

**การถอดบทเรียนประสบการณ์และการเรียนรู้
การจัดการความรู้ด้านเทคนิคการเรียนการสอน
วิทยาลัยนิเทศศาสตร์ มหาวิทยาลัยรังสิต**

แบบรายงานผลการจัดการความรู้ ปีการศึกษา 2563

1. ด้านความรู้ที่นำมารายงานผลการจัดการความรู้

- ด้านเทคนิคการเรียนการสอน
- ด้านงานวิจัยและงานสร้างสรรค์
- ด้านเทคนิคการพัฒนาภาษาอังกฤษ
- ด้านทำนุบำรุงศิลปวัฒนธรรม และสิ่งแวดล้อม
- ด้านการบริหารจัดการที่เป็นเลิศ
- ด้านธรรมาธิปไตย
- ด้านนวัตกรรม

ชื่อเรื่อง/กระบวนการดำเนินงานที่นำมาจัดการความรู้ :

Enhancing Chinese International Students' English Communicative Competency in English-Chinese Program; College of Communication Arts, Rangsit University

ของคณะ/วิทยาลัย/สถาบัน /หน่วยงาน : College of Communication Arts

2. ข้อมูลความรู้ชัดแจ้งเดิม (existing explicit knowledge) ที่นำมาปรับปรุง/ประยุกต์ใช้ใน

กระบวนการดำเนินงาน

2.1 ชื่อความรู้ : Using Visualized Teaching Materials to Enhance Student's L2 Motivation

2.2 ชื่อเจ้าของความรู้/สังกัด : Asst. Prof. Dr. Ratchaporn Rattanaphumma

Full-Time Lecturer, Suryadhep Teachers College

2.3 ที่มาของความรู้ (เลือก)

ความรู้จากคลังความรู้ของเว็บไซต์ระบบการจัดการความรู้ KM Rangsit University

แหล่งอื่นๆ (ระบุ).....

3. รายงานการประยุกต์ความรู้ไปใช้ในกระบวนการดำเนินงาน

3.1 Operation methods / Activities

The English communication learning and practices in the English-Chinese Program considered both social and cultural impacts of international atmosphere and intercultural context on Chinese international students, College of Communication Arts, and International College; Rangsit University. It seems like developing English communicative competency plays a very important role in Chinese international students' class learning. With regards to English communicative strategy, all activities in English-Chinese Program were the guides for fostering the Chinese international students increase the levels of

English communicative competency, and helping them find out some practical strategies to overcome their difficulties in communicating using English.

At the beginning of semester, I did the literature review of international and local materials, in-depth interview, observation, and document analysis to analyze and critique their English levels, skills, grammar, and vocabulary storage for preparing the effective English teaching-learning planning and direction of class activities, including the teaching techniques. The purpose was to describe, analyze, and create the English teaching-learning strategies and cooperative learning in the classroom, and increase intercultural understanding. After careful analysis of the means of the courses' scores, some causes for the Chinese international students' weak English communicative competency are found out that they lacked of enthusiasm in using English to communicate, lack of the related cultural background knowledge of English-speaking countries, being afraid of making mistakes, lack of necessary communicating skills, lack of English linguistic knowledge, and so on.

Therefore, I improved and implemented the "outreach concept" to both the teaching and learning process in Communication Arts (English-Chinese Program) to develop Chinese international students to actively participate in English communication, and to encourage students to make more efforts in order to improve their English communicative levels and competencies under the strategy of 'collaborative learning'. All in-class teaching and learning activities are meant to engage a number of Chinese international students, and to bring English language knowledge and expertise on a particular study topic to the objectives of study through the variety of professional activities. The class activities produced through the several forms, such as group presentations, professional workshops, special talks, trips, and so on.

Overall, the results and findings analysis from the review addressed that they were three interrelated key steps for designing teaching and learning techniques based on outreach concept with collaborative learning strategy, which would support the class management. There were Step 1: Enhance Chinese International Students' English Language Awareness, Step 2: Improve Chinese International Students' English Language Knowledge, and Step 3: Develop Chinese International Students' English Language Competency.

Step 1: Enhance Chinese International Students' English Language Awareness

With the aim of promoting their English proficiency and learning about Thai culture in ICO 312: Communication in Thai Culture class, the activities followed a teaching flow that integrated and enhanced the English communicative learning and international exchanges

between Chinese students and other English native students, particularly with respect to English-speaking context, with critical thinking by challenging Chinese students to select, analyze, and raise questions about Thai cultures on aspects of Chinese culture, and from the perspective of the Chinese students. Then, the Chinese students started to share their opinions and experiences to classroom discussions. Also, they focused on enhancing the students' English listening and speaking comprehension. At the same time, videos, music, literature, and field trips were used to facilitate their English communicative skills and Thai cultural understanding. They challenged and encouraged Chinese international students to aware and consider the English uses and communicative styles that are more important concerning to English proficiency.

Step 2: Improve Chinese International Students' English Language Knowledge

I developed intercultural friendships between international students and Chinese students to result in English communicative practices by cooperative Thai cultural activities under the concept of 'Learning by Doing'. The activities such as Thai cooking, etiquette, values, norms, and so on. These activities aimed to motivate interest and alert Chinese students to practice English with their partners. In addition, to enhance and encourage them improve of the English communication's knowledge, all Chinese students were invited to participated in authentic English-speaking settings providing by International College Rangsit University. They revealed the positive attitude and reflected the high ability of English word uses and good accent.

In its essence, these activities focused on why Chinese students should care and why English is important. Also, integral to enhancing awareness is being mindful of how to inspire Chinese students to improve English knowledge and develop English competencies during their stay in Thailand. Additionally, they aimed at increasing the level of English skills of certain international communication skills.

Step 3: Develop Chinese International Students' English Language Competency

With regard to develop the English language competency, I recognized that Chinese international students have the good knowledge to use English language in four skills; speaking, listening; reading, and writing, after they got the results from English language test. Then, I requested and encouraged them were grouped together to work on an assignment, project, or meaningful activities, including peer-pairing technique regarding to the class topics as the methods of collaborative learning. This class direction continually enhanced the four skills leading to the competencies among the Chinese international students. It revealed that the scores from the Oxford English test were higher than the previous results, such as the result from B1 to B2 level or from A1 to C1.

3.2 Working Results and Findings / Evaluation

Based on the class evaluation, it clearly specified that all ICO 312 class activities and international setting experiences, which were designed and provides to Chinese international students, could be claimed as standardized evaluation that examined Chinese international students' four basic English communication proficiency. The results and findings from questionnaires and in-depth interviewed with Chinese international students were presented that they earned the benefit from learning English language through collaborative activities. All students "agreed" to enhance their English language knowledge and competencies. Especially, they precepted how it was useful to practice and improve their English language's communicative competencies for their current international studies in Rangsit University, and their future works. I also found that once the students acquired the English knowledge, they would be confident to present their English language skills.

Additionally, they were really happy and felt fun to join the activities in and outside classrooms. They would gradually develop potential English competency in the process of academic learning from now on.

4. New explicit knowledge from the application of prior knowledge in the operation process

From the above details of teaching-learning strategies in ICO 312 class among the Chinese international students, which were adapted from the previous teaching-learning process, I found that the new explicit knowledge was all about "the peer-pairing technique and cooperative learning strategy" regarding to their individual background, study styles, and collectivism concept, which increased the willingness to work with members of other groups, and could led the students to the courses' objectives. These new explicit knowledges were aimed to promote English capacities and interactions, to develop friendships in the international context, and to result in English language understanding and competencies. Also, these new explicit knowledges assisted the Chinese international students in adapting to a new intercultural and Thai environment, and fostered positive English studies awareness in intercultural settings. While there was considerable potential for bringing an English language perspective to the classroom, and there had been examples of how this might be achieved, it depends upon the collaboration of class activities across all areas of Chinese international student life, skilled and committed support them to implement all activities. Definitely, this is an area that deserves positive outcomes and further study attention.

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(Asst. Prof. Dr. Duangtip Chareonrook)

ผู้ดำเนินการปฏิบัติ