

Research Title: A Study of Primary School Students' English Language Use through English Camp Process

Researchers: Miss Kanokwan Kunlasuth
Miss Khacheenuj Chaovanapricha
Mr. Jakkrit Wutthisivachardkul
Mrs. Natthaporn Owatnupat

Research Consultant: Assistant Professor Dr. Kanjana Charttrakul

Institution: Faculty of Humanities and Social Sciences
Suan Dusit Rajabhat University

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This research study investigated English competence of primary school students, and explored their attitudes and perceptions towards learning English through English camp process. It also examined teachers' perceptions about students' behaviors in participating English camp activities. Lastly, the study aimed to study students' behaviors during participating the English camp activities. Participants were 82 primary school students. They all attended the English club. They took pre-and post-test called Performance Test, and answered pre-and post-questionnaire. Eight students were purposively selected to participate in a group interview. The other subjects of the study were 2 English teachers who were responsible for English Club. They were asked to observe the students during English camp process, and recorded on the observation checklist. Research instruments employed were: 1) pre-and post-test, 2) pre-and post-questionnaire, 3) an observation checklist, 4) field notes, and 5) a group interview. The quantitative data collected were statistically analyzed using percentage, mean, standard deviation and t-test. To analyse qualitative data from field notes and interview, researchers employed Grounded Theory (Strauss & Corbin, 1998) including color-coding and data matrix.

Five major findings revealed that:

- 1) English language competence of the participants improved after participating in English camp process. To specify, results from the Performance Test increased with a mean score of 19.75 (39.5%).
- 2) Overall, findings showed that the participants' attitudes towards learning English were at high levels both before and after participating in English camp process. To clarify, the mean scores increased from 4.32 to 4.38.

- 3) Students' perceptions on participating in activities through English camp process revealed three aspects of learning. They are: 1) learning motivation, 2) vocabulary skill development, and 3) interactions in English camp.
- 4) Overall, teachers' perceptions about students learning behaviors during participating in English camp activities showed high levels in all Pre-camps activities. In particular, the highest mean was in Pre-camp 4. For Day Camp, overall the results indicated their participation at high levels in five activities. They are: 1) Ice Breaking Activities, 2) Team Activities, 3) Cultural Activities, 4) Base Activities, and 5) Games & Songs; and the highest mean was Games & Songs.
- 5) Results showed students' English competence was enhanced from participating in English Camp activities including developing their good attitudes towards English learning. Findings from field notes revealed that the students exhibited three types of learning styles in the English camp, i.e. visual learning style, auditory learning style and kinesthetic learning style.

Implications of this study could shed lights on promoting learning motivation, and developing English language competence of primary school students. In particular, learning and teaching English in primary schools could apply 'learning by doing' by using games, songs, including creating learning atmosphere outside the classroom. This could change young students' attitudes and motivation for their better chances to further their English studies.