

A New Model of Diminutive Guide Camp to Develop Students' English-Speaking Skills: A Case Study of Grade 9 Students at Niyomsilpanusorn School in Wichain Buri District of Phetchabun Province

**Sapolachet Prachumchai, Preecha Sriraungrith,
Nikhom Yokanya, Samran Thaongoen and Ricky Lemons**
Phetchabun Rajabhat University, Thailand
Corresponding Author E-mail: sapolachet@gmail.com

Abstracts

Diminutive guide camp activities are a valuable tool for developing students' English-speaking skills because they provide an immersive and interactive environment in which students can practice using the language. These activities can involve students working in small groups or pairs to complete tasks or engage in conversations, which can help to build confidence and fluency in speaking English. Additionally, participating in these types of activities allows students to learn new vocabulary and improve their ability to express themselves in the language. This current R&D study of teaching innovations aims 1) to develop and find the efficiency of a diminutive guide camp to improve Grade 9 secondary school students' English-speaking skills and 2) to determine the English-speaking achievements of Grade 9 students. The samples used in this study were 36 secondary school students in grade 9 class 6 at Niyomsilpanusorn School in Wichian Buri District, Phetchabun Province, in the first semester of the 2022 academic year. The study adopted a purposive sampling selection method, considering that the English language arts major in the previous semester was below the standard the study divided into experimental and control groups. The research instruments included a pretest, a post-test, and a diminutive guide camp instructional package. The statistics used in the data analysis were percentage, average, standard deviation, E_1/E_2 to determine the efficiency. The results showed that 1) the efficiency of the diminutive guide camp for Grade 9 students was 80.56/91.11, and 2) the learning achievements in English speaking of Grade 9 students through the diminutive guide camp was more than 80 percent of the total score.

Keywords: Speaking Skills; English Camp; New Model; Diminutive Guide

Introduction

English is regarded as essential and crucial for Thailand's youth, particularly the communication skills needed for higher level education and future careers, such as tour guides, flight attendants, language teachers, etc. They can use it for business communication between companies, trade, or personal business. However, these young students still lack assertiveness, perhaps because of teaching methods that emphasize too many grammar skills, the environment is not favorable, the school does not have foreign teachers, or even the lack of good examples and inspiration. According to Benjarattananon (2009 : 176-177), the obstacles to the development of students' speaking skills include the large number of students in each class, a lack of qualified teachers, the limited time to learn English, and the majority of the time spent

on other skills, such as reading. As a result, the students' practice and learning of speaking skills were unsuccessful, and they were unable to communicate.

English speaking skills can be improved in a variety of ways, including through games, songs, role-playing, and other activities. If teachers implement these activities, they can assist in the motivation of students to learn more English. English camps are one tool for developing English communication skills in young students. The activities of English camps are designed to provide learners with opportunities to help one another and exchange experiences, as well as to provide learners with opportunities to practice English in real-life circumstances through a range of pleasant activities. According to Sa-idi and Sulaiman (2008 : 58), they claimed that an English Camp is an instructional experience that allows students to use English in real-life situations and to change the learning atmosphere in the classroom by incorporating a variety of activities that integrate listening, speaking, reading, and writing, as well as cognitive skills, to focus students on using the language in a fun environment, such as using games, music, and so on. These activities can encourage students to learn the language while also improving their English and increasing their confidence in utilizing it. According to the findings of Klinsorn, Chaloeaywares, and Sriraksa (2019 : 15-16), the students' listening-speaking skills after the course were much greater than before at the .05 level. Meanwhile, the study of Kittivirote, Yaseng, Juychum, Hayeehasa, and Smahae (2017: 21) found that the student's academic achievement increased by 57.91 percent from a total score of 50 because of the English camp. As seen, an English camp is defined as the planning of English learning activities centered on learners to help enhance learners' understanding of English proficiency and foster a positive attitude. It also helps to make English learning interesting and encourages students to learn together, which benefits students who use English for communication and social skills.

Nowadays, there are several ways for teachers to develop their English skills for communicative purposes, and one of the most popular and effective is organizing English camps. The camp activities are designed to enhance English language learning by integrating all four skills, specifically speaking in real life circumstances, improving vocabulary, phrases, pronunciation, and cognitive skills in a relaxed environment. The camp also focuses on students practicing the language through activities that encourage interaction between teachers and students and a positive attitude towards learning English (Padungpote, 2017 : 91). Camp principles, camp goals, target audience, duration, camp structure, content and activities, camp media, and measurement and evaluation are all required for good English camp management. These are the components that ensure the success of the camp activity. As reflected by the results of Kunlasuth, Chaovanapricha, Wutthisivachardkul, and Owatnupat (2019 : 13), it was found that after the course at the 0.05 level, the students' speaking skills were much better than before. Meanwhile, Sa-idi and Sulaiman (2008 : 78) found that students' general and almost all opinions about learning English improved after the camp, indicating that they had more positive attitudes towards the language. Kunlasuth, Chaovanapricha, Wutthisivachardkul, and Owatnupat (2019 : 952) also found that after attending English camp activities, students were positive in three ways: they were motivated to study, improved their vocabulary skills, and learned through English camp interactions. As a result, knowledge of English camp management in accordance with best practices can help camp activities achieve their goals. Chanchaiwitch (2016 : 34) asserted that English camp activities organized with proper planning and design will help to effectively develop campers' English skills, inspire campers to build confidence in English communication, and develop learners who can apply their knowledge to educational institutions and have a positive experience in the future.

According to the study of problems, techniques, and methods of developing speaking skills, the researcher is interested in studying the development of English-speaking skills by conducting camp activities with diminutive guides with Grade 9 students of Niyomsilpanusorn school in Wichian Buri district of the province Phetchabun uses , Thailand. English camp is an effective strategy to improve students' English skills, make learning enjoyable, and inspire them to learn more about the language. When students have better English skills, they are more confident in their communication. It can be used as a guide in higher education and in future careers, as well as to improve attitudes towards the English language.

Research Objectives

1. To develop and examine the effectiveness of Diminutive Guide Camp activities for the development of English-speaking skills of Grade 9 students.
2. To determine the learning achievements in English speaking of Grade 9 students through Diminutive Guide Camp activities.

Literature Review

Teaching English speaking skills is necessary for learning English as a second language. The ability of students to communicate clearly in a second language effectively contributes to their academic success as well as success at all stages of life. Consequently, the teacher's teaching method is more important to the learner's English development than memorization, and setting up an appropriate environment for developing communication skills is meaningful and powerful, and it should be tailored to the learners' needs (Ratree, 2019 : 1 ; Surapanyo, Chotiwaro, Loha, and Banhan, 2021 : 202 ; Xavier and Vijayakumar, 2019 : 1).

An English camp is a camp organized to improve English teaching by integrating all four skills—specifically speaking skills in real situations, vocabulary, sentences, pronunciation, and cognitive skills in a relaxed environment. It emphasizes the need for learners to practice the language through activities that encourage interaction between teachers and students. It also promotes a positive attitude towards learning English (Padungpote, 2017: 91 ; Mustakim, 2018 : 60 ; Sa-idi and Sulaiman, 2008 : 60).

The elements of an English camp consist of camp principles, purposes, a target group, duration, structure, content, activities, media used for camp activities, measurement and evaluation, and all other aspects that are used in a camp (Aswad, 2018: 235; Klinsorn, Chaloeuywares, and Sriraksa, 2019 : 13 ; Khaopraay, 2019 : 55).

The benefit or importance of English camps is that they encourage students to learn English outside the classroom. It is an event where students apply what they have learned in the classroom to real-life situations. It helps improve self-learning skills and public speaking effectiveness. It also motivates and promotes a positive attitude toward English learning. English camp emphasizes participation and can be used for higher level communication and learning, not only to develop skills, but also to develop learning that focuses on problem solving skills, teamwork, and self-confidence (Kositichaiwat, 2013 : 443 ; Mohamed, Ismail, Endut, Madiyah, and Omar, 2013 : 21 ; Rakphaet, 2017 : 142)

A tour guide is a young person with communication skills and knowledge of the community's history, heritage, culture, and wisdom who can publicize tourist attractions. He also learns about himself as a younger generation, knows the history of local attractions and communities, and has a sense of love and pride in his own community (Kadroon, Praneetham, and Phrommana, 2018: 45; Phootorn, Phayakkanant, and Suphannafai, 2017 : 263-264 ; Wei, 2007 : 24)

The order of a tour guide's abilities refers a guide to perform tasks related to guiding visitors or tourists, such as organizing a trip, getting in touch with people and coordinating activities, and resolving issues that arise while on the tour. These steps are a means of communication for guides, and they can be modified or deleted depending on the situation. There are 24 steps in total: 1) Greeting, 2) Team Introductions, 3) Program Briefing, 4) Giving Details about a City, 5) Giving Details about a Destination, 6) Roadside Charms, 7) Approaching Destinations, 8) Arrival, 9) Sightseeing, 10) Warnings, 11) Explaining about an Attraction, 12) Asking for Questions, 13) Responding to Questions, 14) Asking for Repetition, 15) Moving, 16) Asking for Attention, 17) Informing about Rules and Regulations, 18) Setting Schedules, 19) Checking your Group, 20) Returning to the Vehicle, 21) Meal Time, 22) Cases of Emergency, 23) Caring, and 24) Bidding Farewell (Moresby, 2009 : 3 ; Phakprapai and Chaiya, 2017 : 225 ; Sriraungrith, 2018 : 19-20).

The efficacy of the training kit/camp refers to the determination of the criteria E_1 and E_2 , i.e., E_1 is the efficiency of the process, and E_2 is the efficiency of the outcome. Knowledge-rich content is typically set to 80/80, 85/85, or 90/90, whereas skill-based content is typically set to 75/75. When the criteria are defined and put into practice, the results may or may not fulfill the requirements, but they should not fall below the set threshold by more than 5%. To establish whether there are statistically significant differences, standard statistical procedures must still be utilized. It is also used to examine opinions about the acceptability of camp activities at any level, which might influence the determination of E_1/E_2 values as shown below.

$$E_1 = \frac{\sum X}{N} \times 100 \quad E_2 = \frac{\sum F}{N} \times 100$$

(Goodman, Kathie, Fletcher, and Schneider, 1980 : 34 ; Phromwong, 2002 : 19 ; Uanwang, Thanasiratham, and Intirak, 2018 : 62).

Purposive sampling refers to judgmental sampling, which is the intentional selection of samples by the researcher to define the criterion. The researcher must investigate whether or not the sample group is congruent with or meets the research objectives. However, the researcher must have knowledge about, competence in, and experience with the selected sample group (Etikan, Musa, and Alkassim, 2016 : 2-3; Khunkaew, 2019 : 49 ; Sutheewasinnon and Pasunon, (2016 : 32).

An evaluation of proficiency in speaking English as a diminutive guide is an examination of learners' pronunciation, fluency, vocabulary, grammar, and problem-solving abilities, as well as their ability to use the process of organizing tours and taking a tour of tourist destinations (Seethongpeay, 2019 : 160-161 ; Wongsuwan, Sripahol, Lindratanasirikul and Thepsongkroh, 2013 : 74-75 ; Rahmawati and Ertin, 2014 : 202).

Improving English skills for communication, especially with young guides, as complementary activities outside the classroom, preferably with primary and secondary school students as a target group, aims to 1) develop an English camp to improve communication through camp activities, 2) determine the ability to speak English for communication through

the use of camp activities, 3) compare achievements in English for communication before and after camp or between an experimental group and a control group, and 4) determine the satisfaction of the sample group with the camp to investigate activities. Targeted sampling is used to select the sample, based on academic results, academic programs, personality, assertiveness, and other factors. Research tools often consist of training programs, a task-based learning management plan, pre- and post-speech tests, and a satisfaction rating form. Statistics used for data analysis are percent, mean, standard deviation, E1/E2, t-test, and/or one-way ANOVA. The tendency of the camp activities will meet the specified performance criteria and the English language skills or learning successes through the camp activities are significantly higher than before participating in the activities at the statistically different level of 0.05 (Chaiprasert, 2016 : 43-51, 63 ; Phaiboonnugulkij, Srisupha, Kanta, and Janpong, 2021 : 79 ; Wijitpaisarn, 2005 : 53-55).

Research Methodology

1. Research Design

1.1 Review related documents and literature on speaking development and camp activities.

1.2 Draw the research framework and plan camp activities.

1.3 Create materials and find their congruence and reliability.

1.4 Try out the materials with non-samples.

1.5 Experiment the materials with samples.

1.6 Collect and analyze the data.

1.7 Summarize and interpret the data.

2. Population and Samples

The population used in this research was 280 Grade 9 students from 7 classes at Niyomsilpanusorn School, Wichian Buri District, Phetchabun Province, in the first semester of the 2022 academic year (Roobkaew, interviewed May 1, 2022). By purposive sampling, 36 students from class 6 were chosen as the samples by considering their English language arts major and the previous semester's poor learning outcomes in English.

3. Variables

The independent variable is diminutive guide camp activities.

The dependent variable is English-speaking achievements

4. Instrument(s) and Procedures

4.1 Four learning plans for diminutive guide activities. Each plan lasts 50 minutes and consists of 1) main themes, 2) content, 3) learning objectives, 4) teaching activities, 5) teaching materials, and 6) measurement and evaluation.

4.2 Four themed rotations of the diminutive tour guide: Rotation 1 Hok Pip Grilled Chicken, Rotation 2 Khob Tamarind, Rotation 3 Muang Thip (non-existent city), and Rotation 4 Thung Thong Phayongdet Field. According to the guide steps, the participants will learn and practice step by step, and then they and the researcher will demonstrate roleplays before the measurement and evaluation with the English Camp rubric.

4.3 English camp rubric to measure the participant's ability within 5-7 minutes consists of 1) Pronunciation, 2) Confidence, 3) Deal with Facing Problems, and 4) Gestures.

5. Data collection

5.1 Do ice-breaking and check the participants' knowledge background and speaking ability.

5.2 Teach, train, and practice the participants through the four themed camp rotations: Rotation 1 Hok Pip Grilled Chicken, Rotation 2 Khob Tamarind, Rotation 3 Muang Thip (non-existent city), and Rotation 4 Thung Thong Phayongdet Field

5.3 Check the participants' knowledge and understanding with each rotation exercise.

5.4 Measure the participants' speaking ability through diminutive Guide Camp activities with the rubric on pronunciation, confidence, dealing with problems, and gestures.

6. Data analysis

6.1 Four learning plans, the guidebook of four themed rotations, and the English camp rubric were checked the Index of Item-Objective Congruence or IOC by 3 experts.

6.2 The results of Tour Guide Speaking Test of each participant were assessed by 3 assessors (inter-rater reliability, or IRR).

6.3 The results of the learning achievements in English speaking were analyzed through frequency and percentage.

6.4 The results of the learning achievements in English speaking between experimental and control groups were compared through independent samples t-test.

Research Conceptual Framework

From a review of the literature and related documents, the researcher defines the research conceptual framework as shown on Fig. 1.

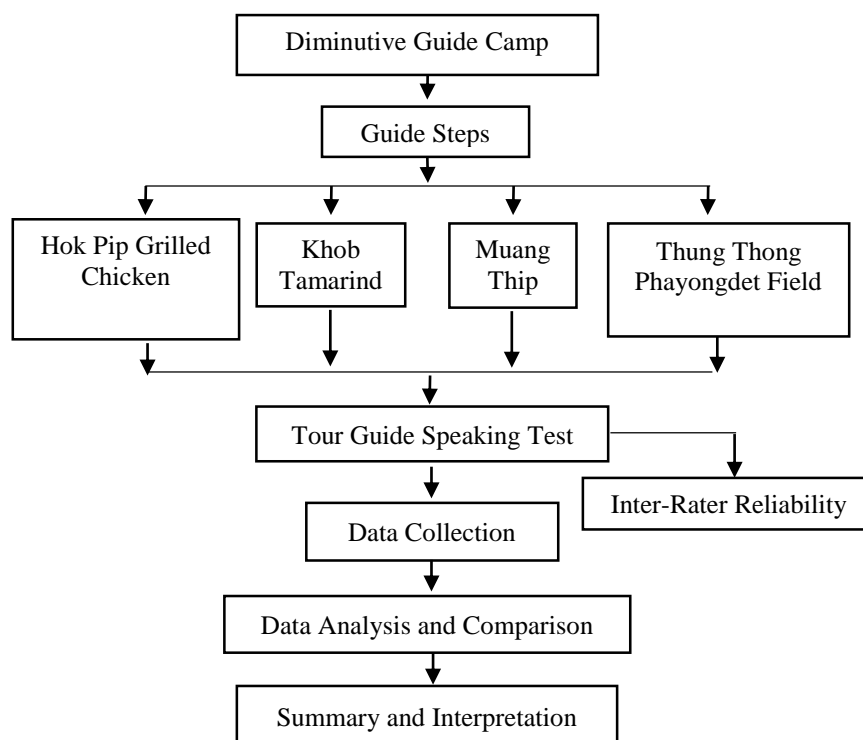


Fig. 1 Research Framework
(Adopted from Prachumchai and Anghirun, 2020: 6)

Results

Following data collection, the results were analyzed and presented in accordance with the following objectives:

1. The Effectiveness of Diminutive Guide Camp Activities for the Development of English-Speaking Skills of Grade 9 Students

$$\begin{aligned}
 E_1 &= \frac{1,160}{18} \times 100 \\
 &= 80.56
 \end{aligned}$$

Fig. 2 Process Efficiency

According to Figure 2, when the total exercise score of 1,160 is divided by the sample size of 18 people, multiplied by 100, and divided by 80 of the full exercise score from all 4 English camp rotations, the result is 80.56. Consequently, the process efficiency value (E_1) meets the set criteria of the first 80.

$$E_2 = \frac{\frac{328}{18} \times 100}{20} = 91.11$$

Fig. 3 Outcome Efficiency

According to Fig. 3, when the total post-test score of 328 is divided by the sample size of 18 people, multiplied by 100, and divided by 20 of the full posttest score, the result is 91.11. Consequently, the outcome efficiency value (E_2) meets the set criteria of the second 80.

2. The Learning Achievements in English Speaking of Grade 9 Students through Diminutive Guide Camp Activities

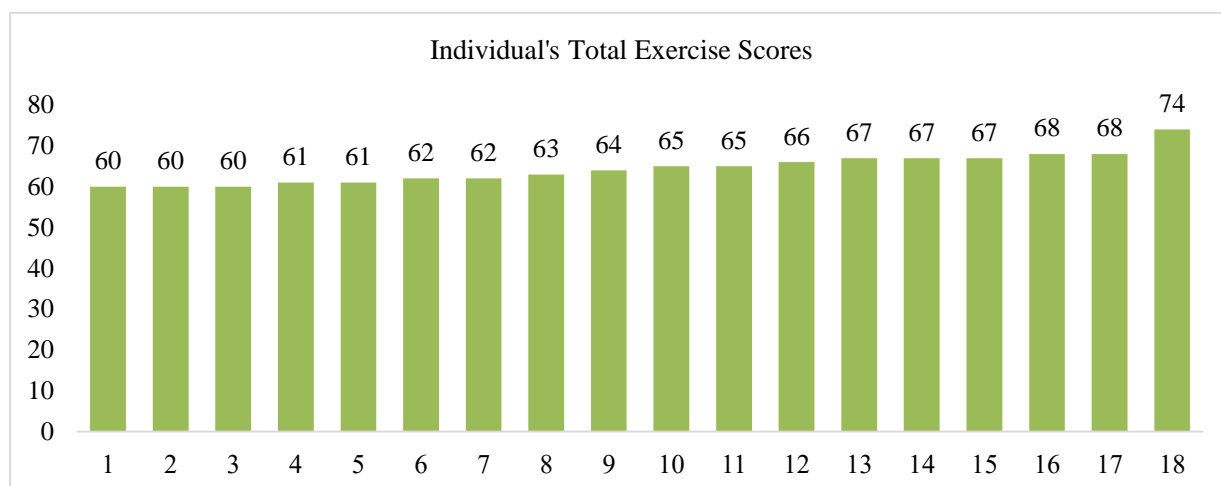


Fig. 4 The Total Exercise Score of Each Sample in the Experimental Group

From Fig. 4, the experimental group of 18 students received scores ranging from 53 to 74. The total score was 1160, which was 80.56 percent of the full score of 1440. From a full score of 80, it was discovered that the strong group of 9 students had a score of 65-74, while the weak group of 9 students had a score of 60-64.

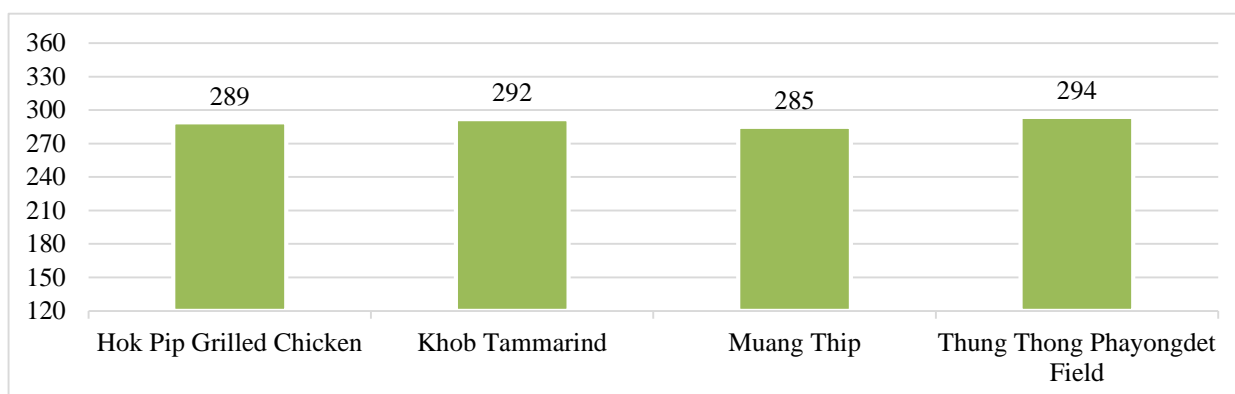


Fig. 5 Test Results after Learning-Based Activities Based on Rotations

From Fig. 5, the total scores classified by learning-based activity skills test found that Rotation 4, Thung Thong Phayongdet Field received the highest total score of 294 points (81.67%) of the full score of 360 points, followed by Rotation 2, Khob Tamarind, 292 points (81.11%), Rotation 1 Hok Pip Grilled Chicken, 289 points (80.27%). and Rotation 3 Muang Thip got 285 points (79.16%).



Fig. 6 Test Results after Learning-Based Activities Based on Skill Assessment

From Fig. 6, Gestures received the highest score of 296 (82.22%) from a total score of 360, followed by Confidence, which received a total score of 284 (78.89%) from a total score of 360, Pronunciation received a score of 251 (69.72%) from a total score of 360, and Dealing with Problems received a score of 250 (69.44%) from a total score of 360.

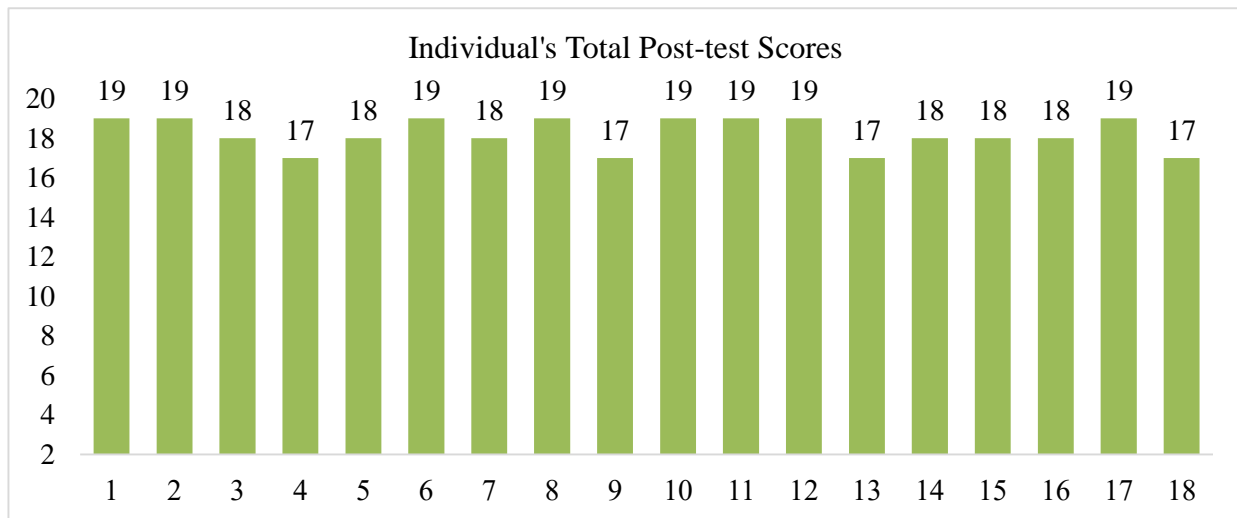


Fig. 7 The Total Posttest Score of Each Sample in the Experimental Group

From Fig. 7, the experimental group of 18 students received scores ranging from 17 to 19 out of the 20 full score. The total score was 328, which was 91.11 percent of the full score of 360.

Comparing with the students' English abilities in posttest of the weak group which the classification was not dramatically improved; students' English of strong group was significantly improved. The mean score in posttest of both group also improved but both groups were significantly different. For instance, in the total exercise score it was discovered that the strong group of 9 students had a score of 65-74, while the weak group of 9 students had a score of 60-64, this from a full score of 80. While the posttest of the groups showed scores ranging from 17 to 19 out of the 20. The total score was 328, which was 91.11 percent of the full score of 360.

Discussion

The following results were discussed in relation to the research objectives:

1. The Effectiveness of Diminutive Guide Camp Activities for the Development of English-Speaking Skills of Grade 9 Students

The effectiveness of Diminutive Guide Camp activities for the development of English-speaking skills of Grade 9 students met the set criteria of 80/80: 80.56 for the process efficiency value (E_1) and 91.11 for the outcome efficiency value (E_2), which met the Phromwong principle (2013 : 9). The results were consistent with (1) Prachumchai and Anghirun's (2020: 230) findings that Jolly Phonics Camp activities for high schools in Phetchabun Province were effective at 89.06/83.4, (2) Sirisawat's (2018: 87) findings on the 89.47/94.73 effectiveness index of organizing English activities to promote the English learning of kindergarten 1 students at Omnoi Municipal Kindergarten School, Samut Sakhon, Thailand, and (3) Kositchaiwat's (2013 : 441) findings on the 81.12/80.90 effectiveness index of the development of an English camp training program to enhance English speaking skills, English camp activity knowledge and social skills for English major students, Faculty of Education,

Silpakorn University, Thailand. According to the Phromwong principle, the criterion 80/80 employed by the researchers was reliable because of group ability testing and the ability to improve a productive skill, speaking. In terms of rotation score analysis and interview with the samples, Rotation 4 Thung Thong Phayongdet Field had the highest accumulated score (294, or 81.67%) from the 360-point full score because the participants were familiar with the recipe content since they had used English in the context of food ingredients and giving directions in their daily lives. In terms of skill aspects, Pronunciation had the highest accumulated score (90, or 100%); meanwhile, Gestures came in at No. 2 (82, or 91.11%), and Dealing with Facing Problems came in at No. 3 (71, or 78.89%). The tour guide's capacity to deal with problems, on the other hand, is a skill or indicator that the sample group needs to be further developed because they require the ability to handle problems on the spot and have frequently met those problems.

In addition, when the researchers examined the efficiency test results following the guide camp activities, they discovered that the score reached 328 points out of a possible 360, representing 91.11%. The sample group's English-speaking abilities were well-developed and received higher scores because they had been cultivated through Diminutive Guide Camp activities. When subdivided into aspects, it was discovered that pronunciation had the highest score, obtaining a total score of 90 (100%) out of a total score of 90, representing a 21.11% improvement from before the camp. Following that, gestures in making introductions to draw tourists' attention received a total score of 85 (94.45%) out of a total of 90 points, representing a 12.23% improvement in distance from before the camp. Then, confidence in speaking received a score of 82 (91.11%) out of a total score of 90, a difference of 11.39% from before the camp. Last, the tour guide's dealing with problems facet received 71 points (78.89%) out of a possible 90, representing a 9.45% improvement from before the camp. It was evident that the sample had improved in each of them.

2. The Learning Achievements in English Speaking of Grade 9 Students through Diminutive Guide Camp Activities

After participating in Diminutive Guide Camp Activities, Grade 9 students of Niyomsilpanusorn School showed their good performances on the post-test, scoring over 80% of full score (328, or 91.11%), and on the activity exercises, scoring 80.56% (1,160/1,440), which was 10.55% away from the post-test in distance. As a result of the camp activities, the participants were more developed until the camp posttest. Padungpote (2017 : 95) claimed that English camp helped her research participants improve their learning achievement in pronunciation practice, as shown in 24.26% of the pre-test and 27.23% of the post-test. Likewise, Prachumchai and Anghirun (2020 : 281) claimed that the Jolly Phonics camp helped their participants in highland schools improve pronunciation, as noticed from the pretest scores (18.63) and the posttest scores (83.45), which were 64.82% apart. Observing the learning achievement, these various parts were relevant and affected the learners' abilities, namely teachers, documents and teaching aids, teaching methods, and measurement and evaluation methods. The first aspect was the teachers: those with good English skills separated the samples into groups of 9-10 persons to teach in order to completely teach and care for the samples. The second aspect was documents and teaching aids: the Diminutive Guides book is a teaching aid with simple images, vocabulary, and meaning, allowing subjects to read and grasp difficult terms more readily while still understanding the content. The third aspect was teaching methods: start by talking, greeting, and clarifying about the camp activities, including briefly explaining the details, thus starting the learning base activities. Measure the level of English

proficiency of the sample, and then let the sample group learn to speak English through the Diminutive Guide Camp activities. During the activity, the sample group was given an opportunity to ask questions about the base activity or what they did not understand so that the sample group that did not follow or understand the content could keep up with other samples. When the activity was completed, the researcher allowed the subjects to rest for 10 minutes to relax. Before beginning the post-test, the researchers described the method and how to measure and evaluate to the sample group. English camp activities, according to Kunlasuth, Chaovanapricha, Wutthisivachardkul, and Owatnupat (2019 : 956), can be used as a method to investigate student learning behaviors, which help make learning English meaningful and enable learners to learn together. The fourth aspect was and measurement and evaluation methods: the teachers used the practical exam to assess the level of knowledge, memory, and understanding of the Diminutive Guide Camp activities. The researcher must teach and assess the learners' knowledge and abilities accordingly. According to Singson (2021 : 415), the English camp was distinct from typical classroom activities because the activities used centered on encouraging kids to learn and interact with one another, such as ice-breaking, roleplays, and games. As a result of the material and teaching aids, students would receive knowledge and experience at a proper hard and easy level. Indeed, the researchers employed an easy-to-understand teaching strategy as well as a straightforward assessment method. When the camp activities and placement tests were done, the subjects' scores and English reading skills should have improved.

Recommendations

1. Implications

In addition, few students fell below standards used for the camp, and students' experience was positive. The activities seem to have the highest outcome for confidence of 284 and gestures of 296 both out of possible 360, with the explanation for these growths were due to the engagement of the activities in the camp.

1.1 Apply modern and age-appropriate leisure activities such as online quiz games such as Kahoot or Quizizz and songs such as "How do you do?" "English camp" and "If you're happy, you know it."

1.2 Use the criteria for evaluating the abilities of each learner in the form of a rating scale to clearly determine the level of competency and require three assessors (inter-rater reliability, or IRR) to reduce the score's variance.

1.3 Provide a recreational team and a base assistant who are about the same age as the learners; this allows you to readily contact them and encourages them to express themselves and engage fully.

2. Further Studies

2.1 A broader range of schools and students should be considered in further studies including private school and charter schools.

2.2 Supplementary activities with a comprehensive knowledge of tourism should be additional.

2.3 A comparative study of learning achievements in speaking English through Diminutive Guide Camp activities between schools or between students in different study plans should be conducted.

References

- Aswad, M.(2018).The Effectiveness English Camp (A Model in Learning English as the Second Language). *Proceeding of the 5th Asian Academic Society International Conference (AASIC)*(233-239). Khonkaen: Khonkaen University.
- Benjarattananon, A. (2009). Curriculum of Bachelor of Arts Degree in English, Prince of Songkla University, Pattani: Three Dimensional Perspectives of Instructors, Graduates and Employers. *Journal of Humanities and Social Sciences (ejhuso)*, 5(2), 173-202.
- Chaiprasert, M. (2016). *The Result of Organized Communicative English Camp by B SLIM Model in Mathayomsueksa 1 Students* (Master thesis).Naresuan University. Phitsanulok.
- Chanchaiwitch, P. (2016).The Use of English Camp Activities to Enhance Motivation in English for Students and to Promote Creativity of Professional Teachers as Drivers for the ASEAN Economic Community.*Journal of Humanities and Social Sciences (JHUSOC)*, 14(Special issue), 29-36.
- Etikan, I., Musa, S., & Alkassim, R. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Goodman, R, Fletcher, K., & Schneider, E. (1980). The Effectiveness Index as a Comparative Measure in Media Product Evaluations. *Educational Technology*, 20 (9), 30-34.
- Kadroon, T., Praneetham, C., & Phrommana, J. (2018).The Development of Historical Tourism Activity Model by Participation of Muang Wiang Sa Community. *Chophayom Journal*, 29 (2), 41-56.
- Khaopraay, A. (2019). The Development of Curriculum Science Camp Activities Using by STEM Education to Enhance Scientific Problem-Solving Ability for Junior High School. *Phetchabun Rajabhat Journal*, 21 (2), 55-62.
- Khunkaew, A. (2019). *Research and Development of the 21st Century Learning Measurement and Evaluation Model towards Education 4.0* (Research report). Phetchabun: Phetchabun Rajabhat University.
- Kittivirote, F., Yaseng, N., Juychum, D., Hayeehasa, K., & Smahae, S. (2017).The Study of Effectiveness of English Camp Academic Service of Primary School Students in Mauang District, Narathiwat Province. *Princess of Naradhiwas University Journal of Humanities and Social Sciences*, 4 (1), 15-26.
- Klinsorn, N., Chaloeaywares, N., & Sriraksa, P. (2017). A Development of English Camp Activities Curriculum to Prepare Prathomsuksa 6 Students for Joining the ASEAN Community. *Lawasi Journal of Thepsatri Rajabhat University*, 3 (2), 13-29.
- Kositchaiwat, S. (2013).Development of an English Camp Training Program to Enhance English Speaking Skills, English Camp Activity Knowledge and Social Skills for English Major Students, Faculty of Education, Silpakorn University. *Veridian E-Journal, Silapakorn University (Humanities, Social Sciences and Arts)*, 6 (1), 430-447.
- Kunlasuth, K., Chaovanapricha, K., Wutthisivachardkul, J., & Owatnupat, N. (2019).A Quality Development of Thai Youth for the Future Society through English Camp Process. *Journal of MCU Pease Studies (JMPS)*, 7 (4), 951-967.

- Mohamed, M., Ismail, N., Endut, A., Madiha, S., & Omar, S. (2013). The Level of Use of Soft Skills in English Camp Activities. *Proceeding of International Conference on Languages 2013*(13-22). Phuket: Prince of Songkla University.
- Moresby, P. (2009). *Tourist Guiding Techniques*. Retrieved December 1, 2021, from pngtourism.org.pg.
- Mustakim, I. (2018). The Influence of English Camp in Improving Speaking Skill of English House Course Students in Maroangin Kabupaten Enrekang. *Jurnal Edumaspul*, 2(2), 61-70.
- Padungpote, P. (2017). Development of English Pronunciation with Unstressed Syllables by Using English Camp Activities for English Phonetics Course of English Major Students at Phranakhon Rajabhat University. *Journal of Education Khonkaen University*. 40 (3), 89-100.
- Phaiboonnugulkij, M., Srisupha, R., Kanta, M., & Janpong, W. (2021). English for Geotourism Speaking Achievement of the Youth Guides at Khorat Geopark Area in Nakhon Ratchasima via Language Instruction Innovation. *Advances in Language and Literary Studies (ALLS)*, 12 (4), 79-90.
- Phakprapai, C., & Chaia, P. (2017). The Study of the Relationship of Leadership Styles, Guide Attributes, and the Performance Competency of Professional Tour Guides in Thailand. *Veridian E-Journal, Silapakorn University (Humanities, Social Sciences and Arts)*, 10 (1), 219-232.
- Phootorn, T., Phayakkanant, S., & Suphannafai, A. (2017). Young Guide Development for Ecotourism at Jedkod-Pongkonsao at Thamaprang Sub-District, Kaeng Khoi District, Saraburi Province. *Journal of Local Governance and Innovation*, 4 (3), 246-266.
- Phromwong, C. (2002). *Supplementary Book of Teaching Materials for Elementary School Units 8-15*. (20th ed). Bangkok: Sukhothai Thammathirat Open University.
- Prachumchai, S., & Anghirun, H. (2020). The Jolly Phonics Camp to Enhance Lower Elementary Students' English Pronunciation at the Highland Schools in Phetchabun Province. *Journal of Multidisciplinary in Humanities and Social Sciences*, 3 (2), 273-286.
- Rakphaet, D. (2017). English Camp Management for Higher Education, English Students, Faculty of Education, Roi Et Rajabhat University. *Journal of Roi Et Rajabhat University*, 11 (2), 134-143.
- Rahmawati, Y., & Ertin, E. (2014). Developing Assessment for Speaking. *Indonesian Journal of English Education (IJEE)*, 1 (2), 199-210.
- Ratree, S. (2019). *Developing English Speaking Skills of Grade 9 Students through Conversation Diary* (Research report). Kanchanaburi: Laokhwanratbumrung School. (Master thesis). Curriculum and Instruction, Dhurakij Pundit University.
- Roobkaew, W. Teacher in Academic Affairs, Niyomsilpanusorn School. (Interviewed May 1, 2022)
- Sa-idi, A., & Sulaiman, S. (2008). Attitudes and Satisfaction of Mattayom 4-5 Students in Pattani towards the English Camp Activities. *Journal of Humanities and Social Sciences*, 4 (1), 56-81.
- Seethongpeay, N. (2019). *A Development of Students' Writing and Speaking Skills through Drama Activities for Mathayomsuksa 4 Students* (Master thesis). Dhurakij Pundit University. Bangkok.

- Singson, K. (2021). The Guideline of Using the Common European Framework of Reference for Languages (CEFR) in English Camp Activities. *Journal of Yala Rajabhat University (JYRU)*, 16 (3), 415-423.
- Sirisawat, R. (2018). *Development of an Activity Package to Promote English Language Learning of Kindergarten-1 Children* (Master thesis). Dhurakij Bundit. Bangkok.
- Sriraungrith, A.(2018). *English for Tourism*. Phetchabun: English Program, Phetchabun Rajabhat University.
- Surapanyo, C., Chotiwaro, S., Loha, P., & Banhan, R. (2021). Research: Teaching Methods in English. *Journal of Educational Innovation and Research*, 5 (1), 189-206.
- Sutheewasinnon, P., & Pasunon, P. (2016). Sampling Strategies for Qualitative Research. *Parichart Journal, Thaksin University*, 29 (2), 31-48.
- Uanwang, C., Thanasiratham, P., & Intirak, N. (2018). The Results of Academic Dream Camp Activity Form Senior to Junior with Geo-informatics. *Journal of Applied Information Technology*, 4 (1), 60-66.
- Wei, H. (2007). *Tour Guides and Sustainable Development: A Case Study of Hainan, China* (Doctoral dissertation). University of Waterloo, Canada.
- Wijitpaisarn, P. (2005). *The Use of Task-Based Learning Program to Enhance Communicative English-Speaking Ability to Mattayomsuksa 3 Students to Be Young Tour Guides*(Master thesis). Srinakharinwirot University. Bangkok.
- Wongsuwan, W., Sripahol, S., Lindratanasirikul, K., & Thepsongkroh, P. (2013). Development of a Curriculum Model in the Historical Tourism Course for Upper Secondary School Students. *Princess of Naradhiwas University Journal*, 5 (3), 66-80.
- Xavier, D., & Vijayakumar, M. (2019) . English Language Teaching Methodology. *International Journal of Research in Engineering*, 9(Special issue), 1-8.