The Development of Communicative English Language Abilities of the students who studying in English for Occupational purposes course (001006) at Nakhon Ratchasima Rajabhat University by Project Work.

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ABSTRACT

The purpose of this research was to develop students' communicative English language abilities in English for occupational purposes course by project work.

The population of this study were 45 English major students studying in the second semester of the 2014 academic year at Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima Province.

The instruments used in this research were lesson plans, pretest and posttest of communicative English language abilities, and an attitude questionnaire in the use of project work in developing communicative English language abilities. The data were statistically analyzed by mean, percentage and standard deviation and t- test dependent sample.

The findings indicated that

First, the students' abilities in communicative English language abilities was significantly increase at 0.10 level after using project work. Second, the students' had a positive attitude towards the use of project work in developing communicative English language abilities. In conclusion the project work can lead creative development of students through the learning activities that promote innovative education that cause the learners' desirable.

Keyword: communicative English language abilities, Project work, Attitude questionnaire, Creative Thinking,

1. Introduction

English teaching in Thailand at all levels are not successful. Teaching English language learners lack the communication skills to speak or interact with others, especially foreigners (Nate Priya Chumchaiyo. 2544: 25;Jareonwongsak Kreangsak respectively. 2543: 191-192) Those teaching English often focus on knowledge of languages such as vocabulary

and grammar more than essentially communication in everyday life (Richards & Nunan. 1990: 122) As a result, teaching English in Thailand is not as successful as it should. The communications capabilities of the students remained to be improved. Children learn English in Thailand for a long time. But cannot communicate correctly in the real situation. (Education Department. 2546: 1)

All students have the ability to learn and develop their students and learners are considered to be the most important. The education must encourage students to develop naturally. The full potential events should be held in accordance with the interests and aptitudes of the students. Taking into account the differences between individuals. Giving the students the skills to handle the situation the thought process and application knowledge to prevent and tackle organized the students to learn from real experiences. To do this proposes practical training is a love of reading and the learning continues by teaching courses in English for professional purposes (English for Occupational purposes course. (001006) It was found that students dare not express or reflect their thoughts and knowledge. Probably due to a misunderstanding and not have the practical training of the learning and teaching of English.

The study found that learning by doing project (Project Based Learning) is an activity that allows learners study and act according to their own abilities, aptitudes and interests through a scientific process or other processes. It can be used to study the answers in such matters by the instructor to motivate recommended and advise the students closely. It is also independent and self-development. Students can apply their knowledge, skills and experience. It is fundamental to create useful aptitudes and interests that can work with workflows with others. Learner will present analysis and evaluate their work effectively. The teacher's feedbacks will be the guidelines for developing and editing the further work.

The importance of such research will be used for project activities to develop students' thinking skills. The opportunity for students to study, act on their own and develop higher-order thinking skills. (Department of Education (2544: 1) noted that learning by doing project (Project Based Learning) is an activity that allows learners. Studies and act on their own according to their ability, aptitude and interest by the scientific process or other processes can be used to study the answers in such matters by teachers to motivate advice and counsel.

The study closely is also independent and self-development so students can bring knowledge, skills and experience. The basis of life (George Lucas Educational Foundation, 2001) significant learning project will benefit both the teachers and the students in order to help build knowledge. Teachers and students have consulted, talked more help to build a better relationship. It is also consistent with (Guzdial, 1998) of the students. Project Opportunities Students have access to the investigation process (Process of Inquiry), a process that learners require more complex higher-order thinking. (Guzdial 1998, p.50-52).

2. Purpose of the Study

1. To develop the ability to communicate in English for students of NakhonRatchasima Rajabhat University via the project activities

2. To study the students' satisfaction with the project activities to develop their ability to use English to communicate.

3. Research Questions

Is the use of project activities develop the ability to communicate in English for students of NakhonRatchasima Rajabhat University?

4. Method

The researcher taught 45 English major students studying in the second semester of the 2014 academic year at NakhonRatchasima Rajabhat University on the occupational purposes course by project work. Which the research was conducted manually, follow the steps below.

1. Develop the research tools which were:

> 1.1 Lesson plan on learning activities using the project work.

> 1.2. English for communication projects one group pretest – posttest.

> 1.3. The 20 items of 5 rating scale satisfaction questionnaires of the students in the project activities.

2. Orientation for students in class to clarify issues in the use of project work in this course.

3. After orientation the students do the pretest then start the 15 week course as following activities.

> 3.1 week 1- 5 (Plan: P) to prepare a set of activities aimed at learning from the project together.

> 3.2 weeks 6- 12 (Act: A) data collection. Analyze and compile data and prepare students by teaching and checking their language.

> 3.3 Weeks 13-14 (Observe: O) presentations their project.

> 3.4 Weeks 15 (Reflect: R) evaluation project.

4. The students do the posttest which was the same as pretest.

5. The students do the 20 items of 5 rating scale satisfaction questionnaires of the students in the project activities.

6. Collecting data to be analyzed by statistical methods by mean, percentage and standard deviation and t- test dependent sample.

5. Findings

The Development of Communicative English Language Abilities of the students who studying in English for Occupational purposes course (001006) at Nakhon Ratchasima Rajabhat University by Project Work.

1. The students' abilities in communicative English language were significantly increase at 0.10 levels after using project work.
2. The students had a positive attitude towards the use of project work in developing communicative English language abilities in a high level at 4.49.

6. Discussion

1. The results showed that the students' abilities in communicative English language were significantly increase at 0.10 levels after using project work. Which is based on the hypothesis consistent with Thomas (Thomas. 2000: 1-45) has conducted research on teaching

projects in the years 1990 to 2000), the results showed that the teaching cadre. The teaching methods with composite drawings due to the teaching of the workers improves cognitive skills of the students. Including language proficiency and achievement increased significantly from management project.

However, bringing about project work that can be use in teaching   which consistent with the findings of Department of Education (2546: 112-115), research on the study of teaching English communication skills by focusing on the basic education curriculum. The purpose is to study the teaching of English that focus on communication skills. And to study ways to improve the teaching of English that focus on communication skills. But it should take into the account of the experience of the teachers and learners as well.

2.   The results showed that: The students had a positive attitude towards the use

of project work in developing communicative English language abilities in a high level at 4.49. Which is consistent with the concept of Lertopas Samart. (2539: abstracts) was studied the relationship between the habits, attitudes, motivation to learn assertive and the achievement of English language instruction for communication along the first students at the Department of Education.

However, should encourage the students to practice their English for communication by self-study, both before and after learning . Consistent with the findings of Hargrave and Kenton (2002) has researched the subject, presentations, multimedia programs, teaching research found that use multimedia programs that have been designed well before teaching. Gives students gain a learning experience that is different from the original.

Moreover, it should focus on activities designed to promote the use of thinking skills in line with guidelines to promote creativity through the learning process of learning as Junneam Suriya (2541: 52-56) has examined about the development potential and the students by teaching cadre. The results showed that students have the ability to use English in the planning. With compliance plan and higher performance evaluation. In addition, the students also have the skills to self-learning and problem solving in the workplace. The characteristics of the learners also be the results of the learners responsibility. They were working with others with confidence and assertiveness to work at a high level as well.

7. Recommendations
1. Useful suggestions

1.1 According to an observation gathering from the research, so instructors should adapt feedback to develop innovative media package. By taking into account the content of the lesson appropriate to comply with the level of the course. As well as to be the guidelines for evaluation and achievement, online learning lessons, a visual presentation, the graphics and the sound of the CAI should be appropriate to the content and the class of learners , respectively.

1.2 The development of communicative English language abilities in a high level at 4.49. Leading to a positive attitude towards the use of project work Which is

consistent, so the instructors should use this as a guidance of the development in other field apart from English for occupational purposes. This makes students achievement higher. The development of creative and satisfaction are significant to manage to improve the teaching and learning purposes.

2. Suggestions for further research.

2.1 Should develop in various other content and level of students.

2.2 Should have been doing research on project work in other ways , such as testing simulations, review, or a game of instruction , etc., to a variety of media for teaching and developing skills in thinking.

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