

# ENGLISH CCAMP AND LISTENING ACTIVITIES

Miss Sarocha Binabdulloh & Asst. Prof. Dr. Kevin Wongleedee

*Suan Sunandha Rajabhat University, Bangkok, Thailand*

*E-mail: [\\*sarocha.bi@ssru.ac.th](mailto:*sarocha.bi@ssru.ac.th), [\\*\\*kevin.wo@ssru.ac.th](mailto:**kevin.wo@ssru.ac.th)*

## ABSTRACT

To prepare students to be success for highly competitive globalization, it is vital for Suan Sunandha Rajabhat University to provide English camp trainings. The effective English trainings must include listing activities. To be successful in terms of the use listening activities, the university needs to have encourage this training. Many Thai students master English grammar but fail miserably in speaking and listening. The objective of this study was to examine the level of satisfaction in English camp for listening activities. This study employed both quantitative and qualitative research technique in order to provide answers for the research questions and research objectives. A total of 100 students who were in training camps in various parts of university at the first quarter of the year 2018 was interviewed. Data collection was performed to obtain their information, opinions, and comments. Statistical description and analysis were conducted by utilizing SPSS program and Excel program. Percentage, frequency, mean, and standard deviation were used for data analysis and achieving results. The findings of this investigation revealed that the majority of students who were in training camps had a high level of satisfaction with a mean of 4.66. However, the majority of students who works with committee members has only a medium level of satisfaction with a mean of 3.37 on the listening activities. Suggestion from the study included there should be the use the guidelines for increasing the effectiveness of listening activities. In addition, practice listening every day is a great way to get the maximum from a conversation with a native speaker, take note on new vocabulary or misunderstandings, and finally to improve English listening skill is to immerse yourself in English as much as possible.

**Keyword:** English Camp, Communication Tools, Training, Listening Activities

## Introduction

With the growth of importance of English communication in Thailand for many decades, English plays in important role in communication with international persons. The growth of global business has influenced the need to get more training to improve the people and students who are working in international level to be able to interact with customers effectively. Even though English is not the official language of Thailand, it is, in fact, the second important language of Thailand. In the Thai job market, candidates are always asked about their ability in English as well as the proof of their test score.

This means it is common accepted that ability is a must and requirement of success in the job market. Listening and understanding customers are the number one priority of learning English. The majority of students in primary schools and high schools often study English as a second language for many years but hardly hear the real conversation with the native English speakers. Listening is a must improve section of English communication of Thai students.

## Research Methodology

It is vital to better prepare students in the campus of Suan Sunandha Rajabhat to be success for highly competitive globalization. Therefore, one of the best training method is to provide English camp trainings. To hit the specific problem of Thai students, the effective English trainings must include listing activities. For effective listening activities, the trainings programs offered by university needs to focus on effective listening training. Many Thai students master English grammar very well but surely fail miserably in their ability for speaking and listening. The objective of this study was to investigate the level of satisfaction

in English camps for listening activities. This study utilized mixed methods of both quantitative and qualitative research technique in order to obtain answers for the research questions. About of 100 students who were in training camps in various programs of university at the first quarter of the year 2018 was randomly chosen to interview. Data collection was conducted to obtain their views, information, and comments. Statistical description and analysis are important were conducted by utilizing SPSS program and Excel program. Percentage, frequency, mean, and standard deviation were performed in order to gain data analysis and achieving results.

### **Findings**

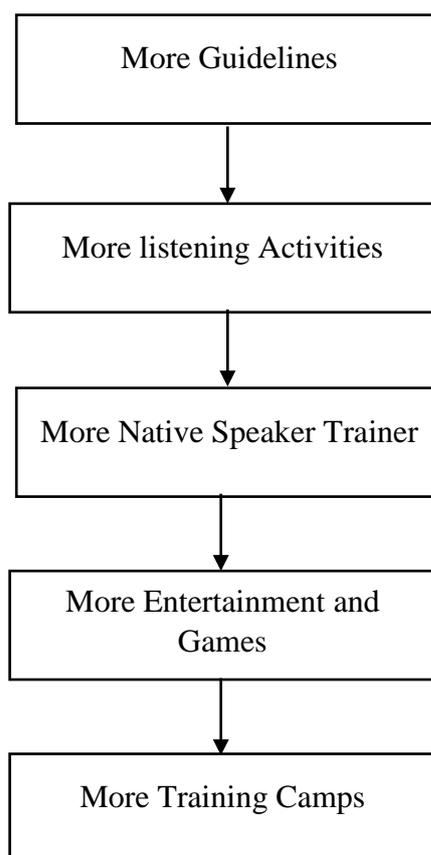
The concept of communication competency such as effective listening is one of the most important areas that many teachers, professors, academicians, and educational policy makers are interested and often appears in the educational debate. Actually, there were three communication principles. This means learning to visualize and listen to the surrounding and the nearby environment, learning and listen to experience the different things in the environment, and learning and listen to understand the global situation.

In the globalization era, effective listening ability to communicate in English serves as the ability to communicate in all over the world and inter cultural communication. Obviously, there is a rapid growth in high demand regarding the effective listening English skills. The high demand of students with ability in English means the high demand for proper training curriculums. English for specific purposes is a system to identify the initial need for English communication and it is important to design English and effective listening training to match with learners' specific needs and rational for learning. In fact, the need to develop specific effective listening training program that suits for a particular group who have specific need in order to motivate them to learn effectively and be able to use their training knowledge to use directly in their everyday working hours.

In fact, many experts in English communication agree that effective listening courses are one of the best tailored English communication training courses designed primarily to meet with modern students' need. Many courses should be designed to improve certain effective listening language skills that are required to perform during the process of doing their jobs. In addition, learners of effective listening courses are expected to enhance their English communication skills by practicing, role playing, and modelling in activities which requires the use of certain English skills.

The findings of this study revealed that the majority of students who were in training camps had reported a high level of satisfaction with a mean of 4.66. However, the majority of students who works with committee members has only a medium level of satisfaction with a mean of 3.37 on the listening activities. The nervous to work with an adult committee is one of the reasons for lower satisfaction. Suggestion from the study included there should be the use the guidelines for increasing the effectiveness of listening activities. In addition, practice listening every day is a great way to get the maximum from a conversation with a native speaker, take note on new vocabulary or misunderstandings, and finally to improve English listening skill is to immerse yourself in English as much as possible.

Fig 1. Five important suggestions from students



### **Acknowledgement**

I would like to thank Institution of Research and Development, Suan Sunandha Rajabhat University for their financial support. The big thanks also go to the respondents of this survey for their time and their kind sharing of knowledge, experience, and comments. Also, my appreciation goes to Asst. Prof. Dr. Kevin Wongleedee, Director of Institute of Lifelong Learning Promotion and Creativity, for his proof reading of this manuscript.

### **References**

- Bitner (1987), Contextual Cues and Consumer Satisfaction: The role of physical surroundings and employee behaviours in service settings. Unpublished Doctoral Dissertation, University of Washington. Cited in Peyton, R.M., Pitts, S., and Kamery, H.R. (2003). "Consumer Satisfaction/Dissatisfaction (CS/D): A Review of the Literature Prior to the 1990s", Proceedings of the Academy of Organizational Culture, Communication and Conflict. Vol. 7(2). p.42.
- Binabdulloh, Sarocha & Wongleedee, Kevin (2019) "English Camp and Listening Activities" Proceedings of the ICBTS 2019 London.
- Cardozo, R. (1965). "An experimental Study of Customer Effort, Expectation, and Satisfaction", Journal of Marketing Research, 2(8), 244-249.
- Carlsmith, J. & Aronson, E. (1963). "Some Hedonic Consequences of the Confirmation and

- Disconfirmation of Expectations”, *Journal of Abnormal and Social Psychology*, 66(2), pp.151-156.
- Choi, T.Y. & Chu, R. (2001). Determinants of Hotel Guests’ Satisfaction and Repeat Patronage in the Hong Kong Hotel Industry. *International Journal of Hospitality Management*. 20: pp. 277-297.
- Kano, N., N. Seraku, et al (1996). “Must-be Quality and Attractive Quality”. *The Best on Quality*. 7: 165.
- Knutson, B. (1988). Frequent Travellers: Making them Happy and Bringing them Back. *The Cornell Hotel and Restaurant Administration Quarterly*. 29(1): pp. 83-87.
- Krobthong, Thanat & Thovicha Adisai (2019) “Learning achievement of interaction science simulations-based physics”. *Proceeding of ICBTS 2019 Amsterdam*.
- Lee H., Lee Y., Yoo D. (2000). “The determinants of perceived quality and its relationship with satisfaction”, *Journal of Services Marketing*, Vol.14, No.3.
- Rungsisawat Somdech (2019) *Campus Activities and Communication Enhancement*. The ICBTS 2019 London.
- Sanunrum Nungruthai & Phawitpiriyakliti Chaithanaskorn (2009) “Training Camps: Level of Satisfaction”. *Proceedings of The ICBTS 2019 London*.
- Sriviboon, Chutikarn & Wongleedee Kevin (2019) *Factors of Success: Condominium Selling and Sales Promotion*. The ICBTS 2019 London.
- Teas, K.R. (1994), “Expectations as a Comparison Standard in Measuring Service Quality: An Assessment of a Reassessment”, *Journal of Marketing*, Vol.58, Jan, pp.132-139.
- Thongyot Boontin & Wongleedee Kevin (2019) “Satisfaction of Students in English Classes: Communication with Impacts” *Proceeding of ICBTS2019 London*.
- Wongleedee, Kevin (2017). “Customer Satisfaction in the Airline Industry: Comparison Between Low-cost and Full Service Airlines” *Suan Sunandha Rajabhat University, Actual Problems of Economics. Scientific Economic Journal*. No 1 (187) 2017.
- Wongleedee, Kevin (2016). “Factors Influencing Revisit Intentions of International Tourists: A Case Of Bangkok, Thailand” *Suan Sunandha Rajabhat University, Actual Problems of Economics. Scientific Economic Journal*. No 6 (182) 2016.
- Wongleedee, Kevin (2016). “Customer Satisfaction as a Factor of Airlines’ Loyalty programs Development: the Case of Thai Airways-Domestic” *Suan Sunandha Rajabhat University, Actual Problems of Economics. Scientific Economic Journal*. No 1 (175) 2016.
- Wongleedee, Kevin (2016). “Important Motivation Factors For Foreign Reinvestment in Thailand” *Suan Sunandha Rajabhat University, Actual Problems of Economics. Scientific Economic Journal*. No 6 (180) 2016.
- Wongleedee, Kevin (2016). “Customer Satisfaction as a Factor of Airlines’ Loyalty programs Development: the Case of Thai Airways-Domestic” *Suan Sunandha Rajabhat*

University, Actual Problems of Economics. Scientific Economic Journal. No 1 (175) 2016.

Yoo, D.K. & Park, J.A. (2007). Perceived service quality – Analyzing relationships among employees, customers, and financial performance. *International Journal of Quality & Reliability Management*, 21(9): pp.908-926.

Zeithaml, V.A. Berry, L.L.O. and Parasuraman, A. (1993). “The nature and determinants of customer expectations of service”, *Journal of the Academy of Marketing Science*, Vol.21 No.1, p.4.