SUCCESS LEVEL OF ENGLISH COMMUNICATION BY STUDENTS AT ENGLISH CAMP

[1]PONGSAK RUNGSONG, [2]CHAITHANASKORN PHAWITPIRIYAKLITI

Institution of Lifelong Learning and Creativity
E-mail: pongsak.ra@ssru.ac.th

Abstract - There were two purposes of English Camp for Thai students. First was to understand basic information of world community and to allow Thai students to communicate in English. The population of this study included all student participated in the English camp during the December of 2017. This was a qualitative research method. By utilizing the focus group and an in-depth interview, the findings revealed that the success of level of English communication depended on many important factors: Policy of the English camp, Students' ability to use English, the training format, and the ability of the trainers.

Index Terms - Success, English Communication, English Camp.

I. INTRODUCTION

Nowadays, it is important for Thai students to be able ot communicate in English to the world (Wongleedee, 2013). Every day and every step toward the ASEAN Economic Community (AEC) is important for Thai students to improve their level of communication in English and actually it is important for all member countries. Therefore, it is imperative to training our students as a gold human capital to be able to reap the benefit of the coming AEC. Thailand Higher educational institutions have a vital aim that their faculty members and students of many universities of Thailand must be able to fully take advantages of this vital educational opportunity [1] [2]. These faculty members as well as students are important human capitals that should be trained regularly in order to be proficiency to take full advantage of the coming AEC. In fact, English communication is known to be important for Thai students and Thai faculty members. However, E-Learning of English is also an important technology of learning to be implemented to Thailand in order to take the advantage of this effective technology.

From this concept, it is imperative that Thai students need to improve the quality of education and the ability to understand E-Learning of English to catch up with ASEAN neighbors. The improvement of knowledge of E-Learning English technology will help Thai students to enter the ASEAN market successfully [3]. The Centre for ASEAN Studies and Training was assigned to set up the ASEAN English camp to train students to understand about the future skills and knowledge based on English communication. There are many benefits of implement E-Learning English, For example, it can be cost reduction and time saving to deliver the knowledge to a large size classroom than traditional based classroom training. The classroom learning changed to be E-learning could be a huge cut of time and money [4]. This paper was aimed to focus on the level of success and satisfaction of activities of E-Learning set up by Centre of ASEAN Studies and Training in order to use the findings to improve the future activities and understanding of E-Learning English in the future.

II. METHODOLOGY

The purposes of this research was to investigate the level of success and satisfaction of students about the benefits of E-learning they received from enrolling and participating in the ASEAN camp. The population and sample size of this study was all students which consisted of 200 respondents who participated in the ASEAN camp II in Thailand during December of 2017. The ASEAN camp at Pattaya, Chonburi Province was selected as a main area of research study for E-Learning English because it provided many ASEAN training activities of E-Learning English. The sample size of 20 respondents was chosen for qualitative study [5]. Since there were limited numbers of respondents, the number 15 students was chosen from the total population. The data collation was performed via an English questions to elicit respondents' opinion about the benefits of E-Learning English. There are three parts to the questionnaire. Part one was about the demographic information. Part two was about level of success and satisfaction in the benefits of E-learning and part three allowed respondents to provide their ideas and comments at their free will. The validity of each question in the questionnaire was tested using Item-Objective Congruency or IOC index [6].

III. FINDINGS

In order to find the answer for research questions, the major purpose of the finding section in this research paper were to report the 20 sample characteristics of the students selected from the camp and the main

results of the data analysis from the research questions as well as the level of success and level of satisfaction from evaluating the benefits of E-Learning at the ASEAN camp. A demographic profile indicated that more female than male students members at the camp and were sampled with a ratio of 75:25, or 15 female students and 5 male students. In terms of education level, the first year group made up 50 percent of the sample population and the second year group made up 25 percent, whereas, the third year and fourth year group was the rest of 25 percent.

TABLE 1 - Level of Satisfaction from the Benefits of E-Learning

Benefits	Mean	S.D.	Rank
1. The benefit of E-learning is clearly the lower costs of implementation.	4.75	1.1940	1
2. The benefit of E-learning is clearly the less time consuming and difficulty in using.	4.64	0.8917	2
3. The benefit of E-learning is clearly faster delivery in the classroom.	4.56	0.5894	3
4. The benefit of E-learning is clearly more effective learning.	4.42	0.8669	4
5. The benefit of E-learning is clearly lower environmental impacts.	4.34	0.7567	5
6. The benefit of E-learning is clearly the quality of knowledge received by learners.	4.21	0.7444	6
7. The benefit of E-learning is clearly the individual attention and self-progress.	4.04	0.6178	7
8. The benefit of E-learning is clearly the more variety of knowledge.	4.00	0.5874	8
All categories	4.37	0.7810	

From TABLE 1, the mean score can be used to rank the highest to the lowest concerns as follows: 1) The benefit of E-learning is clearly the lower costs of implementation, 2) The benefit of E-learning is clearly the less time consuming and difficulty in using, 3) The benefit of E-learning is clearly faster delivery in the classroom, 4) The benefit of E-learning is clearly more effective learning, 5) The benefit of E-learning is clearly lower environmental impacts. 6) The benefit of E-learning is clearly the quality of knowledge received by learners, 7) The benefit of E-learning is clearly the quality of knowledge received by learners, and 8) The benefit of E-learning is clearly the more variety of knowledge. Also, the mean score of all categories is 4.37 with standard deviation of 0.7810 which indicated that the average level of satisfaction is high and the benefits of E-Learning can be considered high benefits. However, the lowest scores of the variety of knowledge indicated that more can be done in regards to these benefits as well as individual attention.

IV. LIMITATION AND FUTURE STUDIES

The main limitation of this paper came from sampling only 20 respondents of student members in one ASEAN camp which may not represent all the other participants in the other ASEAN camps. As a consequence, the findings may not be proper to generalize. Therefore, future research should use at least 400 respondents with random sampling to get more variety of people from all the camps. Also, future studies should cover not only the level of satisfaction in the benefits but also the reasons that participants were satisfied or were not satisfied with each benefits of E-Learning in each category.

CONCLUSIONS

This was a study that use mainly a qualitative research method with a small group sample. By utilizing the focus group and an in-depth interview, the result revealed that the success of level of English communication depended on many important factors: Policy of the English camp, Students' ability to use English, the training format, and the ability of the trainers.

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