Influence Of Four And Five Years Curriculum On English Proficiency In Education Students Of Nakhon Nayok Thailand

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Abstract

Thailand population of students identified as English Language Learners and has increased across the country; many provinces have implemented practices to ensure that all students are performing at levels that will ensure readiness and success as they prepare for continued learning experiences grounded in education curriculum and career readiness standards as they progress through university and competitiveness in the metaverse era. A primary focus of this achievements of four and five years curriculum lens rests on the necessity of students abilities to read at or above grade levels, which is most commonly presented within the medium of the English language. Language, a familial problem throughout the world because of globalization and world has become global village so students would likely to be work in different countries with different cultural people. Hence, five years degree provides better knowledge in all aspects such as life, values and culture with good proficiency levels to communicate with others.

Keywords: English Proficiency, Education, Five Years and Four Years Degree and Students.

Introduction

English proficiency and learning process complex in nature and can take variety of forms. Traditional education is bounded by age, time, space, money and area. Physical presence of a student and duration of study makes difference in whole time of study. Traditional education provides interactive relationship between student and teacher and among the students; this interaction promotes better understanding of the contents and opportunities to learn English and enhance proficiency with peers. English especially communicative language and proficiency play vital role in student’s development, innovations in their careers with developing and developed countries. English language has been and will continue to be of monumental significance in professional life, due to its exceptional ability to describe day to day life in professional life. In view of these vital roles, English apparently a contingent on
language in the aspects of communication and writing skills. Researchers emphasized the need of language in professional life with special reference to communications are becoming indispensable [12].

English, being an elemental subject, due to its dominant in professional life primarily attain its esteem as an arduous subject. Furthermore, all aspects of English considered as communicative complexities, exactitudes and verbal and nonverbal aspects. English discovers of learning, bridging the gap between the learners existing knowledge and the solution of the problem. In other words, the individual should read and try to comprehend the views to other person or institute. The individual should be able to determine the principles, in the English need to track and make a graph, drawing to envision the description of the proficiency skills. Eventually, the individual should be able to index the language involved in the communication and problem solving skills. English proficiency and language has turned out to be a standout amongst the most vital esteemed domains of language investigations, especially linguistics. In recent studies have been found that most of the students perform poor in communication. This might be due to lack of basic understanding of specific concepts in linguistics.

Many researchers [3-11, 13 and 15] investigated the relationship between language proficiency and academic performance among different groups of international students in English speaking institutions by utilizing standardized test scores such as TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System). In a study conducted at the State University of New York at Albany, Light et al. (1987) determined a statistically significant positive correlation between TOEFL scores and grade point averages (GPAs) among 376 international graduate students (r = .14, p = <.05). Similar results were reported by Johnson (1988) [6], who conducted a confirmatory study at the University of Wisconsin-Green Bay among 196 international undergraduate students. There was a moderately low correlation between overall TOEFL scores and mean GPAs (Johnson, 1988). Students with TOEFL scores lower than 500 had significantly lower grades compared to those with TOEFL scores of 500 or above.

Some other studies also produced similar results on the relationship between language proficiency measured by TOEFL and GPA [13, 10, 11] examined factors influencing international students’ academic achievement among 77 international freshmen students who were in their first six months of studies. Based on the results, a statistically significant correlation (r = .26, p = .01) was reported between TOEFL scores and GPAs [13]. This meant that participants who had high TOEFL scores were more likely to have a high GPA, and those who had low TOEFL scores were more likely to have a low GPA. While there are a number of studies emphasizing the relationship between language proficiency as measured by TOEFL scores and academic achievement as measured by GPA, there are also studies implying that TOEFL scores might not be a good predictor for international students' academic success. For example, the findings of a study conducted by Krausz et al. (2005) showed that TOEFL scores were not associated with academic performance of international graduate students majoring in accounting. Xu (1991) also examined the impact of students' English proficiency and background variables on international students' academic performance among 450
international graduate students enrolled in three large universities in the United States. The findings revealed that self-perceived English proficiency was a predictor for academic difficulty that students perceived, but TOEFL scores were not significantly associated with students’ actual academic difficulty [9, 15].

Another recent study reported results of a meta-analysis of 22 studies on the relationship between English language proficiency and academic achievement of international students in U.S. institutions of higher education [14] (Wongtrirat, 2010). The studies reviewed were conducted between 1987 and 2009 using TOEFL score as a measure of English proficiency, and GPA and course completion as measures for academic performance. Based on the results of the meta-analysis, it was concluded that "TOEFL has a small predictive ability on academic achievement of international students whether measured by GPA or the course completion" [14]. Available literature on the relationship between IELTS scores and academic performance of international students is as inconsistent as is the case for TOEFL. [8, 10, 39] found a statistically significant positive, but weak relationship between IELTS and academic performance among international students, especially those from non-English speaking backgrounds. Inconsistently, [7] Kerstijens and Nery (2000) found no statistical relationship between IELTS and GPA. Overall, the review of existing literature in relation to international students’ academic performance and English proficiency indicated that the majority of studies investigated the relationship between TOEFL or IELTS score and GPA. The findings were contradictory, implying that English proficiency measured solely by TOEFL or IELTS scores cannot be a reliable predictor of international students’ academic success. Moreover, Fox (2004) noted that language tests do not measure other factors such as social networks of support, financial security, time availability for study abroad, acculturation, and academic adjustment that might impact international students’ academic performance significantly. Other researchers also indicated other contributing factors such as inadequate background knowledge, poor study skills, ESL support, and difficulty of course work, differences in language demands for different courses, motivation, maturity, and previous experiences [1, 3, 14]. Therefore, additional investigations are needed to explore other constructs in measuring English proficiency, as well as other variables that might predict international students’ academic success.

Number of studies has been carried out to determine the rationale why the educational students fail to achieve appropriate proficiency in English language. Most of the investigations are in general concepts and out of the field of language. Moreover, most recent researches reported on general concepts and did not consider student’s perceptions. In addition, there is a lacuna on student’s perceptions on proficiency skills achievement. The current study aimed to attempt to investigate the student’s perceptions on duration of study versus proficiency skills in education students at study area. It could be serve as an instrument to solve the communicative problems and basis for further investigations in the field of linguistic studies.

Aim
To establish the significance relation on influence of four and five year’s curriculum on English proficiency of education students in Thailand, draw the possible factors to enhance the skills of English proficiency in education to achieve their goals.

**Materials and methods**

A 5-point scale (Likert-type) attitude questionnaire was constructed; a primary pilot study was conducted and tested. The data was collected from 72 four and five year degree students. This is an opportunity to the students to express their opinions about difficulties in language problems, try to express their possible remedies to understand the root cause of the language problem in Thai students.

All participants were fully informed about the purpose of the study. Written informed consent was obtained from each participant after the consent form was read by the participants. The consent form was in Thailand, the local language and in English, and it stated that the participation was completely voluntary and that the participant could withdraw at any time from the study. Confidentiality was maintained throughout the study. During data collection, each person was identified by giving them a unique identification number. The participant was required to enter their name only while signing for written consent.

**Results and discussion**

Table 1: distribution of students and Influencing factors on proficiency skills
In this study 72 subjects were included from four and five year’s degree, out of 72, 37 from four year and 35 from five years degree. English ability in related with proficiency evaluated and tabulated in table 1. In parameter Due to fewer hours in semester system strongly agree (44.44), agree (8.33), disagree (20.83), and strongly disagree (15.28), undecided (5.55) respectively. Lack of books or materials on English proficiency strongly agree (40.28), agree (15.28), disagree (5.55), and strongly disagree (36.11), undecided (2.78) respectively. Insufficient Language laboratory practice towards the specific domain of English subject strongly agree (30.55), agree (33.33), disagree (27.78), and strongly disagree (6.94), undecided (1.38) respectively. Lack of practice on English during the classes strongly agree (43.06), agree (34.72), disagree (15.28), and strongly disagree (5.55), undecided (1.38) respectively. Lack of understanding the fundamental basics of the English language strongly agree (45.83), agree (43.06), disagree (11.11), and seriously disagree (0), undecided (0) respectively. Poor English skills of the lecturer strongly agree (15.28), agree (18.05), disagree (45.83), and strongly disagree (16.66), undecided (4.16) respectively. Lack of motivation from the Language teachers and inexperience of the teacher strongly agree (12.5), agree (30.55), disagree (18.05), and strongly disagree (23.61), undecided (15.28) respectively. Inadequate exercises on specific unit wise in English strongly agree (37.5), agree (30.55), disagree (15.28), and strongly disagree (16.66), undecided (0) respectively. Confusion arise from unit to unit and its
reflections on proficiency strongly agree (50), agree (29.16), disagree (13.89), and strongly disagree (5.55), undecided (1.38) respectively.

Table 2: Coefficients for Model Variables

<table>
<thead>
<tr>
<th>Parameter</th>
<th>B</th>
<th>β</th>
<th>t</th>
<th>p</th>
<th>Bivariate r</th>
<th>Partial r</th>
</tr>
</thead>
<tbody>
<tr>
<td>your opinion on your</td>
<td>.365</td>
<td>.339</td>
<td>2.701</td>
<td>.008</td>
<td>.244</td>
<td>.364</td>
</tr>
<tr>
<td>English levels are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arduous in writing</td>
<td>.255</td>
<td>.348</td>
<td>1.891</td>
<td>.021</td>
<td>.214</td>
<td>.202</td>
</tr>
<tr>
<td>Arduous in proficiency</td>
<td>-.23</td>
<td>-.153</td>
<td>-.215</td>
<td>.651</td>
<td>.165</td>
<td>-.031</td>
</tr>
<tr>
<td>Arduous in listening</td>
<td>.321</td>
<td>.126</td>
<td>1.140</td>
<td>.121</td>
<td>.021</td>
<td>.129</td>
</tr>
<tr>
<td>Arduous in reading</td>
<td>.010</td>
<td>.006</td>
<td>.061</td>
<td>.814</td>
<td>-.010</td>
<td>.009</td>
</tr>
</tbody>
</table>

Source of the data: survey, ns= not significant

In order to determine which language proficiency categories were significantly different, Bonferroni's post hoc test was conducted. Results showed that students' proficiency were significantly different for those students who perceived that their English proficiency level was average to those students who thought their English proficiency level was excellent. The difference was the same with those who thought their level was good, compared to the ones who thought their level was excellent. There was no significant difference between average and good. In terms of the number of languages spoken, proficiency levels were significantly different between those students who had English language as for their four years and those who had English as their five year degree. However, there was no significant difference between those who had English as their first and those who had English as their third year of degree.

To further examine the relationship between English language proficiency and duration of study, a standard multiple regression was utilized. Proficiency was the dependent variable, while self perceived English language proficiency, number of languages spoken, and having academic difficulties in reading, listening, speaking and writing were the independent variables. Results indicated that the overall model of six variables predicted, a summary of regression coefficients presented in Table 2 indicated that only two out of the six variables significantly contributed to the model. Although the sample size was relatively small for regression analysis, it was, however, acceptable for this analysis. According to Cohen and Cohen (as cited in Phillips, N.D.), when having a sample size of 50, and 5 or 10 independent variables included in the multiple regression analysis, the R2 value has to be 23 or 29% respectively or above in order for the results to be considered statistically significant at .05 level. In this study, the sample size was 54, there were 6 independent variables included in the analysis and the R2 value was 33.2%. Thus, it is appropriate to conclude that the use of multiple regression analysis was adequate, and self-perceived English language proficiency and the number of languages spoken were significantly contributing variables for the international students’ academic performance as measured by their proficiency.
Table 3: proficiency levels with duration of study

<table>
<thead>
<tr>
<th>Factor</th>
<th>Four years degree students</th>
<th>Five years degree students</th>
<th>ANOVA</th>
<th>95% CI</th>
</tr>
</thead>
<tbody>
<tr>
<td>English levels</td>
<td>2.24±0.27</td>
<td>4.24±0.66</td>
<td>p &lt;0.001</td>
<td>1.99</td>
</tr>
<tr>
<td>Proficiency</td>
<td>3.01±0.53</td>
<td>4.62±0.10</td>
<td>p &lt;0.001</td>
<td>1.27</td>
</tr>
<tr>
<td>Listening</td>
<td>3.63±0.27</td>
<td>4.72±0.21</td>
<td>p &lt;0.001</td>
<td>-1.09</td>
</tr>
<tr>
<td>Reading</td>
<td>2.76±0.71</td>
<td>4.23±0.17</td>
<td>p &lt;0.002</td>
<td>-2.22</td>
</tr>
<tr>
<td>Appropriate usage of English</td>
<td>2.66±0.27</td>
<td>3.70±0.34</td>
<td>p &lt;0.001</td>
<td>-1.04</td>
</tr>
</tbody>
</table>

Source of the data: survey, ns= not significant

Table three shows the mean scores in four and five years degree groups after the completion of their degree. There were significant (p <0.001) developments in English proficiency, listening, reading and appropriate levels of language usage in their activities. Both groups had a moderate score on emotional (inferiority, unhappiness). Specifically, it is to understand a potential relationship between students who differ in their levels of academic performance in terms of their personality and their mental or cognitive processes. We identified some of the characteristics in five years degree students such as ready to face any nationality person in English, no fear, shy or inferior than other nationalities when compare with four year degree students has the fear factors and inferior complex with their proficiency levels. Five year approach for the students would be better option to enhance scope for language development and maturity in their life. Supportive approaches for Slow Learners Find out their strengths and motivate by insisting that you are capable enough to achieve the goals. Keep under the surveillance, assigning simple and easy tasks, minimal homework, activity-based learning, group study, involving in the co-curricular activities.

Conclusion

Thai-society puts enormous efforts and emphasis on levels of academic achievements of their children. Parents are showing very keen interest on their children education and to graduate their children from one of the prestigious instates of Thailand. Whether it is a government university or private university or college, but they want to be their children in position to compete with other Thai-students and international students. In Thailand, educational institutes are competing each other to offers their best educational programmes with academic excellence. Language, a familial problem throughout the world because of globalization and world has become global village so students would likely to be work in different countries with different cultural people. Hence, five years degree provides better knowledge in all aspects such as life, values and culture with good proficiency levels to communicate with others. There are different other problems when they chose five years degree like financial, work, burdens for the families. In such cases low middle income parents may not be willing their children to choose the five years degree to perform well in their professional life.

References