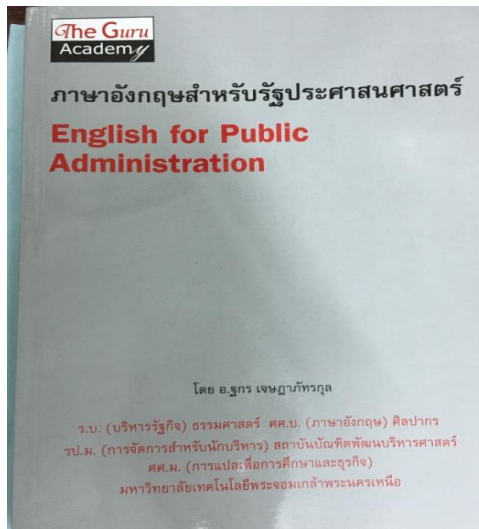


Developing English skills for 3rd Year Public Administration students



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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



English for Public Administration 2



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graph LR; A[English for Public Administration 2] --- B[Good Governance]; A --- C[Political, Economic and Social Factors in Thailand]; A --- D[Politics and Administration]; A --- E[Organization Theory]; A --- F[Human Resources Management]; A --- G[Fiscal Administration];
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Good Governance

Political, Economic and Social
Factors in Thailand

Politics and Administration

Organization Theory

Human Resources Management

Fiscal Administration



English for Public Administration 2

Project Management

Public Policy

Management Information System

Identifying the problem (Quantitative research)

Analyzing scores

Comparing groups



Understanding factors for development (Qualitative research)

Focus groups

Interviews



Implementing changes for development

Student-centered case studies

New learning and teaching material



Evaluating development

Final course scores

Classroom observation



Planning for the future

Revise next year's course

Suggestions for development

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

2

- Economics
- Public Policy
- Research
- Local Law study
- English for career 1 and English for career 2

3

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

New Curriculum

1

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

2

- Ethics for Public Administration
- English for Everyday Communication
- Public Policy and Planning
- Thai Public Administration System

3

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

Objectives for development

1

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

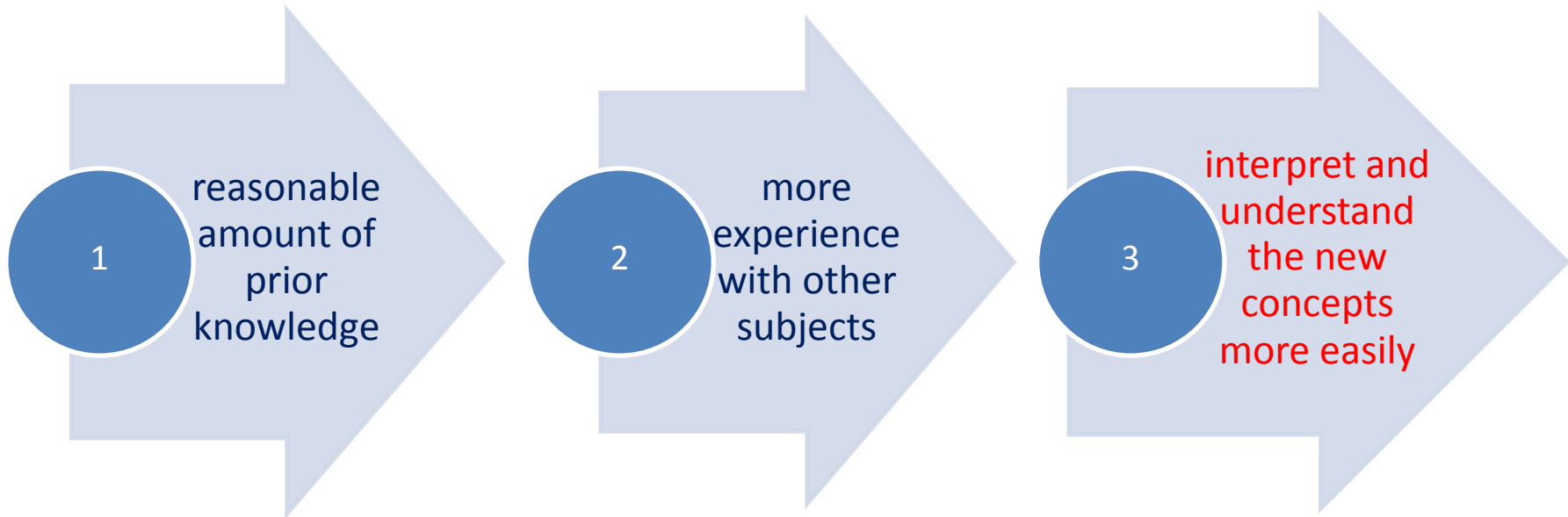
2

- 2) What are the factors that support the successful study of English for Administration2?

3

- 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

Focus

- focused on quantitative and qualitative data from
- 157 third year students

Concepts

- action research
- deal with a problematic situation and develop student learning

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

Test #1

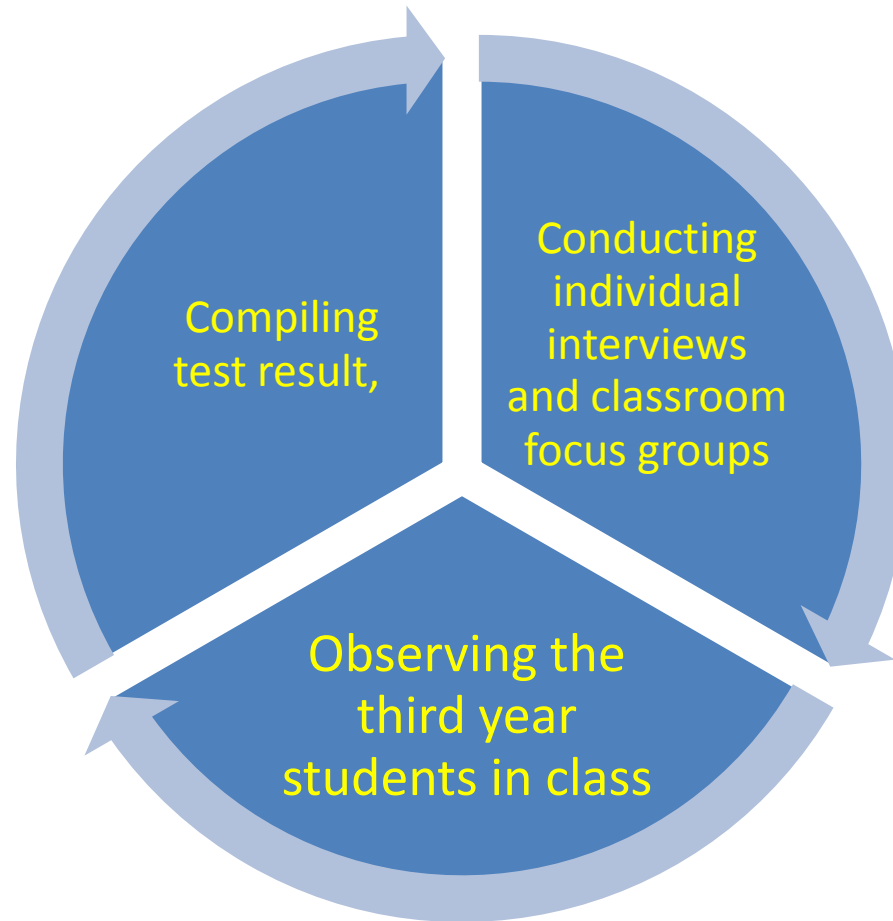


Midterm



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



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%	A	0%	-
70 - 79%	B - B+	4%	+2%
60 - 69%	C - C+	13%	+4%
50 - 59%	D - D+	27%	-2%
Below 50%	E	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

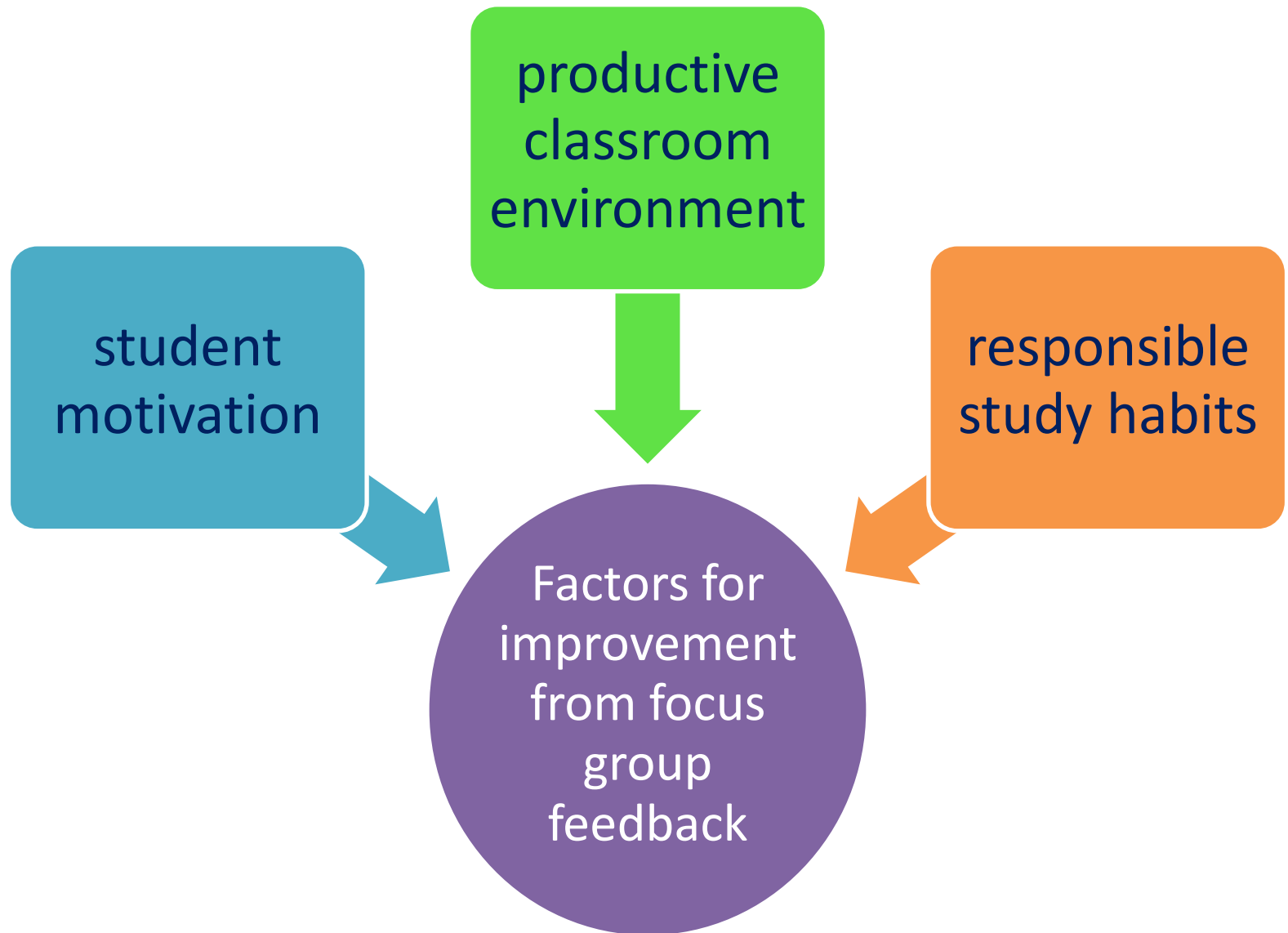
Basic factors

- 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

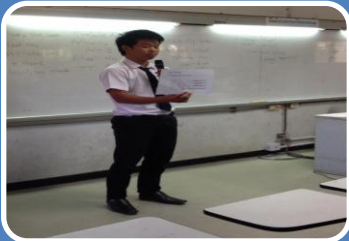
- Focusing on student-centered group activities in class to increase students' understanding, and instituted the following changes in the second half of the term.



Implementing changes for development



Case studies with group work to the students

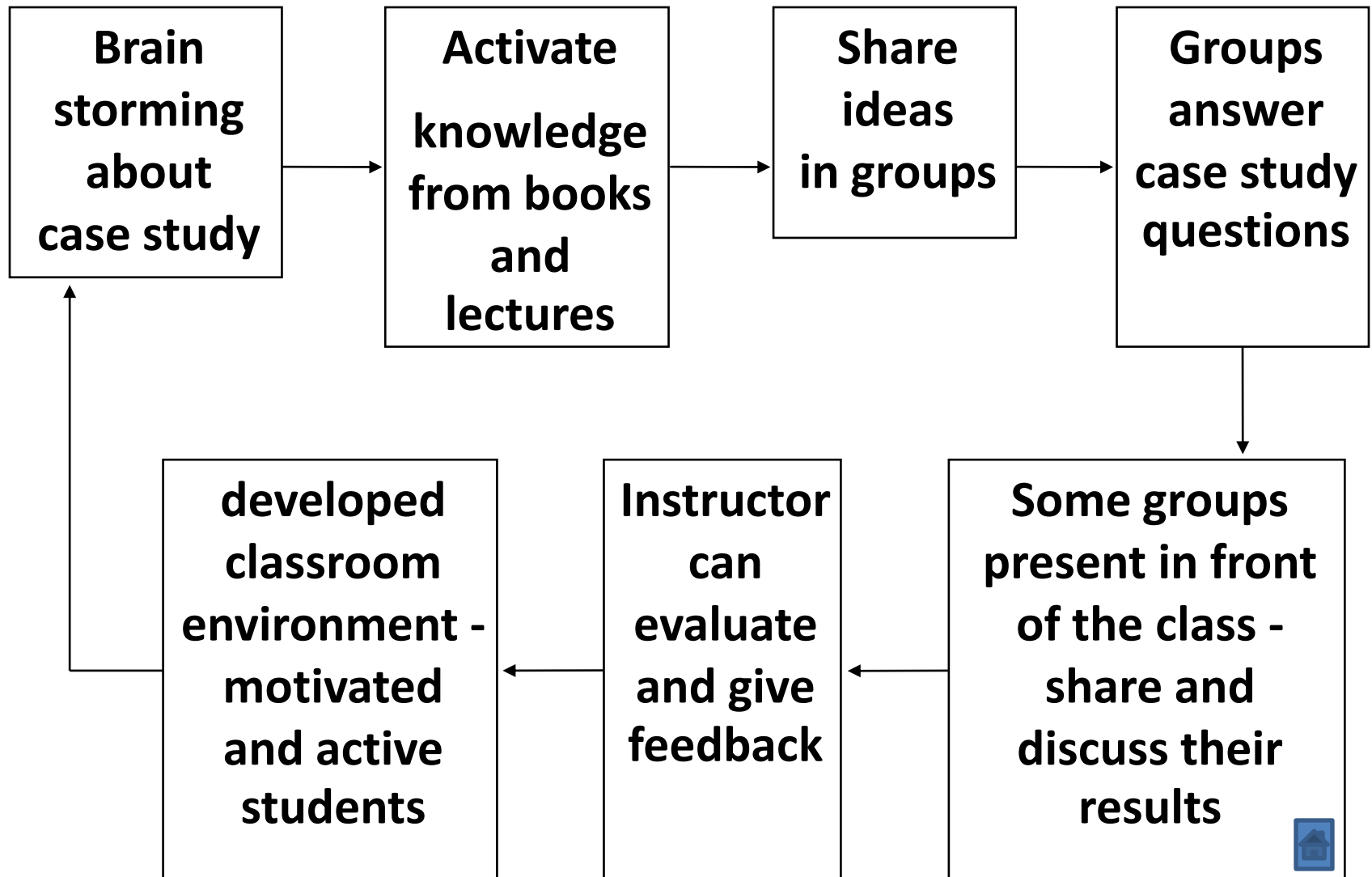


Share knowledge with their classmates and work out their own answers



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
A	-	-
B+	4	2.72
B	8	5.44
C+	10	6.80
C	14	9.52
D+	47	31.97
D	41	27.89
E	23	15.64



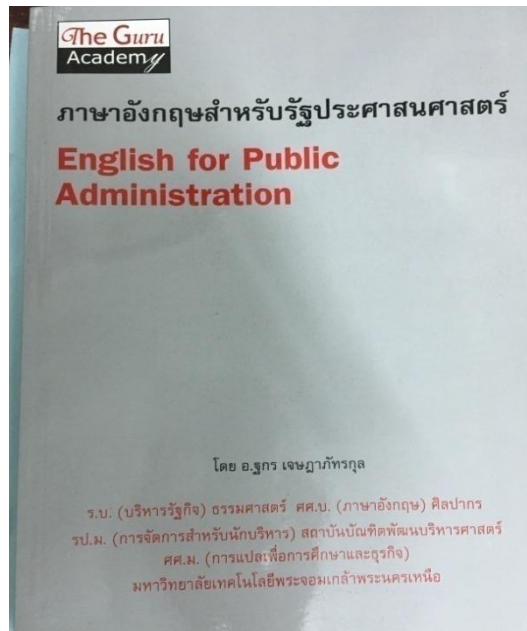
Conclusion

- 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.

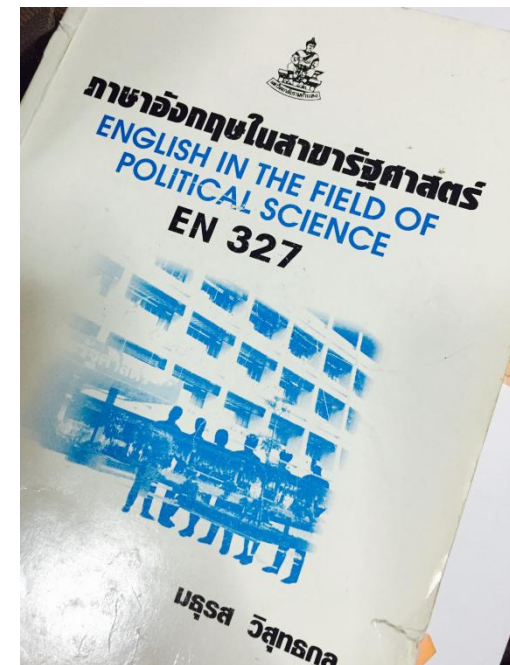
Conclusion

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



Suggestions

student-centered methods

- using student-centered methods in the class
- to share ideas together and motivate the students more
- New book to study after mid-term

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.

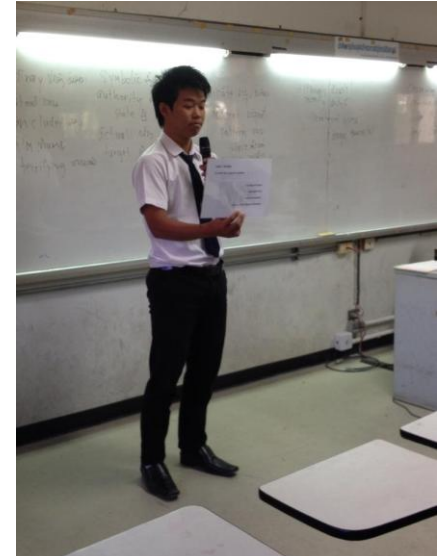
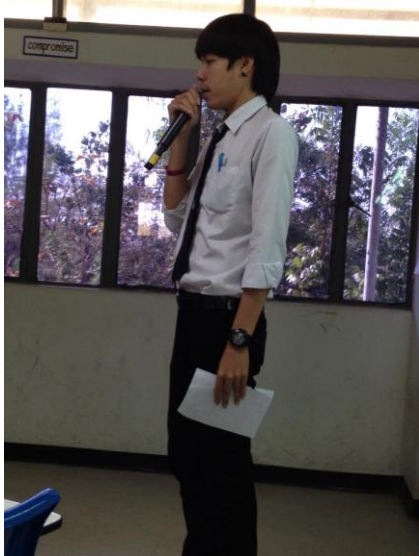
Group work



Brainstorming



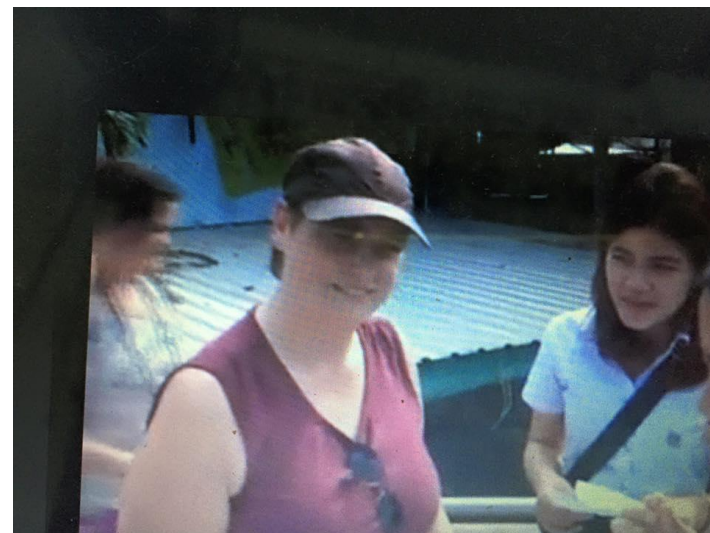
Presenting



Sharing Ideas



Interview the foreigners



Do the exercise in the class

practicing vocabulary in context

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.

smuggle	sentence	burglarize	try	falsify
convict	arrest	mug	break in	vandalize
steal	rob	traffic	charge	snatch

1. She has falsified her driver's license.
2. The police charged the man with stealing the jewelry.
3. An armed gang robbed our local bank yesterday.
4. The gang specializes in mugging tourists.
5. Somebody tried to snatch my purse.
6. She is being tried for murder.
7. The burglars broke but could not find the paintings.
8. The jury convicted the woman and she was sentenced to 20 years in prison.
9. The police arrested the drug dealer.
10. They tried to smuggle cocaine into the country.
11. The subway station has been vandalized.
12. Did the burglar steal steal all your CDs?
13. Their apartment was burglarized while they were on vacation.
14. He made a fortune trafficking in cocaine.

50

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practicing vocabulary in context

Government

Read the text and match the words in **bold italics** with the definitions below. The first question has been done for you as an example.

The Declaration of Independence (July 4, 1776) is the document by which the 13 **colonies** of North America announced their **independence** from Great Britain. The Declaration was written chiefly by Thomas Jefferson, between June 11 and July 2, 1776, and was **ratified** before **adoption**. It combined an **attack** on British rule with a statement of the **rights** of man and **principles** of government. It declares "that all men are created equal" with a right to "life, liberty and the pursuit of happiness". In its opening, the Declaration of Independence is one of the most **influential** **proclamations** of western political **thought**.

The US Constitution sets out the principles according to which the USA is **governed**. It was **drafted** in 1787, **ratified** in 1788 and came into effect in 1789. It is the earliest written political constitution and contains 7 **articles** and 27 **amendments**, of which 10 **form** the Bill of Rights. Based on the principle of the **separation** of the **legislature** and the **judiciary**, and to **compromise** on the issue of state independence **versus** federal authority.

1. revised - changed

2. legislature - body which makes laws

3. adoption - act of agreeing something so that it becomes legal or accepted

4. rights - what you should be allowed to do or to have

5. amendments - additional clauses to the Constitution

6. principles - general rules

7. attack - criticism

8. issue - question being debated

9. influential - which causes change

10. colonies - territories owned by another country

11. independence - freedom

12. articles - sections of a legal agreement

13. ratified - officially approved

14. judiciary - the judges

15. proclamations - official public statements

practicing vocabulary in context

the principle of the sovereignty of the people, the **executive**, the **legislature** and the **judiciary**, and to **compromise** on the **issue** of **versus** federal authority.

1. revised - changed

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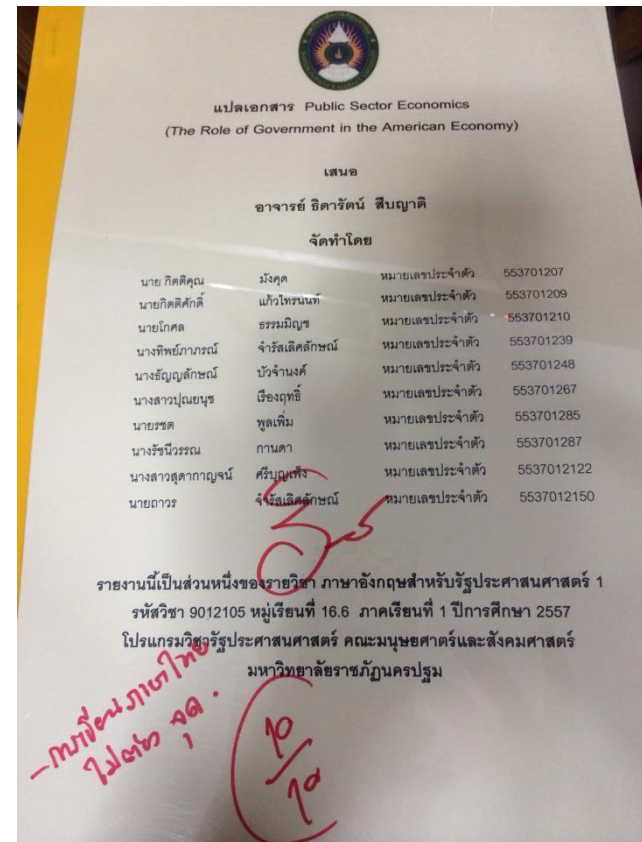
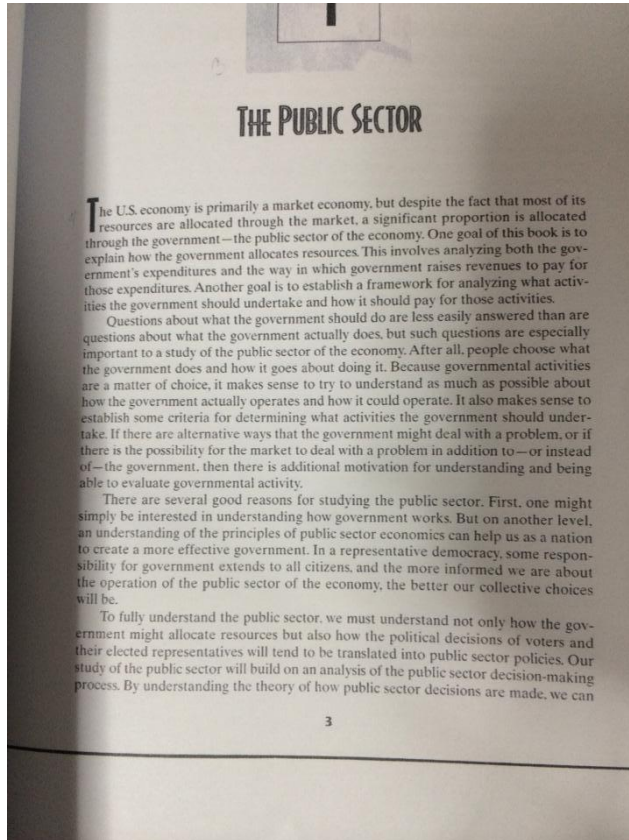
13. ratified - officially approved

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Case study and Reporting



Test



Thank You !

