

УДИРДАХУЙН ОНОЛ

THE ANALYSIS OF SOME USING OF GRADUATE STUDENTS' ENGLISH LANGUAGE REQUIREMENTS: THE CASE OF MONGOLIA

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Abstract

We aim to evaluate advanced law enforcement graduate students' English language proficiency for academic and professional purposes. There were participated graduate students who studied at a law enforcement management program on the Management academy at University of Internal affairs, Mongolia (UIAM) in our study. Our study was distinct in that it used Smart PLS-3.0 programs to illustrate metrological, correlational, multi-factor, and path analysis analysis.

Keywords: speaking skills, writing skills, professional skills and academic English.

One: Introduction

English is definitely required for academic and professional purposes in Law Enforcement. Graduate student research has mentioned these two objectives: professional employment and academic achievement. Studies on English proficiency in speaking, writing, listening, professionalism, and academic English have been undertaken by a large number of academics. For example, Niazi M (2012) studied about the needs of English for education students are not only for studying their subject matters but also for teaching careers in the future¹.

Sri Wahyuni (2021) studied Medical Faculty of Baiturrahmah University, English is learned for specific

purposes, that is, English for medical purposes which is essential for the academic and professional needs of medical students. It is assumed that these two needs if accommodated well, will pave medical students' ways to accomplish their studies and to have an expected career².

Two. Theoretical framework of learning

Behaviorist learning theories place a strong emphasis on behavioral modifications brought on by the learner's associations of stimulus-response. The two main founders of behaviorist learning theories are John B. Watson (1878–1958) and B. F. Skinner (1904–1990). Watson thought that particular stimuli that evoked

¹ Niazi, M. M. (2012). English for education purposes: A case of English for Specific Purposes. National University of Modern Languages, Islamabad, Pakistan

² Sri Wahyuni, English language needs for medical students: A Link and Match of Academic and Professional career, 2021, doi 035567.,7380932.

particular responses were what caused human behavior¹.

Watson's theory of learning was partially influenced by Ivan Pavlov's (1849–1936) research. For his studies on a type of learning called classical conditioning, Pavlov is well recognized². Watson argued that overt behavior should be used to draw conclusions about human growth rather than hidden motivations or cognitive processes (Shaffer, 2000).

Both teachers and students can benefit from the application of behaviorist theory in the classroom. Students alter their behavior because they want to achieve good results and be accepted by people they respect. To satisfy the cravings they have come to value, they change the way they behave. They usually avoid unpleasant tasks, and the ones they do frequently develop bad habits (Parkay & Hauser 2000)³.

The sociocultural theory of Vygotsky (1978) was selected as the theoretical framework for this research due to its relevance to the English language context and the lack of research on factors that improve English language proficiency in legal education. This idea holds that a person's historical, institutional, and cultural contexts have an

impact on their ability to learn. Four fundamental ideas underpin Vygotsky's sociocultural theory: (i) learning occurs before development; (ii) language is the main tool for thought; (iii) mediation is necessary for learning; and (iv) social interaction is the basis for both learning and development⁴.

Numerous researchers have examined the relationship between academic English, professional skills, speaking, writing, listening, and satisfaction for students during the academic year.

Speaking skills and academic English. Speaking is the process of building and sharing meaning using verbal and nonverbal symbols (Chaney, 1998:13 in Kayi, 2006). The teaching and learning of a second language both require speaking. In the modern world, however, speaking instruction should aim to improve students' communicative abilities since it allows them to express themselves and learn how to use their native tongues⁵.

The criteria for speaking tests are broken down into four groups by Thornbury (2005): grammar and vocabulary, discourse management, pronunciation, and interactive communication. Hughes (2003) provides a

¹ Cunia, E. (2005). Behavioral learning theory. Principles of Instruction and Learning: A Web Quest. Retrieved from <http://erincunia.com/portfolio/MSportfolio/ide621/ide621f03production/behavior.htm>

² Huitt, W., & Hummel, J. (1997). An introduction to classical (respondent) conditioning. Educational Psychology Interactive. <http://www.edpsycinteractive.org/topics/behavior/classcond.html>

³ Hauser, L. (2006). Behaviorism. The Internet Encyclopedia of Philosophy. Retrieved from <http://www.utm.edu/research/iep/b/behavior.htm>

⁴ Shabani K. Applications of Vygotsky's sociocultural approach for teachers' professional development. Cogent Education. 2016;3(1):1252177 1-10

⁵ Ilham Moh. Fauzi Bafada, The An Analysis of Students' Speaking Ability on Specific Purpose of Learning, Linguistics and English Language Teaching Journal, Vol.7, No.1, June 2019

thorough justification for judging speaking ability. Le-Ha, Phan and Bradley Baurain (2011) argued that as these are listed below:

a. Accent. It is an accented form of speech. Vowels, intonation pattern, and segmental characteristics are all included. The listeners are expected to perform them accurately and skillfully. b.

Grammar. In both written and spoken language, grammar is important. Grammar rules must be followed by students in order to develop strong speaking skills. The function of grammar in syntax, morphology, and pronunciation in writing is also visible to students.

c. Vocabulary. The total number of words in a language is known as its vocabulary, which is one of the linguistic factors. A limited vocabulary inhibits children from speaking more, which makes vocabulary development essential.

d. Fluency. We already know, speaking English fluently and well is one of the best requirements for speaking the language. In this context, speaking quickly means speaking intelligently. However, accurate speech does not always imply fast speech. Students can be deemed to have some degree of fluency if they can speak more quickly while still using proper grammar. Naturally, students with strong English language skills find it easy to communicate their ideas, feelings, and thoughts in a range of situations¹.

1. Writing skills and Academic English

Writing done for students by scholars is known as academic writing. Most people use it in universities and high schools. The formal writing style used in academic publications and universities is known as academic writing. It can be found in academic books and journal articles, and writing essays, research papers, and dissertations in an academic manner will be expected of all.

Julius Rozefeld (2020), argued that academic writing follows the same writing process as other types of texts, but it has specific conventions in terms of content, structure and style².

Brain Turner (2021) said that academic writing skill can be very different from other types of written English – and this can be problematic for students. Indeed, during university study at UK higher education institutions, many students – both native speakers and international students whose first language is not English – struggle with academic writing and academic English in general³.

2. Professional English skills and Academic English

Brown (2003) elaborates five components the assessment of professional skill concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency. It is believed that having professional skills is crucial

¹ Le-Ha, Phan and Bradley Baurain. *Voices, Identities, Negotiations, and Conflicts: Writing Academic English Across Cultures*. Bingley: Emerald Group Publishing Ltd., 2011.

² Julius Rozefeld, 2020 *Developing Academic English in Speaking and Writing*, www.researchgate.net/348747272

³ Bailey, Stephen. *Academic Writing: A Handbook for International Students*. London and New York: Routledge, 2011.

for fostering well-being and goodwill among people. In order to support efficient growth and development, well-organized job performance, pleasant and amicable terms and relationships with others, and improved career prospects, people need to focus on developing their professional skills. These abilities help people deal with a variety of conflicting circumstances and arguments that arise both inside and outside the home.

The abilities that people essentially need in order to improve their employment prospects are known as professional skills. People must concentrate on the development of professional skills whether they enroll in educational

institutions and training centers to pursue educational programs or when they are hired by organizations to perform their job obligations.

The professional is a category. It is a very general term that includes different professions. Professional English classes and courses usually cover the basic ideas, topics, and vocabulary that you will need to know as per your required setting¹.

We looked at the connections between academic English speaking, writing, and professional skills. As a result, in our study, we proposed the following three hypotheses regarding speaking, writing, and professional English skills:

Hypothesis 1. Speaking skills will have a positive impact on Academic English.

Hypothesis 2. Writing skills will positively correlate with Academic English.

Hypothesis 3. Professional skills will have a positive impact on Academic English.

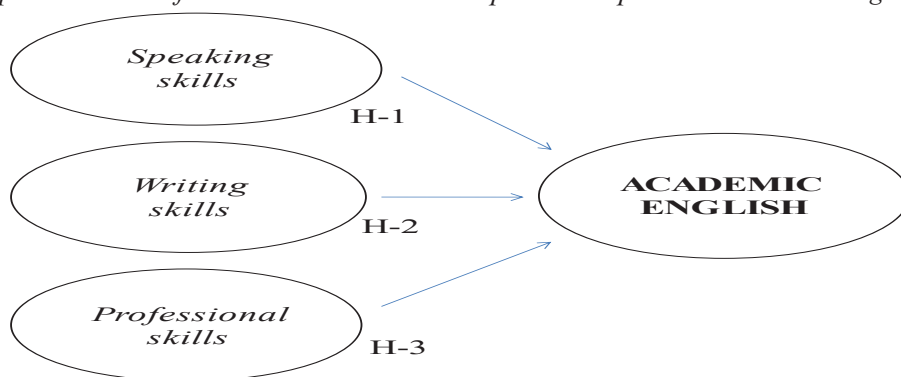


Figure 1. The conceptual framework of impacts on Academic English

¹ Polyanina, O. I., Baleva, M. V., & Shevkova, E. V. (2018). Semantic assessment of the semantic dynamics of the educational space of the university in the process of teaching critical

thinking on the model of the liberal arts and sciences. *Psychological Science and Education*, 23(4), 41–51.

Three. Research methodology

A typical approach of gathering primary data for the survey is the qualitative analysis of our research questionnaires. Following the discussion above, the following explanations explain why the questionnaire approach was chosen:

1. The questionnaires of study were graduate students who studied Management Academy at University of Internal Affairs, Mongolia.

2. The questionnaires were collected by online /Google form/ and hand paper between 2023-2024 academic year.

3. The questionnaires were able to gather data in a short period of time.

We used Likert five-point scales to make it possible to discriminate opinions more finely, restrict for chosen more rather than other scales. Cooper (1998) described that most causal research relies on designed experimentation and simulation programs (Cooper, 1998). There are many software programs used to process data analysis.

In this paper, SPSS and SmartPLS-3.0 were chosen for their simplicity and completeness. The internal reliability of each factor was assessed using Cronbach's alpha coefficient (Bayasgalan Ts, Lkhagvamaa G et al., 2022).

Thus, we were conducted to check the consistency of all related factors in the study based on Cronbach's Alpha value. The Cronbach Alpha testing will be used as it is the most well accepted reliability test tool applied by social

researchers. Cronbach (1946) identified that in Cronbach's Alpha reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability (Cronbach, 1946). Cronbach's measures: **a.** Reliability of less than 0.6 is regarded as low, **b.** Acceptable reliability is within the range of 0.7, **c.** More than 0.8 reliability is considered good.

We gathered research information from handwritten paper materials using the three major themes of questions listed below:

1. Use of English in the University; In what situations is English used?

The responses of the participants regarding the need for English language in the teaching activities of the "Law Enforcement Management" master's program were classified as follows:

a. For course activities: English is needed for preparing seminars and presentations.

b. To improve your knowledge: Basic knowledge is not enough to improve your knowledge and have professional vocabulary.

c. To do research: English is needed a lot to read and write scientific articles, prepare speeches, and quote.

d. Homework: There was no response that there was much need for homework, and a request was submitted that "homework should be given through translation".

2. What courses, support and events are organized by the university to improve English?

The participants enrolled in the Law Enforcement Management master's degree program reported that the school offered them English lessons and training, in addition to specialized English instruction.

3. What courses, support, and activities are lacking from the university to improve English?

There were varying responses regarding the level; some students stated that the one-term academic level course is disadvantageous for people with limited basic knowledge, while another stated that

the course was at the level of simple conversation. In terms of the study period, disadvantages include intensive entry in a short period of time, vacuum training, and a lack of English lessons in the second course. One participant stated that the class time is too short.

In addition, we analyzed quantitative analysis that the validity and the reliability of the measurement model by running PLS algorithm on SMART PLS 3.0 software in our study.

Figure 2. Results of Structure Analysis of factors on Academic English (algorithm)

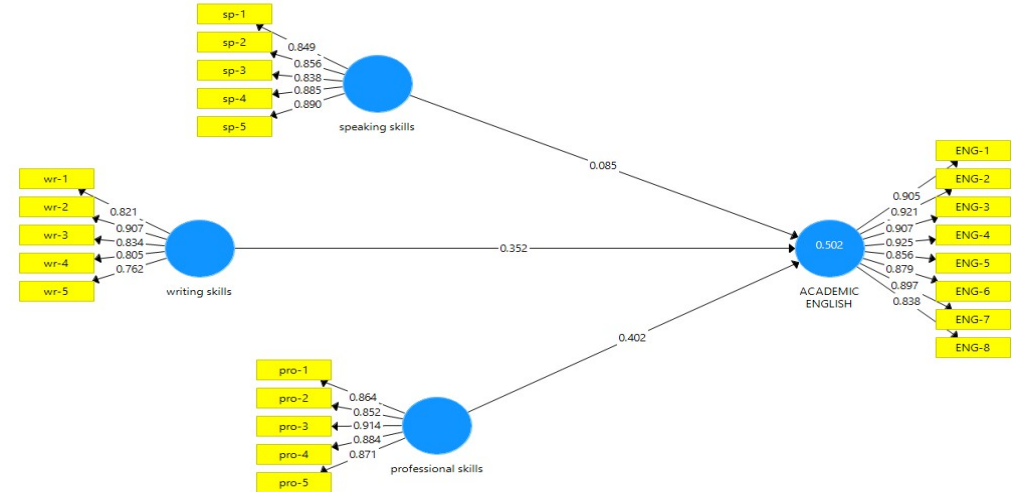


Table 1. List of items of factors for each Construct of respondents

Factor	item	Results of item	Cronbach's alpha	Composite Reliability	Average variance Extracted
Speaking skills	sp.sk-1	0.849	0.916	0.938	0.746
	Sp.sk-2	0.856			
	Sp.sk-3	0.838			
	Sp.sk-4	0.885			
	Sp.sk-5	0.890			
Writing skills	wr.sk-1	0.821	0.885	0.915	0.684
	wr.sk-2	0.907			
	wr.sk-3	0.834			
	wr.sk-4	0.805			
	wr.sk-5	0.762			
Professional skills	pro.sk-1	0.864	0.925	0.943	0.769
	pro.sk-2	0.852			
	pro.sk-3	0.914			

ACADEMIC ENGLISH	pro.sk-4	0.884	0.963	0.915	0.795
	pro.sk-5	0.871			
	AC ENG1	0.905			
	AC ENG2	0.921			
	AC ENG3	0.907			
	AC ENG4	0.925			
	AC ENG5	0.856			
	AC ENG6	0.879			
	AC ENG7	0.897			
	AC ENG8	0.838			

Noted by: sp.sk-speaking skills, wr.sk- writing skills, pro.sk-professional skills, AC ENG Academic English

In the table 1, The speaking skills of the five items measured ranged from 0.849 to 0.890, with Cronbach's Alpha of 0.915, Composite Reliability (CR) of 0.938, and Average Variance Extracted (AVE) of 0.746. Cronbach's Alpha ranged from 0.885 to 0.907, Composite Reliability (CR) was 0.915, and Average Variance Extracted (AVE) was 0.684. The professional skills of 5 items measured ranged from 0.852 to 0.914, with Cronbach's Alpha of 0.925, Composite Reliability (CR) of 0.943, and Average

Variance Extracted (AVE) of 0.769. Academic English scores ranged from 0.856-0.925, with Cronbach's Alpha of 0.963, Composite Reliability (CR) of 0.915, and Average Variance Extracted (AVE) of 0.795.

According to our findings, the reliability value and composite reliability results are greater than 0.7, indicating that the research is valid. However, the average value of each variable is greater than 0.5, indicating that the results of our research are

Table 2. The path analysis for academic English

Hypothesis	Mean	Standard deviation	T statistic	P value	Results
Speaking skills → Academic English	0.103	0.124	0.685	0.494	Not supported
Writing skills → Academic English	0.360	0.077	4.541	0.000	Supported
Professional skills → Academic English	0.389	0.107	3.747	0.000	Supported

Notes: The results of study

In table 2, Hypothesis 1 states that speaking skills have an impact on academic English (mean 0.139, standard deviation 0.124, T statistic 0.685, and P value 0.494). Hypothesis 2 suggests that writing skills have an impact on academic English (mean 0.360), (standard deviation 0.077), (T statistic 4.541), and (P value

0.000). Hypothesis 3 suggests that professional skills have an impact on academic English (mean 0.389), (standard deviation 0.107), (T statistic 3.747), and (P value 0.000). There were two hypothesis supported and one hypothesis unsupported in our study.

Four. Conclusion.

We revealed that speaking and writing skills are positively correlated with Academic English proficiency in law enforcement master's programs on the Management Academy at the University of Internal Affairs, Mongolia.

We proposed three hypotheses exploring this relationship, and our findings support the positive connection between these skills and academic success. We concluded that it is need to

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adding academic english of enhancing both speaking and writing abilities in the curriculum to improve professional skills in Academic English.

Five. Recommendation.

We recommend enhancing the curriculum for graduate students by incorporating targeted measures to strengthen speaking and writing skills in Academic English.

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the educational space of the university in the process of teaching critical thinking on the model of the liberal arts and

sciences. Psychological Science and Education, 23(4), 41–51.

Evidence of study results:

Path Coefficients

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples		
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O/...	P Values
professional skills -> ACADEMIC ENGLISH	0.402	0.389	0.107	3.747	0.000
speaking skills -> ACADEMIC ENGLISH	0.085	0.103	0.124	0.685	0.494
writing skills -> ACADEMIC ENGLISH	0.352	0.360	0.077	4.541	0.000

Construct Reliability and Validity

Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
	Cronbach's Al...	rho_A	Composite Rel...	Average Varian...
ACADEMIC ENGLISH	0.963	0.964	0.969	0.795
professional skills	0.925	0.931	0.943	0.769
speaking skills	0.916	0.932	0.936	0.746
writing skills	0.885	0.899	0.915	0.684

Outer Loadings

Matrix					
	ACADEMIC EN...	professional sk...	speaking skills	writing skills	
ENG-1	0.905				
ENG-2	0.921				
ENG-3	0.907				
ENG-4	0.925				
ENG-5	0.856				
ENG-6	0.879				
ENG-7	0.897				
ENG-8	0.838				
pro-1		0.864			
pro-2		0.852			
pro-3		0.914			
pro-4		0.884			
pro-5		0.871			
sp-1			0.849		
sp-2			0.856		
sp-3			0.838		
sp-4			0.885		
sp-5			0.890		
wr-1				0.821	
wr-2				0.907	
wr-3				0.834	
wr-4				0.805	
wr-5				0.762	