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THE EIGHTH NATIONAL SYMPOSIUM AND
THE FOURTH INTERNATIONAL SYMPOSIUM

*"Research and Innovation for the Development
of Society toward Sustainability"*

THE EIGHTH NATIONAL SYMPOSIUM AND THE FOURTH INTERNATIONAL SYMPOSIUM BANGKOKTHONBURI UNIVERSITY

"RESEARCH AND INNOVATION FOR THE DEVELOPMENT OF SOCIETY TOWARD SUSTAINABILITY"

ONLINE CONFERENCE PROGRAM

APRIL 26TH SUNDAY, 2020

BANGKOK THONBURI UNIVERSITY IN COLLABORATION WITH

NATIONAL RESEARCH COUNCIL OF THAILAND

THE ASSOCIATION OF RESEARCHERS OF THAILAND

SPORT AUTHORITY OF THAILAND

RAJAMANGALA UNIVERSITY OF TECHNOLOGY RATTANAKOSIN

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RIGA TECHNICAL UNIVERSITY

WESTERN SYDNEY UNIVERSITY

BAUMAN MOSCOW STATE TECHNICAL UNIVERSITY

THE FACULTIES SHALL HAVING THE CONFERENCE PROCEEDINGS AND POSTER PRESENTATIONS.

- HUMANITIES AND SOCIAL SCIENCES

- SCIENCE AND TECHNOLOGY

- HEALTH SCIENCES

PREFACE

Bangkokthonburi University is the institution of education that focuses on increasing the academic knowledge by supporting the researchers, scholars and the graduate students to create and develop their works for developing the new knowledge in the community and country level which responds to the objective of creation the academic strength, and to support for creating the development, spreading the knowledge, exchanging the experiences, and creating the cooperation in creating the interdisciplinary.

Bangkokthonburi University shall arrange the eighth national symposium and the fourth International symposium Schedule of online conference program. under the title of "**Research study and innovation for the socially sustainable development**" which will be cooperated from the public and private section, such as, National research council of Thailand, The association of researchers of Thailand, Rajamangala university of technology Rattanakosin, Chandrakasem rajabhat University, Phanomwan college of technology, Sport authority of Thailand, Kent state University, Fo guang University, Guizhou normal University, Universitys negeri medan, Bauman Moscow state technical University, Riga technical University, Western Sydney University.

Bangkokthonburi University hopes that this conference will be the opportunity in creating the beneficial knowledge for developing the interdisciplinary in various fields, and lead to the academic development in the future.

(Associate Professor Dr.Bangon Benjatikul)
President of Bangkokthonburi University

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Some mistakes in English Usage of Public Administration Students Studying at BTU

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Abstract

This study was designed to investigate the common mistakes in English usage of Bangkokthonburi University students majoring in public administration and political science. The study was qualitative in nature. The needed data were collected from the following sources: direct participation, in-depth interviews with 10 key informants and related documents. The collected data were analyzed by resorting to categorizing, systematizing, interrelating, synthesizing, describing and summarizing.

The data analysis has unearthed the following facts: the common mistakes in English usage of Bangkokthonburi University students majoring in public administration and political science as well as theThai students at large included nine aspects: (1) errors in using nouns; (2) errors in using pronouns; (3) errors in using cases; (4) errors in usingverbs; (5) errors arising from the confusion of adjectives and adverbs (6) errors in usingadverbs; (7) errors in using modifying elements. (8)errors in using words in the manner of gender discrimination; and (9) errors caused by the confusion between American English and British English.

Keywords: ErrorsinEnglish usage; public administration students

The study was mainly designed to ferret out some mistakes in English usage of Thai students particularly the students studying public administration at Bangkokthonburi University. To achieve this objective, the researcherresorted to the qualitative research method; the needed data were derived from three sources: documentation, participant observations and in-depth interviews with ten key informants who had a lot of experiences in teaching English.

The collected data were analyzed by means of categorizing, systematizing, systematizing and summarizing.

The qualitative data analysis has brought to light the facts specified below.

The students made mistake in English usage on nine aspects: (1) errors in using nouns; (2) errors in using pronouns; (3) errors in using cases; (4) errors in using verbs; (5) errors arising from the confusion of adjectives and adverbs (6) errors in usingadverbs; (7) errors in using modifying elements. (8) errors in using words in the manner of gender discrimination; and (9) errors caused by the confusion between American English and British English.

It was noteworthy that there was another type of errors that seemed trivial. That was, a great number of students made errors in using marks when they wrote English sentences. Most, if not all,of the students preferred to use the period (.) rather than other marks. only a small number of students were knowledgeable about using

The semi-colon, the colon, the parenthesis, and the quotation mark.

The Accurate and the Inaccurate English Sentences

The inaccurate sentences written by students are shown on the left column, whereas the accurate sentences are shown on the right column.

Because of some constraints only 100 sentences are illustrated (50 sentencesare inaccurate; another 50 sentences are accurate.)

	Inaccurate Sentences		Accurate Sentences
1	They went aboard on the boat	1	They went aboard the boat
2	Above a hundred people died in the storm.	2	Over a hundred people died in the storm
3	The officer was accused with the crime	3	The officer was accused of the crime
4	He performed an action of heroism.	4	He performed an act of heroism
5	I hope this work is adequate enouth	5	I hope this work is adequate
6	Our new system will affect a saving	6	Our new system will effect a saving
7	I need an all inclusive list.	7	I need an all-inclusive list
8	All of our orders have been delayed	8	All our orders have been delayed.

	Inaccurate Sentences		Accurate Sentences
9	Do you feel alright today?	9	Do you feel all right today?
10	I am angry at him	10	I am angry with him
11	He is anxious to complete his studies.	11	He is eager to complete his studies.
12	Neither you nor I are to go.	12	Neither you nor I am to go
13	This film is not as good as that one.	13	This film is not so good as that one.
14	This is a clearcut case	14	This is a clear-cut case
15	The ferry collided against the tugboat	15	The ferry collided with the tugboat
16	Success does not always consist of achieving wealth	16	Success does not always consist in achieving wealth
17	He helped me to identify the problem	17	He helped me identify the problem
18	He can't hardly see tha	18	He can hardly see that
19	You can't help but like him	19	You can't help like him
20	The content of the bottle proved to be sum	20	The contents of the bottle proved to be sum
21	Dig deep under the earth	21	Dig deeply under the earth
22	Dig the hole deeply	22	Dig the hole deep.
	Due to rain, the game was cancelled.		Because of rain, the game was cancelled
23	This is a far – size book	23	This is a far – sized book
24	This is a fair – size book	24	This is a fair – size book
25	This is a fair – size book	25	This is a fair – size book
26	Firstly, I want to thank all of you	26	First, I want to thank all of you.
27	It was him who called	27	It was he who called
28	One should be true to his faith	28	One should be true to his faith
29	We were given some ice coffee	29	We were given some iced coffee
30	She is ill of a cold	30	She is ill with a cold
31	He died in 1965 A.D	31	. He died 1965 A.D
32	He went in search of a new position	32	He went in search for a new position
33	What kind of a car does he drive?	33	What kind of car does he drive?

	Inaccurate Sentences		Accurate Sentences
34	It looks like it might rain	34	It looks as if it might rain.
35	They objected to me going there	35	They objected to my going there
36	This glass is more empty than that one	36	This glass is more empty than that one
37	We sailed in a northeraly direction	37	We sailed in a northerly direction
38	I don' never want to hear you say that	38	I don' never want to hear you say that
39	I having nothing much to do	39	I having not much to do
40	It is no use to go there	40	It is of no use to go there
41	The two men told one another the answer	41	The two men told each other the answer
42	The two men told one another the answer	42	The two men told each other the answer
43	. He runs the store by himself	43	He runs the store by himself
44	We seldom ever see Martin without Bru	44	We seldom if ever see Martin without Bruce
45	I live in The United States	45	I live in the United States.
46	Be sure and come early	46	Be sure to and come early
47	Fresh flowers small sweetly	47	Fresh flowers small sweet
48	He is taller than any boy in the room	48	He is taller than any other boy in the room
49	He likes dancing and to sing	49	He likes dancing and singing
50	. I like this type of a film	50	I like this type of film

In Regard to Development

"Development" refers to formal education, job experiences, relationships and assessment of personality and abilities that help employees prepare for the future. Because it is future-oriented, it involves learning that is not necessarily related to the employee's current job. And a rule training is focused on helping improve employees' performance, whereas development helps prepare employees for, other positions in the company or organization and increases their ability to move into jobs that may not yet exist.

Table 1 Shows The Differences between Training and Development

Focus	Training	Development
	Current	Future
Use of work experiences	Low	High
Goal	Preparation for current job	Preparation for changes
Participation	Required	Voluntary

Approaches to Employee Development

1) Formal Education

Formal Education programs include- off-site and on-site program designed specifically for the company's employees, short courses offered by consultants or universities, executive MBA Programs, and university programs in which participants actually live at the university while taking classes.

In the United States, there are several courses to help you understand the techniques used to facilitate development:

1. Corporate Entry Leadership Conferences

New hires learn about global competition and General Electric's values and are asked to examine their personal values. Three years after attending this program, the employees return for a program on total business competitiveness.

2. New Manager Development Course

New managers learn how to manage at GE. The program puts special emphasis on teaching people skills to be used in hiring, appraising, and building work teams.

3. Senior Functional Programs

Senior functional managers attend programs on leadership development in their specific functional areas such as marketing, finance, etc.

4. Executive Programs

Executive programs include adventure learning and projects. In one program, the head of a business unit presents an unsolved business problem that teams of managers must solve. The managers interview customers as well as competitors and gather background information on which they base their recommendations.

5. Office Workshops

In the workshops, the CEO and the company officers meet to try to solve company wide issues.

All these five programs cited above provide descriptions of formal education programs. Separate programs are usually offered for supervisors, middle managers, and executives.

2) Assessment

Assessment involves collecting information and providing feedback to employees about their behaviors, communication style, or skills. The employees, their peers, managers and customers may be asked to provide information. Assessment is most frequently used to identify employees with managerial potential and to measure current managers' strengths and weaknesses.

Assessment is also used to identify managers with the potential to move into higher-level executive positions and it can be used with work teams to determine individual team members' strengths and weaknesses as well as their decision processes that impede and impair the team's productivity.

3. Job Experiences

Job experiences refers to relationships, problems, demands, tasks, or often features that employees face in their jobs. A major assumption of using job experiences for employees' development is that development is most likely to occur when there is a mismatch between the employee's skills and past experiences and the skills required for the job. To be successful in their jobs, employees must stretch their skills. In other words, they must learn new skills, apply their skills and knowledge in a new way, and master new experiences.

Recent research suggests that all job demands are related to learning. Managers reported that obstacles and job demands related to creating change were more likely to lead to negative stress than other job demands. This suggests that companies should carefully weigh the potential negative consequences before placing employees to development assignments involving obstacles or creation of change.

There are various ways that job experiences can be used for employee development such as enlarging the current job, job rotation, transfers, promotions, temporary assignment with other organizations, and so on.

4. Interpersonal Relationships

Employees can also develop skills and increase their knowledge about the company and its customers by interacting with a more experienced organizational member. Mentoring and coaching are of great help to employees as far as the employees' interpersonal relationships are concerned.

4.1 Mentoring

A mentor is an experienced productive senior employee who helps develop a less experienced employee (the protege). Most mentoring relationships develop informally as a result of interests or values shared by mentor or protege. Research suggests that employees with certain personality characteristics (e.g. high need for achievement, emotional stability, ability to adapt their behavior based on the situation) are more likely to seek a mentor and be an attractive protege for a mentor.

To be highly successful in regard to mentoring relationships, companies or organizations should develop formal mentoring programs. The characteristics of successful formal mentoring programs are specified below:

1. Mentor are protege participation is voluntary.

2. Mentor - protege matching process does not limit the ability of informal relationships to develop.

3. Mentors are chosen on the basis of their record in developing employees, willingness to serve as a mentor, and evidence of positive coaching.

4. The purpose of the program is clearly understands by both the mentor and protege.

5. The length of the program is specified.

6. A minimum level of contact between the mentor and protege is clearly specified.

7. Proteges are encouraged to contact one another to discuss problems and share successes.

8. The mentor program is evaluated when the program has come to an end.

9. Employee development is rewarded, which signals managers that mentoring and other development activities are worth their time, many, and energy.

4.2 Coaching Relationships

A coach is a peer or manager who works with an employee to motivate him, help him develop skills, and provide reinforcement and feedback. There are three important skills that a coach can play:

1. A coach may be one-on-one with an employee .

2. A coach is to help employees to learn for themselves. This involves helping them find experts who can help them with their concerns and teaching them how to obtain feedback from others.

3. A coach can play a role in providing resources such as mentors, courses, or job experiences that the employee may not be able to gain access to without the coach help.

In general the best coaches should be empathetic and tough, practical, interested in helping others do better, and self-confident.

Last but not least, coaches need to be able to suggest effective improvement actions and must respect employee confidentiality.

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