Research Article

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The Empirical Study of Graduate Students' English Language Requirements: The Case of Mongolia

Selenge Chuluun[1], Bayasgalan Tsogtsuren[2*], Baigalmaa Danzan[3] and Lkhagvamaa Galbat[4]

[1]Ph.D student at Graduate University of Mongolia

[2] Ph.D., assiociate professor of Management Academy, University of Internal Affairs, Mongolia, a senior lieutenant.

[3]Ph.D, Head of affairs on Graduate school at Mongolian University of Life Science

[4]Ph.D, associate professor of Management Academy, University of Internal Affairs, Mongolia, colonel

***Corresponding Author**
Bayasgalan Tsogtsuren, Ph.D., assiociate professor of Management Academy, University of Internal Affairs, Mongolia, a senior lieutenant.

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Abstract
The primary objective this study is to assess English language proficiency for academic and professional requirements of advanced law enforcement graduate students. This study has received attention because advanced level students' professional English language skills in their courses continue to meet their needs for a professional job.

There are implement lots of curriculum such as law enforcement, police studies, criminal, forensic on the Graduate School at University of Internal affairs, Mongolia (UIAM). In the field of graduate school, a dual degree program is run by the UIAM and Mongolian University of Life Science (MULS). We gathered information from 98 graduate students who took the Executive Leadership Academy at UIAM and the dual degree program in security and economics offered by UIAM and MULS.

Unique characteristic of our study was its attempt to demonstrate the analysis of metrological, correlational, multi-factor, and path analysis by using Smart PLS-3.0 programs.

Keywords: Graduate Students, Academic English, Speaking Skills, Writing Skills, Listening Skills, Professional Skills

1. Introduction
English instruction for law enforcement personnel is essential in this situation. In legal circumstances, English is undoubtedly necessary for academic and professional reasons. These two goals—academic achievement and professional employment—have been mentioned in some research done by graduate students. Numerous academics have conducted studies on English proficiency in the areas of speaking, writing, listening, professionalism, and academic English. For example, 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 [1]. It is assumed that these two needs if accommodated

well, will pave medical students' ways to accomplish their studies and to have an expected career [1].

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 future [2].

2. 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 particular

responses were what caused human behavior .

Watson's fundamental thesis was that rather than speculating about hidden motivations or latent cognitive processes, conclusions regarding human growth should be founded on observation of overt behavior (Shaffer, 2000). 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 recognized [2].

Applying behaviorist theory in the classroom has advantages for both teachers and students. Students adjust their conduct because they strive for things that make them feel good and for the approval of individuals they respect. To satisfy the desires they have grown to appreciate, they modify their behavior. They often avoid doing things that they find unpleasant, and those that are done repeatedly develop into habits [2].

The sociocultural theory by Vygotsky (1978) was chosen as the theoretical framework for this study in light of the setting that relates to the importance of the English language and the gaps in the literature on factors increasing English language abilities in law education [8]. According to this concept, a person's learning is influenced by their cultural, institutional, and historical settings .

Vygotsky's sociocultural theory is based on four key tenets: (i) learning comes before development; (ii) language serves as the primary means (tool) of thought; (iii) mediation is essential to learning; and (iv) social interaction serves as the foundation for both learning and development.
There are lots of scholars studied relation between academic English, speaking skills, writing skills, listening skills, professional skills, and students' satisfaction for academic year.
1. 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). Speaking is an essential component of teaching and learning a second language. However, because students may express themselves and learn how to utilize their own languages, the purpose of teaching speaking should be to increase students' communicative skills in the modern world .

Speaking, according to Cameron (2020), is the active expression of meanings through language so that other people can understand them. Speaking in this situation demands a complex ability that calls for knowledge of vocabulary, grammatical structures, sounds, and cultural subsystems of language. It implies that speaking is the language's most useful talent. Speaking is therefore an activity that produces the language used to communicate in a group or in society as a demonstration of one's linguistic proficiency.

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 thorough justification for judging

speaking ability. These are listed below:
a. Accent. It is a way in which language is spoken. It includes segmental features, vowels, and the intonation pattern. The listeners are supposed to play them well and correct.
b. Grammar. Grammar has a role in spoken and written language. To get a result in a good speaking ability, a student should obey the rules of grammar. A learner can also see the role of grammar in syntax, morphology, and pronunciation in writing.
c. Vocabulary. Vocabulary is one of the linguistic factors in which it is the total number of words that make up the language. Vocabulary is crucial because restricted vocabulary prevents children from speaking more.
d. Fluency. We already know that one of good criteria in English speaking is being able to speak English well and fluently. Speaking quickly in this context refers to speaking eloquently. Fast speech does not necessarily imply accurate speech, though. If students can speak at a faster rate while using appropriate grammar, they can be considered to have some level of fluency. Naturally, pupils who speak English well are able to express their thoughts, feelings, and ideas with ease in a variety of contexts .

2. Writing skills and Academic English
Academic writing is writing that is done by scholars for students. It is used mostly in high school and universities. Academic writing is a formal style of writing used in universities and scholarly publications. You'll encounter it in journal articles and books on academic topics, and you'll be expected to write your essays, research papers, and dissertation in academic style.

Academic writing follows the same writing process as other types of texts, but it has specific conventions in terms of content, structure and style .

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 general .

3. 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.

Professional abilities are seen as being of the utmost importance for the persons in promoting wellbeing and goodwill. Individuals need to give attention to the development of professional skills in order to promote effective growth and development, well-organized job performance, pleasant and amicable terms and relationships with others, and improved career prospects. These skills enable the individuals to cope with various types of conflicting situations and disagreements that one may come across within as well as 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 setting .

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:
1. The first hypothesis states that speaking abilities will positively influence academic English.
2. The second hypothesis is that writing abilities will positively correspond to academic English.
3. The third hypothesis states that professional experience will positively influence academic English.

3. 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 Executive Leadership Academy at University of Internal Affairs, Mongolia.

2.The questionnaires were collected by online /Google form/ and hand paper between April and May in 2023.

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 all., 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 who studied at master's degree of Law enforcement management of the study mentioned that the school provided English lessons and training to them in addition to professional English lessons. Also, it was written about the availability of books, textbooks, and teachers as a positive aspect, and the fact that the curriculum includes English lessons is an advantage.
3. What courses, support, and activities are lacking from the university to improve English?
The answers about the lack of support for improving English from the school are related to the level of English, the duration of the lessons and the time. There were different answers regarding the level, some students said that the one term of academic level course is disadvantageous for people with weak basic knowledge, while another participant said that the course was at the level of simple conversation. In terms of the study period, intensive entry in a short period of time, vacuum training, and the lack of English lessons in the second course are disadvantages. Regarding the amount of time, one participant said 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.
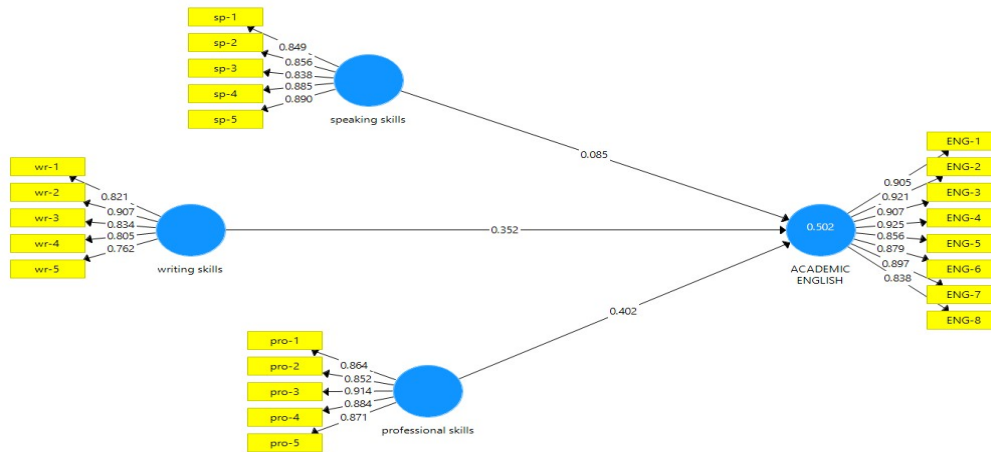
Figure 1: Results of Structure Analysis of factors on Academic English (algorithm)

Factor	item	Results of item	Cronbach's alpha	Composite Reliability	Average variance Extracted
Speaking skills	sp-1	0.849	0.916	0.938	0.746
	sp-2	0.856			
	sp-3	0.838			
	sp-4	0.885			
	sp-5	0.890			
Writing skills	wr-1	0.821	0.885	0.915	0.684
	wr-2	0.907			
	wr-3	0.834			
	wr-4	0.805			
	wr-5	0.762			
Professional skills	pro-1	0.864	0.925	0.943	0.769
	pro-2	0.852			
	pro-3	0.914			
	pro-4	0.884			
	pro-5	0.871			
ACADEMIC ENGLISH	ENG-1	0.905	0.963	0.915	0.795
	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			

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

In the table 1, speaking skills of 5 items measuring ranged from 0.849-0.890, Cronbach's Alpha of 0.915, Composite Reliability (CR) of 0.938, Average Variance Extracted (AVE) was 0.746.

Writing skills of 5 items measuring ranged from 0.805-0.907, Cronbach's Alpha of 0.885, Composite Reliability (CR) of 0.915, Average Variance Extracted (AVE) was 0.684.

Professional skills of 5 items measuring ranged from 0.852-0.914, Cronbach's Alpha of 0.925, Composite Reliability (CR) of 0.943, Average Variance Extracted (AVE) was 0.769.

Academic English of 8 items measuring ranged from 0.856-0.925, Cronbach's Alpha of 0.963, Composite Reliability (CR) of 0.915, Average Variance Extracted (AVE) was 0.795.

According to the results of our research, the reliability value and composite reliability results are higher than 0.7, which proves that the research is valid. However, the average value of each variable is higher than 0.5, which indicates that the results of our research work are good enough.

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

Hypothesis	Mean	Standard deviation	T statistic	P value	Results
Speaking skills → Academic English	0.103	0.124	0.685	0.494	Unsupported
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

Table 2: The path analysis on Academic English

In table 2, hypothesis 1 such as speaking skills have influence on Academic English (mean 0.139), (Standard deviation 0.124), (T statistic 0.685) and (P value 0.494).

Hypothesis 2 such as writing skills have influence on Academic English (mean 0.360), (Standard deviation 0.077), (T statistic 4.541) and (P value 0.000).

Hypothesis 3 such as professional skills have influence 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.

4. Conclusion
We analyzed correlation between speaking, writing and professional skills on Academic English of graduate school, Mongolia.

We hypothesized three hypothesis such as speaking, writing ad professional skills on Academic English in law enforcement master's degree. The speaking and writing skills are positve related on Academic English.

Our data included speaking and writing proficiency scores, academic performance records, and self-assessments of professional skills.

We used statistical methods, such as correlation analysis, to analyze the collected data. Correlation analysis will help you determine the strength and direction of the relationships between speaking skills, writing skills, and professional skills in Academic English.

5. Recommendation
We supported writing and speaking skills on Academic English. Then, there should be taken measures to develop the curriculum by considering speaking and writing skils of English for graduate schools's students.

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Evidence of study results:

| | June June 2023.txt | *BAYASSS and LKHGVMAA.splsm | PLS Algorithm (Run No. 1) | Bootstrapping (Run No. 1) ⊠ |

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

| | June June 2023.txt | *BAYASSS and LKHGVMAA.splsm | PLS Algorithm (Run No. 1) | Bootstrapping (Run No. 1) |

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

| | June June 2023.txt | *BAYASSS and LKHGVMAA.splsm | PLS Algorithm (Run No. 1) | |

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