results of the current study, English communicative skills cannot be examined in the countries where the English language is declared as national language.

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