

Factors Affecting English Learning According to the 21st Century Learning Skills of the Third Year Students of Rajamangala University of Technology Isan, Khon Kaen Campus

Sujittra Inthararatsamee^{1*} and Ratsawadee Belardo²

¹ Faculty of Technical Education
Rajamangala University of Technology Isan, Khon Kaen Campus
40000, Thailand

² Faculty of Technical Education
Rajamangala University of Technology Isan, Khon Kaen Campus
40000, Thailand

*Sujittra Inthararatsamee Author: isujittra@hotmail.com, Telephone Number, Fax. Number
Address

Abstract

The purposes of the study were to investigate the factors which affected English learning according to the 21st century learning skills of the third year students of Rajamangala University of Technology Isan, Khon Kaen Campus, and to find out the guideline to develop and enhance English learning according to the 21st century learning skills. The population for this study was selected through purposive selection. The sample groups were 375 third year students who enrolled to study English courses in the second semester of the 2018 academic year. The samples were studying in: Faculty of Engineering, Faculty of Technical Education and Faculty of Business Administration. The survey method research was employed to collect quantitative information. The questionnaires were used as a tool to collect quantitative data. The quantitative data were analyzed using percentage, mean and standard deviation.

The results from the study indicated that the factor that affected English learning according to the 21st century learning skills of the third year students the most was the student factor (33.60%), the family (11.80 %), the university (3.00%) and the lecturer (1.00 %) respectively.

Keywords: English, English learning, the 21st Century Learning Skills

1. Introduction

The changing global trend during the globalization period had forced many countries to face diversity in the social aspects and the economic system that affects the livelihood of the people. The creation of the mechanism and the development of people to the higher potential is therefore needed to adjust and keep up with the changes that will help the country stability to move forward and keep up with other countries. From being part of the ASEAN community in 2015, every member country agreed that education is an essential factor in development. Since Thailand is one of the members of ASEAN, following the agreement is important as a way to foster collaboration on education and helped the ASEAN community to become more stable.

The people are the most important resource within the ASEAN community. Therefore, in order to create human development and equality, educational budget and investment should be provided. Life-long learning and the building of other potentials should be a long-term investment. Furthermore, English was considered, within the ASEAN community, to be the main working language. Today, English is still considered an important language that most people from one country use for communicating with other countries. For this reason, every country had included English in their curriculum as a second language and had become the core of the educational curriculum since the primary level and throughout their lifetime. This is the reason why people who are involved with the ASEAN community need to learn and use the English language.

At present, the world is moving into the 22nd century. The trend of the educational management to support the 21st century still plays an essential role in driving educational institutions to the international level. This is due to the global situation that is different from past eras. The education system need to be developed to go in line with the reality. People starts learning from the kindergarten level to college level, and throughout their

lifetime. Therefore, the main knowledge that is important for the 21st century in educational management for children and teenagers is learning English as their first language. Reading is one of the basic skills in education, along with other skills such as listening, speaking, and writing. Additionally, there are other issues that is also considered as important for the 21st century that needs to be managed alongside the main knowledge; that is also essential for the young children and teenagers. One of those skills is the skill in learning and innovation; or 3R and 4C. 3R consists of reading, writing, and arithmetic and 4c consists of critical thinking, communication, collaboration, and creativity. Apart from this, other important skills are life skills, occupational skills, and the skills in information and technology, and the skills in new education management (Panich, 2013).

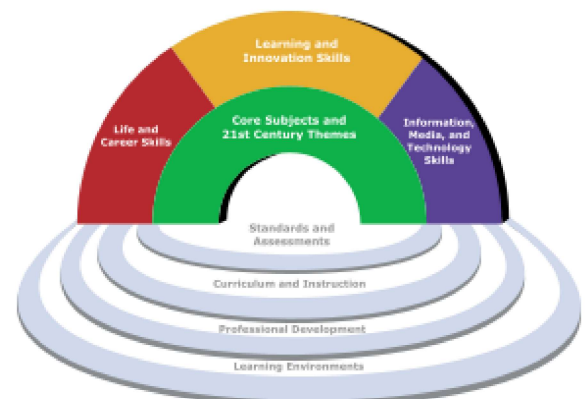


Figure 1 - P21 Framework for 21st Century Learning

Picture 1 21st Century Learning Framework.
Source: Panich, (2012: 20)

Education in the 21st century needs to change the perspectives from the traditional paradigm to the new paradigm where the reality of the students and the reality of the world becomes the center of the learning process. This will help drive their learning even further while receiving the knowledge in more simple ways while focusing on the development of the skills and attitudes, thinking skills, problem-solving skills,

organizational skills, positive thinking and self-respect skills, innovation, creativity, communication skills, technological and self-confident skills, flexibility, self-influence, and the awareness in the surrounding. More than others, they will need to have the ability to handle knowledge effectively in order to use it creatively. These are the skills that are needed for the students in the 21st century.

This research points out all the important skills that will affect the ability in learning English according to the 21st century learning skills of the third year students of the Rajamangala University of Technology Isan, Khon Kaen Campus. The aim of this research is to find the supporting factors that affects the ability in using English language and the way to improve those skills that are needed to improve their learning ability. This includes the normal classroom hours as well as their out-of-classroom learning.

2. The objectives of the research

1. To investigate the factors that contributes to the English learning according to the 21st century learning skills of the third year students in Rajamangala University of Technology Isan, Khon Kaen Campus.

2. To study the direction in the development of English learning according to the 21st century learning skills of the third year students in Rajamangala University of Technology Isan, Khon Kaen Campus.

3. Scope of the study

The researchers had determined the scope of the study as follows:

3.1 Area of study

Rajamangala University of Technology Isan, Khon Kaen Campus

3.2 Population and key informants

For the population involves with this study, the researcher had chosen the third year students from three faculties with Rajamangala University of Technology Isan, Khon Kaen Campus which consist of the Faculty of Engineering, the Faculty of Business Administration, and the Faculty of Technical Education.

4. Scope on other variables

4.1 Independent variables are the variables that affect the ability in studying English according to the 21st century learning skills of the 3rd year students from three faculties with Rajamangala University of Technology Isan Khon Kaen Campus which consist of the following variables:

4.1.1) students

4.1.2) teachers

4.1.3) family

4.1.4) university

4.2 Dependent variables are the learning of English through the 4Cs and 3Rs method a the 21st century learning of the 3rd year students from three faculties with Rajamangala University of Technology Isan Khon Kaen Campus which consists of 5 aspects 1) analysis 2) communication 3) creativity 4) reading and 5) writing

5. Research Methodology

This survey research adapted a questionnaire related to “ The Factors that Have Affect on Ability of English Usage following the Learning Skills in the 21st Century of Matayom 6 Students of Schools in the Bangkok Secondary Educational Area Office 2 to Support the Entrance into the ASEAN Economic Community” of Arunsuksawang (2015) as a research tool.

The researchers collected the quantitative data from 375 samples, the third year students of Rajamangala University of Technology Isan, Khon Kaen Campus, who were taking English courses in the second semester of the academic year 2018. Data were analyzed using SPSS for percentage, mean and standard deviation

6. Research Results

The results from the study indicated that the factors affecting English learning according to the 21st Century learning skills of the third years students of Rajamangala University of Technology Isan, Khon Kaen Campus are as following:

Table 1 Factors affected English learning according the 21st century learning skills

| Factor | B | R ² | t | p-value |
|------------|-------|----------------|--------|---------|
| Student | .568 | .336 | 9.261 | .000 |
| Family | .330 | .118 | 8.089 | .000 |
| University | -.308 | .015 | -5.358 | .000 |
| Lecturer | .279 | .036 | 5.147 | .000 |

Constant 0.081 R= 0.710 R²= 0.504 F= 93.961 p-value <0.001

A predictor: $y = 0.081 + 0.568ts + 0.330tf - 0.308tt + 0.279tu$

From Table 1, it was found that student factor, family factor and university factor have relationship toward English learning according to the 21st century learning skills at high level while lecturer factor was at moderate level.

Table 2 The 21st century learning skills for English learning

| The 21 st century learning skills | \bar{x} | S.D. | Level |
|--|-----------|------|----------|
| Critical Thinking | 3.1541 | 0.81 | moderate |
| Communication | 3.0282 | 0.85 | moderate |
| Creative thinking | 3.1051 | 0.83 | moderate |
| Reading | 3.0011 | 0.88 | moderate |
| Writing | 2.9540 | 0.91 | moderate |

From Table 2, it was found that the 21st century learning skills: critical thinking, communication, creative thinking, reading and writing, affected English learning at moderate level. (\bar{x} = 3.15, 3.10, 3.02, 3.00, and 2.95)

7. Discussion

The purpose of this study was to investigate the factors which affected English learning according to the 21st century learning skills of the third year students of Rajamangala University of Technology Isan, Khon Kaen Campus, and to find out the guideline to develop and

enhance English learning according to the 21st century learning skills.

The factor that affected English learning according to the 21st century learning skills the most is the student factor. The students who realize the benefits and significance of English learning and those who have strong intention in learning English tend to be successful. This finding aligns with Jakobovits (1971)'s finding that students factor such as ability to understand what is taught, intelligence, language ability, intention, motivation, attitude toward teacher, play important role on student learning.

The development methods for promoting and enhancing English learning according to the 21st century learning skills are as following. First, students. The students of the 21st century should be urged to realize the importance of English. Bamrungcheep (2014) wrote in his book entitled "Hyflex Learning" and mentioned that students of 21st century should find knowledge by themselves from different sources of knowledge. Second is family. Family should pay more attention and support their children in learning English. This aligns with the findings of Kunarak (1991) that explained the family that the leader paid attention on English tend to support their family members in learning English by support and provide facilities for English learning. Third, university. University should integrate English in to other subjects and provide facilities such as learning center, library and information technology devices to support the students learning. Finally, lecturers. Lecturers are suggested to attend trainings, seminars or other professional development activities to develop their teaching methods.

8. Suggestions

8.1 Suggestions from this study are as following:

8.1.1 This study employed only a questionnaire as a research tool. It is recommended to use other research tools such as observation, interview and skills

evaluation form. This means the findings would be more completed.

8.1.2 The target group for this study was students. It is recommend to use others group of people as target group such as parents, lecturers, or other stake holders. This helps the researcher to obtain data from every angle.

8.2 Suggestion for the next study

8.2.1 This study investigated factors affected English learning according to the 21st century learning skills. The factors employed in this study were student, family, lecturers and university. It is recommended to use other factors such as students' grade point average, location of university etc. in the next study.

8.2.2 In the next study, the 21st century learning skills should be investigated using experimental research tool for teaching and learning process such as problem based learning, simulation and research based learning.

9. References

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