Development Of Students' English Language Competency Through Extra-Curricular Activities In Mahamakut Buddhist University

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ARTICLE INFO	ABSTRACT
	The purpose of this article is to offer some directions and guideline on how to develop Mahamakut Buddhist University's language competency through extra-curricular activities. This article is essential for the development of students' language ability from the first year to the four year of their study in the curriculum. The developments concerned can be divided into two dimensions; 1) Language skill development and 2) Interpersonal and Communicative Development through different language activities. These dimensions can be integrated into the year plan of curriculums of the university with supports and cooperation from people who are involved and will finally bring to language achievements of the students. **Keywords:** Language competency, extra-curricular activities, interpersonal and communicative development

1. Introduction

Mahamakut Buddhist University organizes teaching and learning English as a major English to students on a curriculum of Buddhist University (English Major and Teaching English). To produce graduation of these department to serve the society continuously since the formal foundation of the university in the name of Mahamakut Buddhist University educational council is fruitful more or less according to situations. Anyhow graduation of these departments has the knowledge and ability in English to serve continuously the society on various occasions.

Mahamakut Buddhist University possesses an educational commitment to the building of graduates, research, administration, community academy and art and cultural maintenance according to the university's commitment on October 1, 1843 His Majesty, King Rama V, Chulalongkorn gave his approval to found the college in the area of Wat Bowonniwet Vihara and naming "Mahamakut Rajavidyalaya" by His royal propose for Buddhist monk's education. He devoted His early money and founded this college on October 2, 1846. He came to open Mahamakut Rajavidyalaya and accepted it in His royal patronage together with His yearly money donation. By developing upon His royal willingness, Somdet Phra Maha Samana Chao Krom Phraya Vajirananavarorasa had three purposes to proceed Mahamakut Rajavidyalaya's great task like:

1. To be educational place for monks and novices.
2. To be the educational place for our country and foreign countries.
3. To be a center for spreading Buddhism.

When tasks had been opened and proceeded, apparently those objectives brought about a pleasing results all the time to make more completed objectives, so on December 30, 1945, the Prince Patriarch Krom Laung Vajira Nannavansa in the position of committees' president of Mahammakut Rajavidyalaya together with

senior monks declared to found the higher education institute in the model of the Buddhist University under the name of Educational Council of Mahamakut Rajavidyalaya for the following purposes:

1. To be educational place for a study of scriptures
2. To be an educational place which belongs to our own country and foreign countries.
3. To be a place for spreading Buddhism in both country and foreign countries.
4. To encourage monks and novices to have the knowledge and ability in performing a benefit to people.
5. To encourage them to use the knowledge and ability in research, debate and a dharma delivery to Thais and foreigners.
6. To promote them to be an important power in a protection of Buddhism and also Buddhist successors proper to a modern time.
7. To be progressive and survival of the Buddhism.

So, under the administration of a committee called Council Educational Committee of Mahamakut Rajavidyalaya started teaching and learning to monks and novices from September 16, 1926 to the present. [Mahamakut Buddhist University, 1993 : 68-100]. [1]

Anyhow, to the overflowing current of the 21st century, the world has a great change of educational, social, technological and economic systems. To develop students to overtake the great change of the world is very important because they are not late to help other people. Certainly, teaching and learning according to the intention of curriculum maybe not sufficient to respond to the rapid and terrible change of a new country. So, a creation of students' ability with activities of extra curriculum is very necessary and obligatory that the university faculties and departments should regard how we shall do in a creation of students' ability to be potential in a competition on the national and international stage.

This article will be offered in the trend of organizing activities supplementing the curriculum for developing students' ability in English language competency.

2. The way of organizing activities to supplement the curriculum for developing students' competence in languages

The way of organizing activities to supplement the curriculum for developing students' competence in languages can be divided into two characteristics as :-

2.1 Development of Language Skills

Development of language skills to learner has a great importance. According to Mayuree Sukhavivat, the person who has the duty in the management of teaching and learning foreign languages has to regard various skills of language like: listening, reading, speaking and writing. In the stipulation of aim at the curriculum, purpose and objective in the curriculum of foreign languages should have a certain aim at which curriculum teaches students to speak only, which curriculum teaches them read only, and which one wants to emphasize them to have the competence in listening, speaking, reading and writing foreign languages. Ever student in Thai universities must have the competence in four skills or not, he added that an emphasis on any skills is very important in learning foreign languages. Someone learns English to speak only and does not want to read and write. Of course, he can speak if he learns in the right way and practices such a skill very often. Someone learns to read only, he should not spend time in practicing speaking but should practice most reading, so that he fluently and quickly read. While, to learn writing is not easy but we can do it if we read from an easy to a difficult story. The style of the poet's writing should be very closely observed to be imitated by you and others. [Mayuree Sukhavivat, 2011 : 65] [2],

Besides, to learn and to remember a good number of vocabularies are useful for a good writing. One important thing is that we must have short and interesting matters comprised of very words which cause us to write conveniently, quickly and correctly. So, teaching English skills of each side must depend on the different time of practice, different exercises and do not have the same technics and strategy of teaching. If the person who organize the curriculum has set a high target, the learner cannot go up to that target. To organize should regard the fact in learning a foreign language, the state of learning according to reality, a basic knowledge and needs of a learner.

Besides, a development of the learner's language skills can organize activities to emphasize a competence in a language directly, such as training and instructing to get ready for an examination. The examination papers are standard like: TOIEC, TOFLE, ELTS or other standard examination papers produced by the university or another examination papers built by general universities like: TU-GET, CU-TEP, CU-TOP and so on. Besides, there are activities developing various skills, such as listening, reading, speaking and writing by studying

exploring at first that students lack any of the skills, which is week or low, so activities must be inserted in the students outside the regular time of curriculum. This concept occurs from the ground that when students who have got training in the classroom are not sufficient or not obtain the objective of a course or curriculum of which the concerning person must lay the plan and put this matter into the yearly plan of a curriculum or a course to bring about the confidence that students will receive a continuous development in a language and finish a course to be a qualitative graduate so that they are going to serve the society and the country further. At present the Faculty of Humanities and the Faculty of Education proceed these activities and add to the strength to them in order. Anyhow, to organize activities creating this curriculum maybe organized by a concerned authorities of the university, such as Language Center and Self- Access Language Learning Center to relieve a burden and distribute a task and a responsibility to various branches; so that a process of work will be integrated as seen in various universities which have a language canter or self-learning language center for proceeding these affairs to bring about a self-access language learning, as if the research work of Pattama Sappapan explores Thammasat University students, opinion and need to the use of a self-access learning center and found that students, opinion in self-learning is very useful but in a lack of understanding the concept about self-learning in English, namely students want to develop English skills like: reading, speaking, listening and writing knowledge about grammar and high vocabulary for every side. [Pattama Sappapan, 2010 : 85-97] [3]

Besides, students want self-learning center to run a guidance clinic. The consequence of research can be concluded that students have the lack of knowledge and way of a self-learning and hope to receive a help in the guidance model. The model and the way of solving the problem as mentioned have the offer in this research.

The important matter of developing the learner's English skills in Thailand has found that a lot of researches which studied and offend the way of developing the learner's language skills. The important research is like: the research of Nuntiya Doungphummes and Nantida Chandransu studies the way of developing the communicative potential by Thais' English. The synthesis of research possessing an aim at a promotion of learning English offers the quality of knowledge communicated from the synthesis of research as mentioned comprised of design, research work and promotion of learning English to Thai. People even the way of developing students' communicative potential in English which should have an aim at the creative of cultural in learning English on an automatic learning base by a teaching design according to a concept of management, learning by using a basic mission, producing a media of teaching according to the learner's environment and scopes and ability in an international English. While a teaching staff should supplement a potential in teaching and learning together with participation and emphasis on the learner as important. Technics of teaching in the model of TBL (Teaching Business Language) and applying local essences so that English learning is in a combination with the learner's life. To a group with various careers, those should be a development of self-learning and a content of particular careers which can be sued for developing a communicative skill in English and doing work really. [Doungphummes, Nuntiya and Chandransu, Nantida, 2016 : 77-96] [4]

The synthetic consequence of a knowledge quality occurred from research, data and the opinion of the participant, qualified person and researcher who join a group convention on the stage of research synthesis and precede a producing of personal in developing a potential of Thai people's English communication in a dimension of currying a research consequence to develop teaching and learning English and the way of practice in the matter of English learning of the authority at the level of policies and the research work offers the result of research for a development of teaching and learning English and the way of practice in a promotion of English learning for the authority at the policy level and research offer the use of research consequence for a development of teaching and learning English. All of these can be summarized as an important data as follow:

The data and knowledge quality about English teaching and learning in various dimensions can be used in the management of environment and a creation of inspiration of promotion of learning English according to the learner and teacher's characteristics and particular problems in each area; so in the management of environment and the building of inspiration in learning English should be corrected to the development of a system and process in a participation of the learner, teacher, educational administrator and various sector outside an educational system like: family, community, private sector and business owner.

A creation of culture and learning should be based on an idea of promoting in an automatic learning of both a learner and teacher and using a participating process of the educational administrator, family and community by a procedure together with a making of inspiration in learning so that the learner will have a good feeling and attention in learning English. To develop the model of teaching and learning English or English skills to students in each class should consider the target of English competence at each level of a

class and the useful factors of the school in making activities which give a chance in training English under the real situation by using a concept of learning management by developing upon the basic mission because of making the learner,s engagement well and the learner take an opportunity for training an English use in the situation near reality.

To build a media of English teaching accorded to the learner,s contexts is an efficient way in a development of the learner,s English competence because it will enable the learner to link something learned with the other happening up in his real life and learn the social and cultural dimensions in his own locality that is why English learning is meaning fully possible, not for learning only a language.

To develop properly the media of self-learning in English for the adults, e.g. teachers performing various career should be characteristics of a career group which have the potential in response to each career group,s needs in using English correctly and relevantly which can be an integration of media technology (picture, sound and information technology) so that a learning media is interesting, easy understanding conveniently approached every time the media consumers need including an ability of stimulation and inspiration bringing about learning from the media continuously.

Besides, it is necessary for making a mechanism to follow up and estimate a media learning accorded to the nature of learning to each group of learners. The researcher offers the way of promoting an English learning of the authority at a policy level, such as

To manage education and to build a learning culture so that the learner at the basic educational level has the knowledge and competence in using English for learning, education and searching a new job in the future by an international procedure in the following dimensions:

To develop the learner to be an automatic one by organizing English learning in the way in which the learner participates with the teacher. The learner is the center and he himself functions as a peer/tutor/tutee by training skills of advice according to the sociocultural model of coaching.

To develop the teacher by building his potential in the management of teaching and learning in the kind of participation which emphasizes the learner as important and he himself is a facilitator or a couch in emphasis on a development of individual performance and the learner,s potential.

To build the participation of an educational administrator, family and community in a management of environment for a promotion of learning is regarded as building an opportunity of learning through using a language in a real situation or near reality.

To develop a renovation of English learning and English application for every target group is like:

A group of students at a basic educational level: there is a development in the model of teaching and learning, lesson and teaching media completing the scope of English competence at an international or local level for raising the competence of English communication as important by beginning with listening, speaking, reading and writing in order.

A group of English teachers: A development of English communicative skills, technics of organizing English teaching and learning under a concept of learning management by using a mission as a base and applying local essences or matters near students so that their English learning is meaningful and depending on a participation (of a learner, teacher and community).

A group of various career performers: A development of communicative English teaching and self-learning in the characteristics of content for a particular group of career performers who have learning and develop skills of English communication even really work.

A group is working ages: A development of learning media aims at the raising of English communicative abilities for a job by using an information technology which is accessible including the making of mechanics for a physical and moral support together following up and estimating English abilities continuously.

To use an information technology in the making of renovation in learning and training skills in an English communication by himself in a choosing of information technology accorded to an accessibility and the behavior of each target group.

To invest factors promoting a basic education and building good environment for a proper atmosphere to the learner,s English learning, in particular using an information technology for developing English abilities of the teacher and the learner (like internet media and TV program) so that the learner can link local matters with a global course and learn English from the native speaker directly. Besides, in the case of the learner,s community as a resort such a place should be properly developed for a visit of Thai and foreign tourists more and more and finally it will bring about a better business to students and people in the community who take the opportunity for using English in their daily lives increasingly. The educational institute joins private

sector for developing a model of English learning in various options for very span of ages in characteristics of curriculum and various activities by depending on the institute of higher education organizing as a learner of management. The institute of higher education is the guardian in a research and development of knowledge about renovation to an organizing of basic education. The ministry of education joins a private sector in a development of selective, optional and filtrating systems and looks after children who have English abilities for a potential development at the high level further.

To enlarge a special plan of teaching and learning in the curriculum of English program or EP, Mini EP, International Program for children of high skills. Investment for the building and developing of English personal for every level since a development of elective system to qualitative teachers, a building of searching or scout system and a system of English teaching vacation even the making of developmental system and the increasing of various English-teaching vocational potential for every level of teachers. Besides, there is a promotion of continuous research in the classroom for a development of teaching and learning.

The development of potential in the teachers' English teaching continuously and systematically by starting from a making of confidence in teachers' qualification about English who can build an inspiration to students in learning English for a success as important. There is on other hand an increase of potential in a design and applying a teaching technic which cause the learner to acquire English connectedly between a local knowledge and a world society's possibility and can employ efficiently the benefit form a learning communication, such as TV program, foreign movies, website, YouTube and so on.

The research offered is found that there is a development of the learner's language skills in an overview of the country. As the matter of fact, Mahamakut Buddhist University itself must be developed and look at various necessary sides of development, especially a promotion of students' language skills for every model, e.g., when the university or faculty does not have any language center or self-learning language center which will proceed this work. This task maybe in the responsibility of the development or faculty first and there is an organizing of activities for giving knowledge to students as possible and as a special time teacher and students. Because they are activities making an inspiration more than compulsion for students' most success.

2.2 Interpersonal and Communicative Development through Different Language Activities

Interpersonal and communicative development through different language activities is the model of organizing activities for improving language which emphasize the skill development of interpersonal relation and communication, such as group work activities, English camp, work and travel abroad, student exchange program, language voluntary work/ activity etc. All those activities create very well an efficiency of English communication and interpersonal relation; so, the university, faculty or department is very necessary for supplementing skills in this matter so that students can communicate and work with others, especially in the field of using foreign language.

Anyhow, a good number of language researchers offered an importance to develop skills of interpersonal relation and communication through various activities about languages.

Udomkrit Srinon and Jirayu Tuppoom analysed a systematic functional linguistics is the important theory of languages in the world that functions of languages are relation of those people and reflect their social rules and status. So, a development of languages and skills of interpersonal relation has a great importance which a communication obtains a success because an interpersonal relation is an expression of people relation at a familiar and unfamiliar level. The human languages can indicate the personal relation at various level. [Udomkrit Srinon and Jirayu Tuppoom, 2019 : 184-235]. [5]

Besides, an interpersonal function and personality type by specifying a mechanism found in the use of language in linguistics by using a verb which expresses a position or level of meaning.

The so-called research reflects that a development of skills in the interpersonal relation and communication is very important because it will make the interpersonal communication efficient and successful as willingness so as promotion and development of those skills to students are objectives of the university, faculty, department or participants watching supporting continuously through language activities all the time.

3. Conclusion

A development of students' English abilities in Mahamakut Buddhist University by extra curriculum activities is continuously necessary and important for Mahamakut Buddhist University's students. The model of development as such, can be divided into the following categories: 1) The language skill development. 2) The interpersonal relation and communication development through different language activities, both developments should be spoken highly and promoted directly by participants or a man in responsibility. Those processes can be preceding under the planning and cooperation of concerns systematically in a short

and long period and receive a personal and yearly budget support which will help students for English or foreign language competence at the level of competition on the country and world's stage together with a responsibility to the obligation of the university and also of the national educational policy.

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