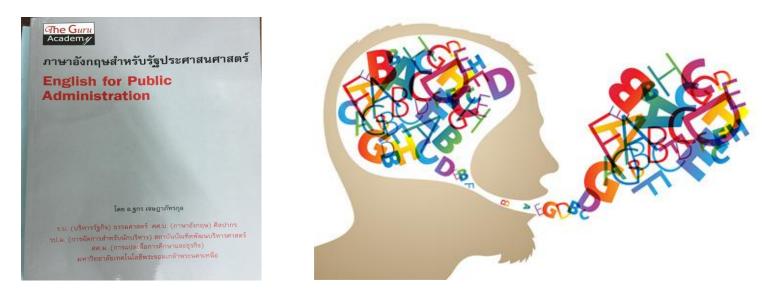
Developing English skills for 3rd Year Public Administration students



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Topic

- Good Governance
- Political, Economic and Social Factors in Thailand
- Thai Bureaucracy
- Politics and Administration
- Organization Theory
- Human Resources Management
- Fiscal Administration
- Project Management
- Public Policy
- Management Information System



Good Governance

Political, Economic and Social Factors in Thailand

Politics and Administration

English for Public Administration 2

Organization Theory

Human Resources Management

Fiscal Administration



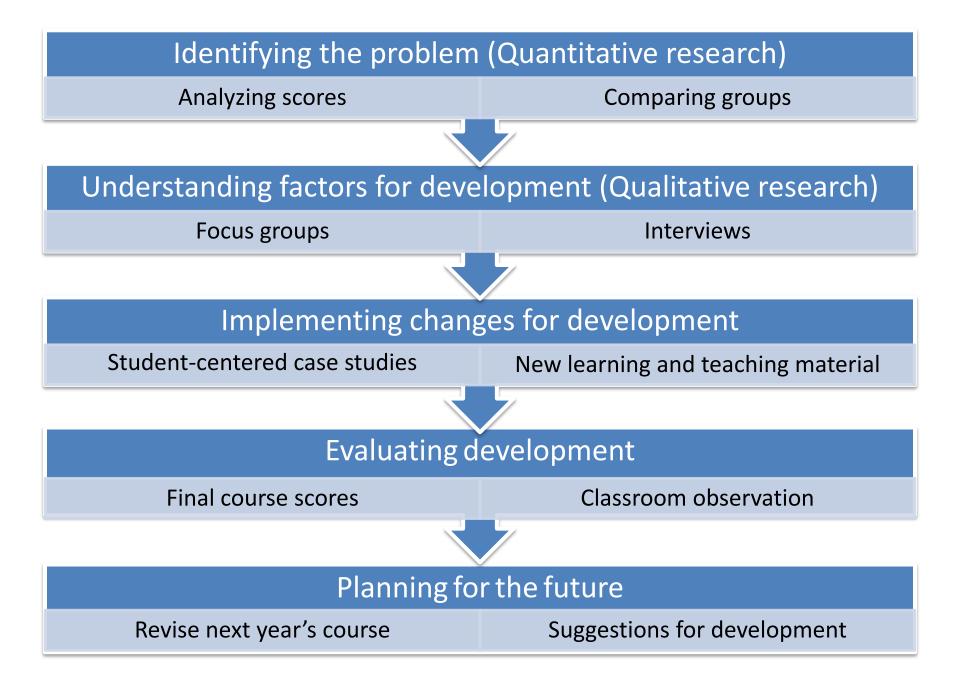
Project Management

English for Public Administration 2

Public Policy

Management Information System

Company Logo



Public Administration Curriculum Changes

Old Curriculum

- It didn't have English for Public Administration course.
- They already had basic knowledge about English for daily life.
- They studied English for Everyday Communication, English for International Communication, English for career 1 and English for career 2
- They could understand English fairly easily.

Changes

- NPRU Public Administration curriculum changed in 2012.
- Two semesters of part-time training added.
- Subjects and timing condensed.

New Curriculum

- Students study English for Public Administration 1 in second term of the second year.
- English for Public Administration 2 course now studied in the first term of the third year.
- They lack basic knowledge in English for public Administration.

Old Curriculum

1

- Public Administration
- Human Resources
- Thai Bureaucracy
- Thinking & Decision Making

New Curriculum

1

- Thai Politics and Government
- Introduction to Jurisprudence
- Introduction to Public Administration
- Introduction to Political Science

2

2

- Economics
- Public Policy
- Research
- Local Law study

Ethics for Public

Administration

• English for Everyday

Administration System

Communication

Public Policy and

Planning

• Thai Public

 English for career 1 and English for career 2 3

- Fiscal and Financial Management
- English for Everyday Communication
- English for International Communication

3

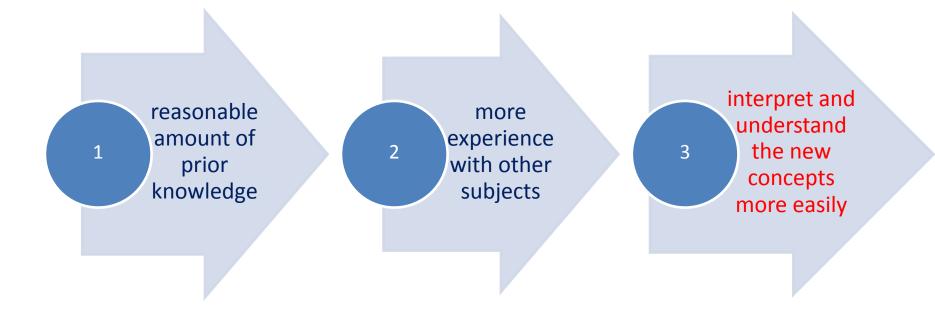
- English for Public Administration 1
- English for Public Administration 2
- Human Resource
 Development
- English for International Communication

Objectives for development

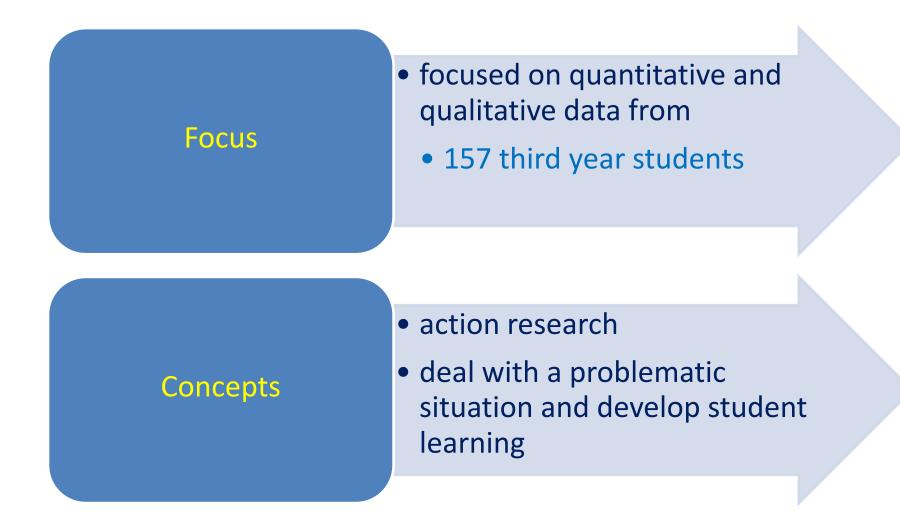
• 1) How does the skills of third year students studying English for Public Administration2?

- 2) What are the factors that support the successful study of English for Administration2?
- 3) How can the instructor develop the skill of third year students studying English for Public Administration2 in the future?

Third year students studying English for Administration2



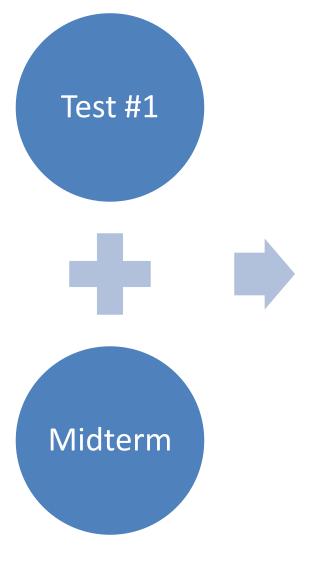
Research methods



Research tools

Scores on English for Public Administration2 on test 1 and the midterm examination were used to see the performance of third year students.

I only used the first test and the midterm examination on the half of term



Scores were used to see the performance of third year students and identify need for development the material after the first half of the term.

Information collection methods

Compiling test result,

Conducting individual interviews and classroom focus groups

Observing the third year students in class 3rd year students achieving percentage correct ranges on the English for Public Administration2 midterm

Percentage correct	Equivalent grade range	Percent of 3 rd year students	Percentage difference
90 - 100%	A	0%	-
80 - 89%	А	0%	-
70 - 79%	B - B+	4%	+2%
60 - 69%	C - C+	13%	+4%
50 - 59%	D - D+	27%	-2%
Below 50%	Е	56%	-4%

The third year students' scores and percentages

The higher percentage of third year students were close to passing with 15.5 - 17 points. A student with a score of 15.5 would only need two additional points,

or a 13% improvement, to pass the test. 56% of the third year students failed the midterm,

almost 24% were within two points of passing.

Understanding factors for development

brainstorm with them about ways to help them develop for the second half of the term Determine factors that support the successful study of English for Public Administration2 from the perspective of the students

focus groups to understand the students' challenges

student-centered by encouraging students to analyze their own performance and results

Students participate in the problem-solving process

Focus Group Feedback

brainstorming

 brainstorming of the students and feedback

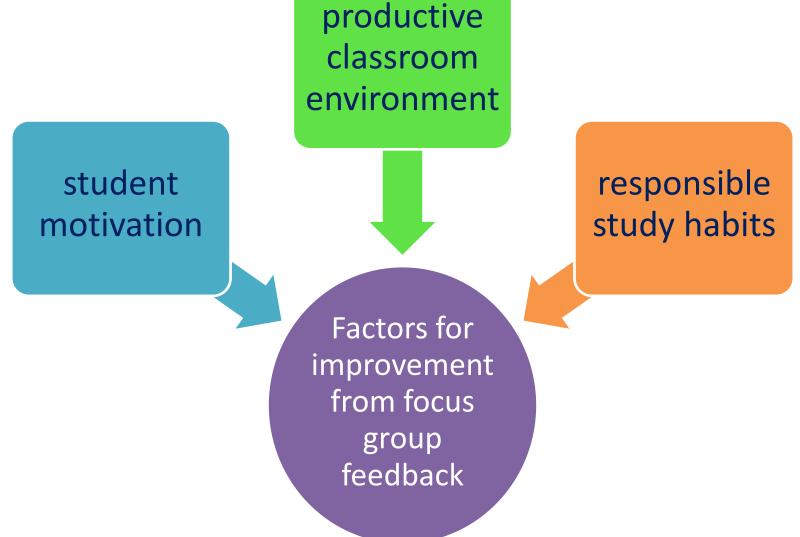
Basic factors

- student motivation,
- a productive classroom environment,
- responsible study habits are necessary for students to understand this rather challenging subject.

focused on

 by the students and the instructor, in the second half of the term

Focus Group Feedback



Implementing changes for development

 Focusing on student-centered group activities in class to increase students' understanding, and instituted the following changes in the second half of the term.





Implementing changes for development



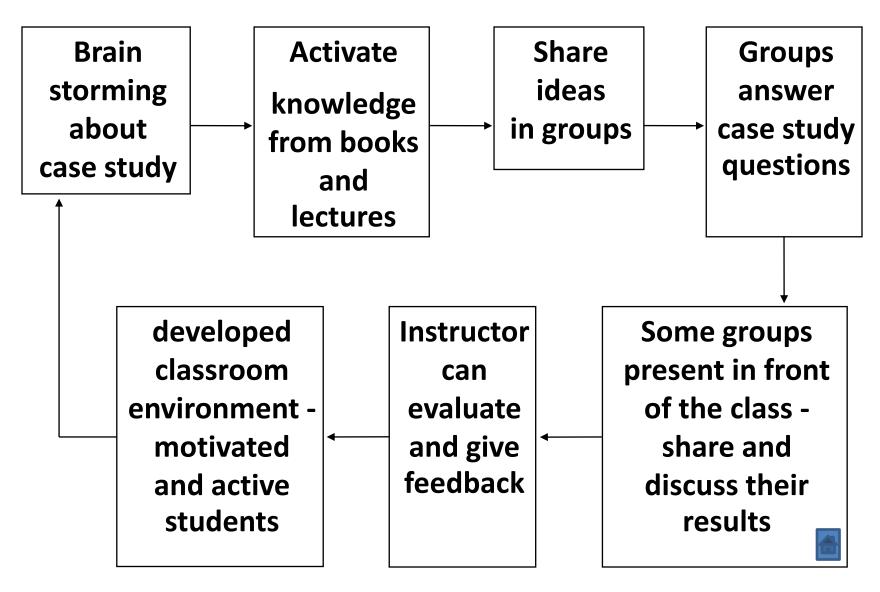
Case studies with group work to the students



Share knowledge with their classmates and work out their own answers



Quite successful in engaging the students, increasing attention in class, and deepening their understanding of the topics Positive cycle of student-centered case studies with group work



Evaluating development – Course Grades

Grades	Number of 3 rd Year Students	3 rd Year Percentage	
А	-	-	
B+	4	2.72	
В	8	5.44	
C+	10	6.80	
С	14	9.52	
D+	47	31.97	
D	41	27.89	
E	23	15.64	



Conclusion

•After I changed the materials and styled to teach the students.

•The results showed that the third year skill was better.

•To use the new book to teach for basic of the students to know the reading skills.

•To emphasize the development of reading skills in the students.

•As a result of the middle of the term showed that the third year performance was low.

Conclusion

- In addition, it was shown that basic factors such as student motivation, a productive classroom environment, and responsible study habits are necessary for students to understand this rather challenging subject.
- These factors were focused on, by the students and the instructor, in the second half of the term.
- As a result of quite low midterm passing rates and focus group feedback, the instructor made significant, student-centered changes in the second half of the term.

The old book to study on the first half of the term

The Guru Academy

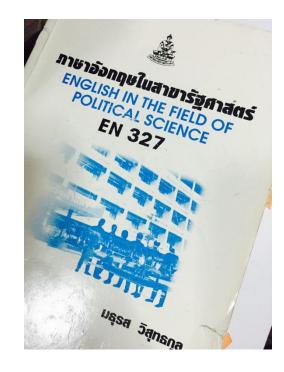
ภาษาอังกฤษสำหรับรัฐประศาสนศาสตร์

English for Public Administration

โดย อ.ฐกร เจษฎาภัทรกุล

ร.บ. (บริหารรัฐกิจ) ธรรมศาสตร์ ศศ.บ. (ภาษาอังกฤษ) ศิลปากร รป.ม. (กรจัดการสำหรับนักบริหาร) สถาบันบัณฑิตพัฒนบริหารศาสตร์ ศศ.ม. (การแปละพื่อการศึกษาและธุรกิจ) มหาวิทยาลัยเทศโนโลยีพระจอมเกล้าพระนครเหนือ

The new book to study on the second half of the term



Suggestions

student-centered methods

- using studentcentered methods in the class
- to share ideas together and motivate the students more
- New book to study after midterm

Practicing

• The students find the foreigners to interview outside the class.

read or watch the news

- Students should read or watch the news in English before studying this subject
- so they will understand
 English for Public
 Administration
 better

Suggestions

Using new book

 If they study new books on the second half of the term, they can understand it better in the following term.

evaluation

- The curriculum could also be evaluated by recent graduates who can give feedback on the important things.
- they learned that they use in their jobs or areas where their education was lacking.

impact on student

 This has a detrimental impact on student motivation, learning, and performance as can be seen in the higher scores on the second half of the term.

Group work





Brainstorming







Presenting













Sharing Ideas

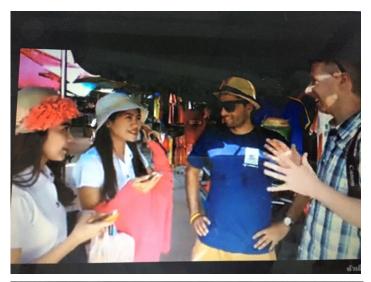




Interview the foreigners









Company Logo

Do the exercise in the class

A	Crime & the law
	Exercise 1. Complete each of the sentences below with a verb from the box. Use each verb once only. You may have to change the form of the verb to fit the grammar of the sentence. The first one has been done for you as an example.
a company in context	smuggle sentence burglarize try faisify convict arrest mug break in vandalize steal rob traffic charge snatch
•	1. She hasfalsificA her driver's license.
	2. The police <u>Charged</u> the man with stealing the jewelry.
	3. An armed gang robbed our local bank yesterday.
	4. The gang specializes in <u>Mugging</u> tourists.
	5. Somebody tried to Snatch my purse.
	6. She is being tried for murder.
	7. The burglars but could not find the paintings.
	8. The jury Convicted the woman and she was Sentenced to 20 years in prison
	9. The police the drug dealer.
	SUMU 99 C
	vanda lized
1	1. The subway station has been
12	2. Did the burglar steal all your CDs?
13.	Their apartment was burg arized while they were on vacation.
	+ Pfidia

	i 91	ntial (1) #onducio- protal
	in t luc	Government
-	Read the text and match the words in <i>bold italics</i> with the definit been done for you as an example.	ions below. The first question has
n g ext blf defi sol	The US constitution sets out the principles according to which the in 1787, ratified in 1788 and came into effect in 1789. It is the ear	by which the 13 colonies of North States Declaration was pritten chiefly by Frink and principles of government. It was and the puscific the combined most and he puscific the analysis of the states of government the states of the states of government the states was and the states of government. It was an an analysis of government the states of government the states of the states of government the states of government the states of the states of government the states o
12	and contains 7 articles and 27 amendments, of which 10 to the principle of the operation of the peculity the US control the executive the relation of the peculicity, and to composite wells declared authority and a confirm to the principle of the and planet function, when the principle of the perunation of planet function, when the principle of the perunation of planet function, when the principle of the perunation of planet function, when the perunation of the peruna- site of the perunation of the perunation of the perunation of the perunation of the perunation of the perunation of the peruna- tion of the perunation	Suprodube improvement pondination
	1. <u>revised</u> - changed induced	"Bill (n) inny none , in mon. Tatilouso act, law
	3. adoption - act of agreeing something so that it	becomes legal or accepted
4	4. <u>rights</u> - what you should be allowed to do o	Dill of right standing
5	- additional clauses to the Constitution	n judiciary (n) chargonni,i
6. 7	- <u>principles</u> - general rules atlack - criticism	issue (N.) and driver
8.	155VE - question being debated	au thority one withen and milities
9.	influentia - which causes change	ອາດ ຫາງາວເ-
10.	Colonies - territories owned by another countr	y
11	independence - freedom	
	articles	
12	- sections of a legal agreement	
12	ratified officially approved	
	ratified	

stature and the judiciary, and to compromise on the issue the principle 4 (n) mrants portourin - changed (7) revised legislature body which makes law act of agreeing something so that it becomes lega adoption rights what you should be allowed to do or amend ments additional clauses to the Constitution principles general rules attack criticism CEPT issue question being debated influentia which causes change Colonies territories owned by another country independence poker e sen Use t i as a freedom articles 12 sections of a legal agreement ratified 13 officially approved judicary 14. the judges proclanations official public statements t tt O Peter Collin Publishing, For y Dictionary (1-901659-69-0)

Case study and Reporting

THE PUBLIC SECTOR

The U.S. economy is primarily a market economy, but despite the fact that most of its resources are allocated through the market, a significant proportion is allocated through the government—the public sector of the economy. One goal of this book is to explain how the government allocates resources. This involves analyzing both the government's expenditures and the way in which government raises revenues to pay for those expenditures. Another goal is to establish a framework for analyzing what activties the government should undertake and how it should pay for those activities.

Questions about what the government should do are less easily answered than are questions about what the government actually does, but such questions are especially important to a study of the public sector of the conomy. After all, people choose what the government does and how it goes about doing it. Because governmental activities are a matter of choice, it makes sense to try to understand as much as possible about how the government actually operates and how it could operate. It also makes sense to establish some criteria for determining what activities the government should undertack. If there are alternative ways that the government inght deal with a problem, or if there is the possibility for the market to deal with a problem in addition to — or instead of — the governmental activity.

There are several good reasons for studying the public sector. First, one might simply be interested in understanding how government works. But on another level, an understanding of the principles of public sector economics can help us as a nation to create a more effective government. In a representative democracy, some responsibility for government extends to all citizens, and the more informed we are about the operation of the public sector of the economy, the better our collective choices will be.

To fully understand the public sector, we must understand not only how the government might allocate resources but also how the political decisions of voters and their elected representatives will tend to be translated into public sector policies. Our study of the public sector will build on an analysis of the public sector decision-making process. By understanding the theory of how public sector decisions are made, we can แปลเอกสาร Public Sector Economics (The Role of Government in the American Economy)

เสนอ

อาจารย์ ธิดารัตน์ สืบญาติ

จัดทำโดย

นาย กิตติคุณ	มังคุด	หมายเลขประจำตัว	553701207
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Test







Thank You !

