

The Ways for Improving English Language Skills for Graduate School Students in Thailand 4.0 Graduate Program in Faculty of Education Mahachulalongkornrajavidyalaya University

Received: March 01, 2020
Revised: March 01, 2020
Accepted: March 01, 2020

Deepak Kumar¹, Sin Ngamprakhon²,
Suddhipong Srivichai³, and Kasem Saengnont⁴
(deepakbodhgaya80@gmail.com)

Abstract

The purposes of this research study are 1) the ways for improving English language skills for graduate school students in Thailand 4.0 Mahachulalongkornrajavidyalaya University 2) To analyze the problems of the ways for improving English language skills for graduate school students in Thailand 4.0 Mahachulalongkornrajavidyalaya University. 3) To find the ways to solve the problems of the ways for improving English language skills for graduate school students in Thailand 4.0 Mahachulalongkornrajavidyalaya University.

Result used by the above tools. The researcher also used classroom observation to make the study more valuable. The data collected from the students and teachers through different instruments were presented in the form of percentages and tables. The data were studied using both quantitative and qualitative procedures. The tools used for collecting data were questionnaire and interview. The major findings were poor foundation of students in English language, moderate teaching English language techniques strategies, low students' motivation and shortage of English language materials at students' home and library. The main conclusion is that factors related to students, teachers and home tend to be moderated.

¹ Master of Arts, Buddhist Program in Educational Administration Mahachulalongkornrajavidyalaya University

² Buddhist Program in Educational Administration Mahachulalongkornrajavidyalaya University

³ Buddhist Program in Educational Administration Mahachulalongkornrajavidyalaya University

⁴ Buddhist Program in Educational Administration Mahachulalongkornrajavidyalaya University

1. This study is to assess the factors that affect students' English language skills and its possible solutions. To achieve this, descriptive research design and mixed research method were employed. 2. The total population of 186 students was selected by random sampling technique. Questionnaires and standardized test were major data collecting instruments and semi-structured interview and classroom observation were supportive tools. 3. To collect the relevant data, standardized test was given for the students to check the difficult level and problem area of students' English language skills and semi-structured interview was conducted with teachers to crosscheck the previous.

Keywords: English Language Improving, English Language Skills, Graduate School

Introduction

Background and Significance of the Problems

In the Thai educational and professional context, the study of English language skills in young students or people is an important component in their preparation for effective roles in 21st century society. “The current educational landscape of Thailand is shaped through several reforms. The most recent educational reform started with the National Education Act in 1999, which includes the National Education Plan 2002-2010 in Thailand’.

English language skills are an important aspect of a language. It is one of the most important skills for everyone, especially for the students. As stated in “as parents, the most important thing we can do by English language to our children early and often can study. English language is the path to success in school and life. When children learn to love books, they learn to love learning

So, it is very important for a student to study his or her English language skills, which will help him or her to be a proficient speaker in the long run. There has been significant study in the theories of English language skills. A vast body of

literature on English language now is available. In light of that study, this present study tries to assess English language skills of the students of Graduate degree levels in MCU. Communicative approach to teaching and learning English language has been a significant study at present; it is used worldwide in teaching and learning English language especially, in EFL - (English as a foreign language).

The ways for improving English language skills for graduate school students in Thailand 4.0 is a way of study and learning communication in order to create communication competency for learners to be able to use English in real communication. Aiming to study students to have knowledge of English language principles along with communication English language skills Can be appropriately in various contexts In line with the country's study strategy in the of Thailand 4.0, which in the age of 10 - 30 is study in English language as a foreign language For knowledge and career that requires English later in the age of 30 - 40, study of English language as an international language Focus on building human capital with knowledge. English language Skills are abilities that are essential to living in the 21st century, covering life skills, professional skills, moral skills and foreign language skills Promote creativity Innovation and the use of technology, therefore, the globalization of Thai people need to have an international language skills. To communicate with each other in society English language is therefore popular as a tool to reach people in the global community extensively.

Objectives of Research

1. The ways for problems of improving English language skills for graduate school students in Thailand 4.0 Mahachulalongkornrajavidyalaya University.
2. The ways for develop of improving English language skills for graduate school students in Thailand 4.0 Mahachulalongkornrajavidyalaya University.

3. The ways for proposes guidelines of improving English language skills for graduate school students in Thailand 4.0Mahachulalongkornrajavidyalaya University.

Research Methodology

This research is a mixed-method research between quantitativeand qualitative researches.

Research forms

This research is a mixed-method research between quantitative research survey research method from the questionnaire and qualitative research by group discussion to provide research on studies English language skills of Graduate school Students in the Thailand 4.0.Buddhist education administration Program, Faculty of Education, at Mahachulalongkornrajavidyalaya University. There is a comprehensive range, suitable for further study.

Population and sample group

The population used for research, including Graduate students. Buddhist education administration Program, Faculty of Education, at Mahachulalongkorn rajavidyalaya University. Shows the population used in research. M.A. 115, Ph.D. 71, Total 186.

Research tools

Part 1 Questionnaire about personal information of respondents classified by Personal factors. 1. Status 2. Age 3. Position 4. Education study 5. Program, and they are have to practice as follows: 1. Listening 2. Speaking 3. Reading 4. Writing

Part 2 Questionnaire about the current conditions and study English language skills of students in the Thailand 4.0

Data collection

Data collection the researcher has done the following:

1. Researchers requesting books Certified by the Office of the study of English language skills of Graduate students in Thailand 4.0
2. The researcher collects data from the sample group. By bringing the complete questionnaire to collect data by themselves.
3. Collect the completed questionnaires and complete the examination Continue to analyze the data.

Analysis of data and statistics used in data analysis

Data analysis

The researcher used the data from the collected questionnaires to verify the completeness and accuracy. Analyzing by using the software package for study of English language skills research.

Results of Research

Among 186 Graduate students who are studying at Mahachulalongkornrajavidyalaya University both Faculty of Education, Department of educational administrator, there are 86 monk students and 100 laymen students. About age of students, among the total 186 numbers of Graduate About ages Over 36, 93 monk/person, which is lower than in the all 186 students. The participants who are Aged 31-35years, 36monk/person, Aged 26-30 years, 50 monk/person, and last Aged 22-2 years, 7 monk/person. Information of students purposes studying English language skills, students have been study an educational purpose. Some students have been study in communication purposes, and students study in knowledge purposes and others students study in traveling purposes. The numbers of the most wanted English language skills, most of the high students have been experienced speaking skill and students have experienced reading skill and the students in listening skill and other students have been experience writing skill. Therefore; most of students have a good experience about English language skills well.

1. Students' response on Factors Related that Graduate students at Mahachulalongkornrajavidyalaya University commonly by speak and by write to are giving example sentences when passage Listening and Speaking is difficult skills that other skills which is equal to afraid to read passage in the class when Listening which is equal don't have interest in learning English when listing a new passage which is equal to have possible to join university is very high which is equal and grammar is more important than reading comprehension which is equal and not knowing reading strategies and techniques when reading a passage. Besides doing research about the factors related to schools (textbooks, teachers and library) used by M.A. and Ph.D. students at Mahachulalongkornrajavidyalaya University.

2. Dime to the storage of English language skills books in the library that improving English language skills in the library are not enough.

3. According to the response obtained from the three were factors that were found affecting students' English language skills ability participant, there were factors that these are the difficulty of vocabulary and the relevance of the title in the textbook. If there were many new words found in the text studied my new words found in the text students' understanding of the passage will be limited. Teachers' responses reflected that they did not concern to apply the strategies and techniques and the problem become difficult. One of the students do not cope with the book is that, majority students' ability and understand the book is not balanced that shortage of average knowledge to understand the book is not balanced vocabulary was a great factor that affects their students' reading. Having studied the method of English language skill and learning of Graduate students at Mahachulalongkornrajavidyalaya University, and found some useful techniques and difficulties learning English language skills steps. Researcher found that most thing that almost Graduate students are English pronunciation. And, most of them know English Phonetic Symbols which are very helpful for sharpening their English pronunciation. As some techniques and problems of Graduate students have during English language skills, some helpful ideas are given in 'suggestion'.

Conclusion and Discussion

1. English language among students should not be confined to English language materials. They should read a wide variety of English language materials like novels, ma etc. to allow them as much exposure to English language as possible.

2. Students should be trained by teachers to predict unfamiliar words through the given context. It helps them to improve their vocabulary analyzing capacity.

3. Students should be made aware of the purpose of English language a text by their teacher.

4. To develop scanning skill, students should avoid English language every words or line in a passage. Teachers will facilitate the students by designing question exercises for the students.

5. For understanding the multiple layers of meaning and the writers" writing style, students should read and speak good literary works.

6. To motivate students for English language, teacher should develop authentic English language materials.

7. Students should help themselves for improving their English language skills. They have to find out their weakness and try to overcome them with the help of their teachers and peers.

8. To improve students' English language skills, the researcher would like to make some suggestions both for the teachers and the students to overcome the weakness in English language. The suggestions are the following.

Suggestion for Research

1. Teachers should select more sufficient writing, speaking listing and reading materials in a way, which focus on all the major English language skills, if needed teachers can adapt the materials by adding up different English language activities to build students' English language skills of 4 skills.

2. Teachers should motivate students about significances of English language skills. Sometimes, if you only teach English and focus only on your subjects or lessons, students might not care much or do not feel strong in developing their English language skills. But, if teachers urge them, encourage them and inspire them about necessities of English language, they will be alert and have strong determination to increase their English language skills.

3. In order to teach English language pronunciation to students correctly and aptly, teachers do not need to worry much about how they can teach English pronunciation correctly because nowadays we are living in a modern some short videos related with teaching English language taught by Teachers can get some short videos related with teaching speakers. Then, play those sentences and ask students to repeat after so teachers do not use much voice and energy, and students also get used to native English pronunciation.

References

- Duke & Pearson. (2002). *Effective Practices for developing English language comprehension*. Faculty of Teacher Training and Education: Mahasaraswati Denpasar University.
- Gay Fawcett. (2012). *Vocabulary in Action: lesson from Great Literacy Teachers*. Thornbury Road: Plymouth PLC6 7PP. UK,
- Ishtla Singh. (2005). *The history of English, A Student's guide*. Hodder Education. part of Hachette Livre UK. 338 Euston Road, London NW1 3BH.
- Lane & Wright. (2007). Improving reading thought thinking aloud. Learning and Instruction. *Ways improve English language skill*, 1(2).
- Milligan, and Berg. (1999). *The effect of whole language on the comprehending ability of first grade children English speaking Improvement* (Master of Science in Education Curriculum). At Fredonia of New York University.

Patricia Ackert. (1999). *Concept and Comments: A R speaker for Students of English as a Second Language*. Boston, Massachusetts: USA.

Kucan, L.& Beck. (1997). *Thinking Aloud and speaking Comprehension Research* (M.A. Thesis). Department of administrator department, New York: University.