

The Integrated Learning System on Technical English for Communication in Careers...How and what is it?

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The study of The Development of People's Science, Technology and Engineering Potentiality by Using Integrated Learning System on Technical English for Communication in Careers was done by focusing on workforce development, particularly their basic English in career communication. It was done by applying 7 main items to the development. The 7 are effective education management, introducing self and greeting, general answering to a phone call, job description or goods description, getting the order, job application writing, and job interview and work presentation. Essential related English skills would be recommended for the general jobs of the trainees. It would take about 35 – 40 hours, or every other day for about 8 – 10 days for the training.

It is because the expert and researching teams cooperatively considered that defining the learning scope must be the core of the training because traditionally defining the English course was usually highlighted structure or grammar and vocabulary. Only English grammar and structure needed to be taught for the core traditional English courses.

The modern course would focus on the trainee's English communication skill without too much focus on the correction of grammar in speaking. Especially when applying their skills in any context. Such learning style then would focus on cooperative practice in the class in assumed proper situations close to the real one.

The idea for the study could be compared to what was been found in other related studies. It shows that the traditional courses would mostly relate to focused English grammar that would hardly offer the trainees

the proper skill to apply to their daily lives. Some could communicate but only with out-of-date language or with being hard to clearly understand. This was because grammar correction was the serious focus of the communication. Moreover, the traditional courses would always bore the learners. (Miller Ted Lee, (1998)) [1].

The research and expert team on education technology and the learning process of technical English then had practical brainstorming session on how to create a proper integrated learning system. The study and analysis of related documents and other related research complemented the core research. This included proper training, curriculum, course evaluation, instruction kits, progressive human development, supportive factors for knowledge management, proper procedures for knowledge utilization, outputs of related researches,

and application of theory and research output related to the development of the integrated learning system. Such things were applied to the study. The studied integrated learning system is composed of 6 essential sub components. These essential components are the curriculum and instruction kit, inside class learning with classmates and trainers, self-learning and

outside class learning, learning with the trainee groups in the class, doing practices and activities in the assumed situations, and development of required characteristics for jobs of learners. Such essential components are summarized in the diagram in Figure 1, (Poungnoi P. 2010, p. 83-84) [2].

The Integrated learning system

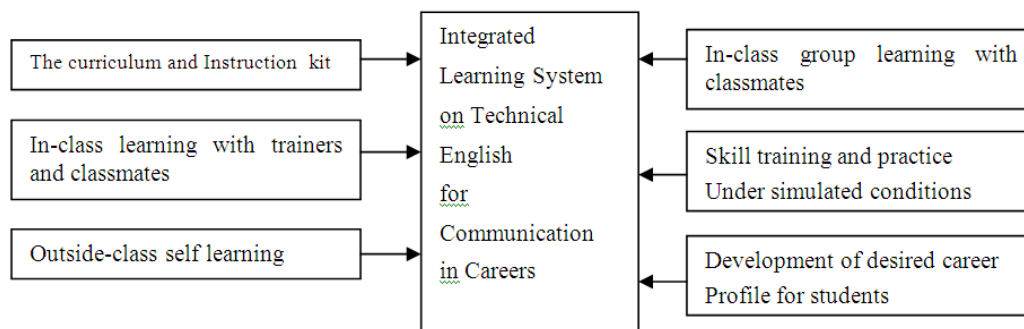


Figure 1: Components of the Integrated learning system in the course, Technical English for Communication in Careers

Moreover, the research team was concerned with the ways to present the matters of the courses and the training methods. The focus was on making the trainees learn about the meaning and ways to use English language suitable for each situation including with the rules of language corresponding to the defined contents of the curriculum and of the instruction kit. The trainees must completely join the activities in the class with other classmates and the trainers. Moreover, the trainers must review the learned contents and the provided instruction kit when they end each class. This is the way to have a teacher understanding and improve skills. Learners must do the exercises after finishing each training session. During the training the trainees must cooperatively join the defined activities and practices with classmates. It is valuable to change and get help from others and from the trainers too. Consequently, the required characteristics for doing the jobs could be implanted into each learner as well. Such required aspects are punctuality, responsibility of their defined duties, polite dressing, and personality ready for being workers of maturity. From such reasons, the study team then prepared the curriculum and instruction kit composed of major contents suitable for being application to the actual jobs. For example, the

contents of introducing self and greeting, answering the phone, job description or product description, getting the order, writing a job application form, and getting a job interview.

From such said matter, the study team mutually applied the method of the Communicative Approach (Numan David, 1996) [3] and such the theory in the study. This was to focus on making the trainees gain the skill to practically apply their trained knowledge to their daily lives. Such training must not follow the traditional ways to only recite and strictly remember grammar. The integrated learning system on the course of technical English for communication in career must be the medium to connect practical learning in the class to actual daily activities outside the class. Training in the class lets the trainees meet the defined objectives that provide a chance for the learners to promptly try their practical English language skill in the actual situations under some proper advice of the trainers. The trainees then could freely utilize their practiced English language skill. No strict grammar enforcement would be applied. The patterns of the integrated learning system then would be highlighted in the English language practice through the defined practical activities under the supposed conditions nearest reality. The integrated skill

pattern would be applied to the practices. The trainers would be the leaders of the defined activities such as defining practical activities, advising the trainees to communicate in the class, providing expert foreigners to join the communication and to interview the

trainees in the class, leading the trainees to write application letters, resumes, and practice with the trainees to present a self-introduction in front of the class, etc.



Figure 2: Instruction kit for Technical English for Communication in Careers

The objectives of the integrated learning system are to highlight the point that the trained students should gain more English language skill in the defined activities, especially in the practical communication suitable for social conditions. The patterns of the study then would focus on giving students the time for cooperative language activities and such activities must be really close to actual daily ones. This is to let the trainees practically take the gained knowledge to be apply in their real lives. The trainees then have to be trained as much as possible to achieve fluent English language skills. It might be concluded that such defined integrated learning system would provide highlighting of the learners enhancement of fluent English language skill practically suitable for any real daily situation. The integrated learning system on technical English for communication in careers then must focus on the cooperation of the students with the defined practical language communication activities with the assumed simulated daily life situations and other defined activities. The reason is to enhance the learners to achieve such defined objectives of the integrated learning system.

It could be concluded that the traditional English learning style with only grammar focus has the goal to force the learners to only know and understand vocabulary, rules, and grammatical exceptions. The

teachers could be the one who only explain the pattern to force the students do their practices. Evaluation of the learning is done by focusing on only the result of the intelligence test on the vocabulary and grammar. Such traditional style would never embrace the mission of language skill practice and speaking practice. Such way would never lead to fluent English language communication. Seriously forcing the learners to learn only grammar is never foolproof. The learners can hardly apply the learning to their actual lives. Such traditional lessons can never be comparable with that of the actual one. Such style would bore the learners and rather be a language obstruction against the chance of the practical language skill enhancement. The ability to fluently talk in English without serious grammatical thinking would be lessened. Such old style of English language teaching must only be used to teach the basics of the language. Knowing more will enhance actual practical language understanding. Such teaching helps the learners to practically understand the true core patterns of the language, the language systems. From such the told reason, the study pattern on such the integrated learning system on technical English for communication in careers then never focuses on that of the traditional grammatical way of learning.



Figure 3: Training Course on Technical English for Communication in Careers



Figure 4: Training Course on Technical English for Communication in Careers

The English language learning and skill practice on the style of the integrated learning system with practical basic communication could be beneficial for the trainers. The trainers and the trainees could understand how effectively gain knowledge and understanding. The true meaning of the learning pattern would actually be the learning that helps the learners develop true skills to freely apply language in the communication by themselves in defined situations close to real ones. The research team provided practical assumed roles such as defining roles with proper dialogues of the assumed conditions for the learners. The results of the research of the technical English for communication in careers show that the learners or trainees could more fluently apply the English language in communication at any assumed condition defined by the trainers. Moreover, the learning shows some benefits and some limitations of such communication-based learning system as follows; (Poungnoi P. 2003, p. 60 – 61) [4];

1. The benefits of the communication-based integrated learning system;
 - 1.1 providing the learning method corresponded to the objectives of language learning, focusing on helping the learners enhance capabilities of practical communication in daily lives,
 - 1.2 providing the learning method focusing on practical language practice that could provide enhanced language skills in communication in any real daily condition, thinking, language using encouragement, and on the language using experience ready for applying to real situations before others could,
 - 1.3 providing the learning method the learners could learn how to work in teams or in groups with skilled language and knowledge gained from the training and the educational kits.
2. The limitations of the communication-based integrated learning system;
 - 2.1 the way to teach the pattern of language communication should have the well prepared language trainers, social science language insight, activity performing, and on assumed situation designing. This was to promote effective learning. Such learning pattern could consume more time with less gained content and could cause misunderstanding. Learners could gain only little knowledge or none at all. Moreover, the learners must always join the class activities of presentation of the self-introduction in front of the class, job interviewing, job application writing, and of resume writing for them to perfectly gain the benefits of such learning system,
 - 2.2 the way to teach the pattern would focus on ability of language communication other than language pattern. Consequently, the evaluation process would focus on relative skills and continuous measurement, such as the learning system, self-evaluation of the learners was performed at the end of each class. This is to know the language communication skill progression of the learners. The trainers then have to frequently evaluate the learners. Such frequent evaluation may bore learners.



Figure 5: Training Course on Technical English for Communication in Careers

From such the matters, the research team acknowledges that application of the integrated learning system on technical English communication in career would focus on helping the learners have skilled language communication in actual careers. This is the ways without any force learners to nervously speak or pronounce with perfect grammar.



Figure 6: Training Course on Technical English for Communication in Careers

Actually, such pattern would provide a way for learners to have self-confidence of the natural language communication in career with some helpful aids from the trainers. Practical motivation of reality-based learning favor would always be provided to the learners. (Wattananarong K. 1999) [5]. This will help learners have the ability to self-improve language skills. The skill could be gained through the learning processes both from inside and outside classes by the

advices of the trainers and by joining the activities with the classmates, the defined assumed activity practices, job interviewing by two or three Thai trainers and by one or two foreigner experts, introducing self in front of the class both through the two practice conditions and through the actual examination condition, doing exercises on each class, job application writing, and the resume writing. Moreover, the required characteristics needed for jobs of the trainers would be continuously implanted. This is a helpful technique to progressively effectively prepare competitive workforces for the jobs as well, (Siriprapawan N. 2004 : p.49-46) [6]. Moreover, it would provide an environment of extensive knowledge exchange (Panij V. 2003) [7], inside the classmates who promisingly are going to be new graduates of competitiveness, skill, experience, required characteristics of both quality and morality in the right jobs of Thai society in the future as well.

The research team could see that such the integrated learning system on technical English for communication would be one of the most suitable and compatible researches that could present learning theory on vocational technical education of science, technology, and engineering, theory of learning, and theory of social psychology. Additionally, the principle of English language teaching for communication could be integrated with the development of the workforce on vocational technical education, science, technology, and engineering.



Figure 7: Training Course on Technical English for Communication in Careers

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