

CHAPTER IV

Results

This research was set out to get the views of the graduate students on their job hunting and career experiences; and to get the views of the graduate students on their English language learning experiences during their study in Suan Sunandha Rajabhat University Bangkok.

The results of this study is presented in two segments in respect to the two research objectives and questions.

As agreed by the researcher and the subjects, the names of the subjects involved in this study are withheld. For clarity, the researcher will make use of "GS" to connote Graduates' Students.

4.1. Result Segment A: The Views of the Graduate Students on their English Language Learning Experiences during their Study in Suan Sunandha Rajabhat University, Bangkok

4.1.1. Inadequate Focus in English Language Proficiency Development in the University Programs

All the subjects concluded that their inferior English ability is as a result of the university's lack or no focus in English proficiency development of the students. "During my studies at the university, English language was not in any time considered to be important for us. We only learned the usual basic conversational English which in reality is of no benefit for the labor market" (GS).

4.1.2. Grammar and Correctness

All the subjects alerted that grammar and correctness when using English was one of their biggest hindrances toward the improvement of their English skills. "When I am in a speaking situation, I get tensed and confused about grammar. I am always confused about the past tense and the present tense when I speak or write" (GS).

"There was too much focus on grammar and correctness and less focus on communicative English which is very useful in the workplace and career advancement" (GS). In a speaking situation, the students do not have much time to think before they speak. They have to speak automatically and naturally by relying on their knowledge of grammar. If their grammar ability is wanting, then it is obvious for them to produce erroneous speech.

4.1.3. Lack of English Extra-Curricular and Oral Activities

Just like grammar, most of the students mention the lack of enough English language extra-curricular and oral activities as one of the factors that limited their English abilities. "We have English camps, but we should have it more and more because that will help us to socialize and practice our English skills" (GS).

Extracurricular activities are student experiences and activities that are not included in the educational curriculum. These activities are a significant part of education. It has been proved that extracurricular activities are as necessary as regular classes for development of skills (Tenhouse, 2003; Eccles, 2003).

4.1.4. Lack of Speaking Opportunity Outside the School

There are really no opportunities for the students to practice speaking English after school. Their family are Thai, and most or all of their friends are Thai also. The amount of time students use English in a day is very limited compare to their native language. "Actually, the only time we spoke English was in the classroom. After that, there are no opportunities for us to practice what we have learned" (GS).

4.2. Result Segment B: The Views of the Graduate Students on their Job Hunting and Career Experiences

The results in this section is in respect to the 2 research questions of this study.

4.2.1. Does the English Language Deficiency of Graduate Students of Suan Sunandha Rajabhat University, Bangkok Affect their Career Development?

The subjects stated that English language proficiency has become a major factor in their career development. "Most of my co-workers have been promoted due to the fact that their English skills is good. Whereas in my own case, I might lose my job due to my English deficiency" (GS). "Because of the actualization of ASEAN, most companies are demanding their workers to improve their English skills or loss their job. Therefore, most graduates from our school whose English skills is not up to date will surely loss their jobs" (GS).

4.2.2. Is English Language Proficiency in the Labor Market of Thailand Important?

All the subjects of this study confirmed that there is a high demand for graduates whose English language skills is high. "After my graduation, landing a good job was out of my sight. Every interview I have attended was conducted in English. I could not fulfill my dream of working in a multinational company because of my English language deficiency" (GS). "There are good job opportunities for those whose English skills is up to an acceptable level. Even some local Thai companies only employ those whose English is good, because they want to position themselves for the ASEAN integration. Even for teachers of non-English subjects, you will not be employed in popular Thai schools or international schools if you don't have a good command of English language" (GS) .