



# Enhancing English Camp Activity Design Skills through an Active Learning Model

Apiradee Jeenkram

Faculty of Education, Lampang Rajabhat University, Thailand

E-mail: [apiradee\\_j@g.lpru.ac.th](mailto:apiradee_j@g.lpru.ac.th), ORCID ID: <https://orcid.org/0009-0002-6069-9338>

Received 03/03/2024

Revised 12/03/2024

Accepted 12/04/2024

## Abstract

**Background and Aim:** Active learning is crucial for improving English because it encourages engagement, critical thinking, and practical application—all of which boost language acquisition efficacy. Role-playing, problem-solving, and dialogue are examples of interactive strategies that boost confidence and retention, which enhances communication skills. This study addresses the growing need for innovative approaches in English language teaching by developing and evaluating an active learning model to enhance English camp activity design skills among English major students.

**Materials and Methods:** The research employed a quasi-experimental design with a sample of 19 third-year English major students from Lampang Rajabhat University. Data were collected using pre- and post-tests, a student satisfaction survey, and an evaluation form for the active learning model.

**Results:** The results revealed significant improvements in students' English camp activity design skills across four key areas: analytical thinking, communication, collaboration, and creativity ( $p < 0.05$ ). The overall student satisfaction with the active learning model was high. The findings suggest that the active learning model is an effective approach for developing practical skills in English language teaching, particularly in designing engaging and effective English camp activities.

**Conclusion:** The study demonstrates the efficacy of active learning in teaching English by showing that it dramatically improves students' abilities in communication, teamwork, creativity, and analytical thinking. Its function in developing practical skills, especially in creating interesting English camp activities, is further supported by high student satisfaction.

**Keywords:** Active Learning; English Camp Activities; Project-Based Learning; English Language Teaching; Skill Development

## Introduction

In today's rapidly changing world, characterized by technological advancements, economic shifts, and social transformations, education systems are under increasing pressure to adapt to new demands. Traditional teaching methods, which primarily focus on the transfer of knowledge from teacher to student, are no longer sufficient to prepare learners for the complexities of the 21st century. Modern learners require a diverse skill set that includes analytical thinking, problem-solving, collaboration, and effective communication. These skills are essential not only for academic success but also for thriving in future professional and personal environments.

Active learning has emerged as a powerful pedagogical approach to address these needs. Unlike traditional methods, active learning emphasizes student participation through activities that encourage critical thinking, creativity, and hands-on practice. Research has consistently shown that active learning leads to deeper understanding, improved retention of knowledge, and the development of essential skills. For instance, a study by Freeman et al (2014) found that students in active learning environments outperformed those in traditional lecture-based settings, particularly in STEM fields. Similarly, Prince (2004) highlighted that active learning strategies, such as problem-based learning and collaborative activities, significantly enhance student engagement and learning outcomes.

Despite the proven benefits of active learning, there remains a gap in its application within specific educational contexts, particularly in the design of extracurricular activities such as English camps. English camps are widely recognized as valuable opportunities for students to practice language skills in immersive, real-world settings. However, there is limited research on how to systematically train future teachers, particularly English major students, to design and implement these activities effectively. This gap is



especially pertinent in Thailand, where English is often taught as a second or third language, and students frequently struggle with practical language application due to a lack of opportunities for real-life practice.

The research problem addressed in this study is the lack of effective teaching models for developing English camp activity design skills among English major students. While English camps are increasingly popular as extracurricular activities, there is no standardized approach to training student teachers in designing engaging and effective camp activities. This raises the question: How can an active learning model be developed to enhance English camp activity design skills for English major students at Lampang Rajabhat University? The significance of this research lies in its potential to bridge the gap between theoretical knowledge and practical application in teacher training. By developing an active learning model tailored to the needs of English major students, this study aims to equip future teachers with the skills necessary to design innovative and engaging English camp activities. This, in turn, will enhance the language learning experiences of their students, particularly in contexts where English is not the primary language. Furthermore, the study aligns with the strategic goals of Lampang Rajabhat University's Faculty of Education, which emphasizes the development of professional competencies and teacher spirit among its graduates.

The purpose of this research is to develop and evaluate an active learning teaching model that promotes English camp activity design skills for English major students. By integrating project-based learning (PBL) principles, the study seeks to foster analytical thinking, problem-solving, and collaboration among students, while also increasing their motivation and interest in teaching English. The expected outcomes of this research include a structured, evidence-based model that can be implemented in teacher training programs, ultimately leading to more effective and innovative English language teaching practices. In summary, this research addresses a critical gap in teacher education by focusing on the development of English camp activity design skills through active learning. The findings of this study have the potential to benefit not only English major students but also the broader educational community by providing a replicable model for enhancing language teaching and learning in diverse contexts.

## Objectives

This research aims:

1. To develop an active learning teaching model to promote English camp activity design skills for English major students in the Faculty of Education at Lampang Rajabhat University.
2. To study the results of using the English camp activity model according to the active learning teaching approach of students:
  - 2.1 To compare English camp activity design skills before and after active learning management
  - 2.2 To study the satisfaction of English major students with the active learning management model

## Literature review

### 1. The Meaning of the Literature

The literature review serves as the theoretical foundation for this research, providing a comprehensive understanding of the key concepts and models related to active learning, activity-based learning, and problem-based learning. These educational approaches emphasize student-centered learning, where students actively participate in the learning process through hands-on activities, problem-solving, and collaboration. The review also highlights the importance of these methods in developing 21st-century skills, such as critical thinking, creativity, and communication, which are essential for both academic and professional success.

### 2. Past Research, Studies, and Writing Work

Previous research has extensively explored the benefits of active learning in various educational contexts. For instance, Freeman et al. (2014) demonstrated that active learning significantly improves student performance compared to traditional lecture-based methods. Similarly, Prince (2004) highlighted the effectiveness of problem-based learning (PBL) in fostering critical thinking and problem-solving skills.

In the context of language education, studies have shown that activity-based learning enhances language proficiency by providing students with opportunities to practice language skills in real-world scenarios (NCSALL, 2006; Lakshmi, 2007; Lijanporn & Khlaisang, 2015).

In Thailand, research by Kulsong & Nakhan (2023) found that active learning, when implemented through professional learning communities, led to significant improvements in communication, problem-solving, and teamwork skills among early childhood education students. Despite the wealth of research on active learning, there is a notable gap in the literature regarding its application to the design of English camp activities. While English camps are widely recognized as valuable for language learning, there is limited research on how to systematically train future teachers to design and implement these activities effectively. This study aims to address this gap by integrating active learning principles with project-based learning (PBL) to develop a structured model for English camp activity design.

### 3. Application of the Literature to This Research

The literature reviewed provides a strong theoretical foundation for this research, particularly in the areas of active learning, activity-based learning, and problem-based learning. These concepts are directly applicable to the development of a teaching model that promotes English camp activity design skills among English major students. Specifically, the research draws on the following key elements from the literature:

- Active Learning Principles: The study emphasizes student participation, hands-on practice, and the development of higher-order thinking skills, aligning with the characteristics of active learning as outlined by the Office of the Basic Education Commission (2019).

- Activity-Based Learning: The research incorporates activity-based learning strategies, such as group activities and experiential learning, to engage students in the design and implementation of English camp activities. This approach is supported by research from NCSALL (2006) and Lakshmi (2007), which highlights the effectiveness of activity-based learning in fostering student engagement and skill development.

- Problem-Based Learning (PBL): The study integrates PBL principles to encourage students to solve real-world problems related to English camp activity design. This aligns with the constructivist approach, where students build knowledge through problem-solving and collaboration (Prince, 2004).

Conclusion: Application to the Research

The literature reviewed in this study provides a framework for analyzing the effectiveness of active learning in developing English camp activity design skills. Specifically, the research applies the principles of active learning, activity-based learning, and problem-based learning to create a structured teaching model. This model aims to enhance students' ability to design engaging and effective English camp activities, thereby improving their language teaching skills and preparing them for future professional roles. By addressing the gap in the literature regarding the application of active learning to English camp activity design, this research seeks to provide practical answers to the following questions:

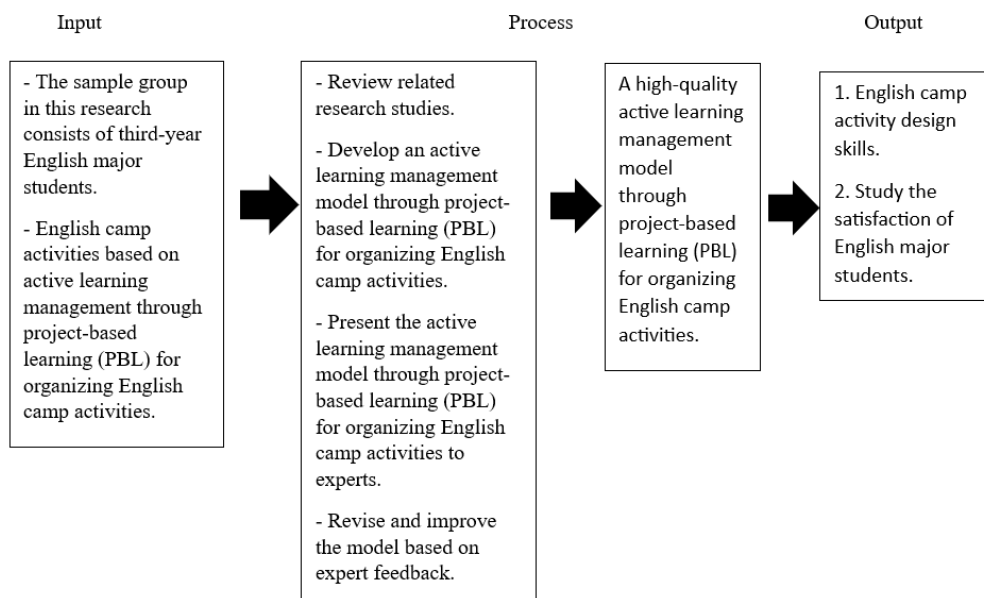
- How can active learning principles be effectively integrated into the design of English camp activities?

- What are the key components of a teaching model that promotes English camp activity design skills?

- How does this model impact students' ability to design and implement English camp activities?

In summary, the literature review not only informs the theoretical framework of this research but also guides the development of a practical, evidence-based model for enhancing English camp activity design skills among English major students.

## Conceptual Framework



**Figure 1** Conceptual Framework

## Methodology

### Research Design

This study employed a quasi-experimental design to evaluate the effectiveness of an active learning model in enhancing English camp activity design skills. The sample consisted of 19 third-year English major students selected through simple random sampling. The small sample size was justified by the specific context of the study, focusing on a single class section within a university setting.

### Data Collection Instruments

#### Three main instruments were used:

1. Evaluation Form for Active Learning Model: Assessed the quality of the active learning model across six components (instructor, content, teaching activities, media, evaluation, and learner self-assessment).

2. Pre- and Post-Tests: Measured students' English camp activity design skills before and after the intervention.

3. Student Satisfaction Survey: Evaluated students' perceptions of the active learning model. Reliability and validity were ensured through pilot testing and expert reviews. Cronbach's alpha for the satisfaction survey was 0.89, indicating high internal consistency.

### Data Analysis

Descriptive statistics (means, standard deviations) and inferential statistics (paired t-tests) were used to analyze the data. Statistical significance was set at  $p < 0.05$ .

## Results

### Development of the Active Learning Model

The active learning model was evaluated across six components, with the instructor aspect receiving the highest rating ( $\bar{x} = 4.52$ , S.D. = 0.09). The content and teaching activities aspects were also rated highly ( $\bar{x} = 4.46$  and 4.45, respectively).

### Improvement in English Camp Activity Design Skills

The post-test scores were significantly higher than the pre-test scores across all four areas: analytical thinking ( $\bar{x} = 4.47$ , S.D. = 0.22), communication ( $\bar{x} = 4.40$ , S.D. = 0.24), collaboration ( $\bar{x} = 4.47$ , S.D. = 0.26), and creativity ( $\bar{x} = 4.42$ , S.D. = 0.30). All improvements were statistically significant ( $p < 0.05$ ).

### Student Satisfaction

Overall student satisfaction with the active learning model was high ( $\bar{x} = 4.47$ , S.D. = 0.09). The highest-rated aspect was the alignment of learning activities with teaching objectives ( $\bar{x} = 4.74$ , S.D. = 0.45).

### Results of data analysis:

1) *Results of developing an active learning teaching model to enhance English camp activity design skills of English major students, Faculty of Education, Lampang Rajabhat University*, are as follows:

**Table 1** Results of evaluating the active learning teaching model to promote English camp activity design

Assessment Aspect	Mean (n=19)	S.D. (n=19)	Interpretation (n=19)
Instructor aspect	4.52	0.09	Excellent level
Content aspect	4.46	0.24	Very good level
Teaching and learning activities aspect	4.45	0.24	Very good level
Media and teaching support materials aspect	4.44	0.33	Very good level
Learning the measurement and evaluation aspect	4.38	0.23	Very good level
Learner aspect (for self-assessment)	4.44	0.20	Very good level

From Table 1, the results of the evaluation of the active learning management model to promote the design of English camp activities, divided into six aspects, show that the aspect with the highest statistical value is Instructor Aspect. The average score is 4.52, with a standard deviation of 0.09, rated as excellent.

The aspects with the next highest statistical value are: Content Aspect: the average score is 4.46, with a standard deviation of 0.24, rated as very good, Teaching and Learning Activities Aspect: the average score is 4.45, with a standard deviation of 0.24, rated as very good, Teaching Materials and Support Aspect: the average score is 4.44, with a standard deviation of 0.33, rated as very good, Learner Aspect (self-assessment): the average score is 4.44, with a standard deviation of 0.20, rated as very good, following in order.

The aspect with the lowest statistical value is Learning Assessment and Evaluation Aspect. The average score is 4.38, with a standard deviation of 0.23, rated as very good.

Study of the results of using English camp activity models according to active learning teaching approaches of students to compare English camp activity design skills before and after active learning.

**Table 2** The mean, standard deviation, t-test statistic, and statistical significance level of the comparison of pre-test and post-test scores of English major students in the Faculty of Education at Lampang Rajabhat University

Test	$\bar{X}$	S.D.	$\bar{D}$	S.D. <sub>D</sub>	t	Sig.(1-tailed)
Pre-test	24.84	2.22	29.21	2.78	45.79 *	0.0000
Post-test	54.05	1.81				

From Table 2, it was found that the pre-test and post-test scores of English major students in the Faculty of Education at Lampang Rajabhat University had average scores of 24.84 and 54.05, respectively. When comparing the pre-test and post-test scores, it was found that the post-test scores were significantly higher than the pre-test scores at the .05 level of statistical significance.



**Table 3** Comparison results of English camp activity design skills before and after active learning teaching

Assessment Aspect	Before Learning(n=19)		After Learning (n=19)		Interpretation
	Mean	S.D.	Mean	S.D.	
Analytical thinking aspect	2.04	0.43	4.47	0.22	High level
Communication aspect	1.95	0.54	4.40	0.24	High level
Collaboration aspect	1.93	0.53	4.47	0.26	High level
Creativity aspect	2.37	0.60	4.42	0.30	High level

From Table 3, the results of the comparison of English camp activity design skills before and after active learning management, divided into four aspects, show that the aspect with the highest statistical value is Analytical Thinking Aspect (Post-learning) and Collaboration Aspect (Post-learning): the average score is 4.47, with a standard deviation of 0.22, rated at a high level, which is higher than the pre-learning average score of 2.04, with a standard deviation of 0.43, rated at a low level.

Collaboration Aspect (Post-learning): The average score is 4.47, with a standard deviation of 0.26, rated at a high level, which is higher than the pre-learning average score of 1.93, with a standard deviation of 0.53.

The aspect with the next highest statistical value is Creativity Aspect (Post-learning): the average score is 4.42, with a standard deviation of 0.30, rated at a high level, which is higher than the pre-learning average score of 2.37, with a standard deviation of 0.60, rated at a low level.

The aspect with the lowest statistical value is Communication Aspect (Post-learning): the average score is 4.40, with a standard deviation of 0.24, rated at a high level, which is higher than the pre-learning average score of 1.95, with a standard deviation of 0.54, rated at a low level.

In summary, the post-learning evaluation scores across all four aspects are higher than the pre-learning evaluation scores, demonstrating the effectiveness of the active learning management model in promoting English camp activity design skills.

2) *To study the satisfaction of English major students with the active learning management model.*

**Table 4** Results of student satisfaction assessment toward the active learning teaching model to promote English camp activity design

Assessment Topic	Mean (n=19)	S.D. (n=19)	Interpretation
1. The instructor has prepared for teaching	4.47	0.51	High level
2. The classroom atmosphere is conducive to teaching and learning	4.42	0.51	High level
3. The content taught is up-to-date and applicable	4.42	0.51	High level
4. The instructor communicates learning objectives	4.42	0.51	High level
5. Teaching and learning activities align with teaching objectives	4.74	0.45	Highest level
6. The instructor encourages students to work together in groups and individually	4.58	0.51	Highest level
7. The instructor promotes creative initiative among students and encourages discussion	4.63	0.50	Highest level
8. Learning activities are fun and interesting	4.63	0.50	Highest level
9. The instructor gives students opportunities to ask questions	4.58	0.51	Highest level
10. The instructor uses diverse teaching methods and media	4.42	0.51	High level



Assessment Topic	Mean (n=19)	S.D. (n=19)	Interpretation
11. The instructor accepts students' opinions	4.47	0.51	High level
12. The instructor gives attention to all students while teaching	4.42	0.51	High level
13. The instructor encourages students to research knowledge from the library, the internet, or other learning sources	4.58	0.51	Highest level
14. The instructor is dedicated to teaching, providing guidance, assistance, and facilitating students in activities	4.58	0.51	Highest level
15. The instructor has an appropriate personality, dress, and speech	4.42	0.51	High level
16. The instructor arrives and leaves on time	4.32	0.48	High level
17. Students know the evaluation criteria in advance	4.37	0.50	High level
18. Students participate in a learning assessment	4.37	0.50	High level
19. The instructor evaluates fairly	4.21	0.42	High level
20. Students learn happily	4.68	0.48	Highest level
<b>Overall</b>	<b>4.49</b>	<b>0.10</b>	<b>High level</b>

From Table 4, the overall results of the students' satisfaction evaluation regarding the active learning management model to promote English camp activity design show that the overall average score is 4.9, with a standard deviation of 0.10, rated at a high level.

*When considering individual items, the top three items with the highest statistical values are:*

1. The learning activities align with the teaching objectives: the average score is 4.74, with a standard deviation of 0.45, rated at the highest level.

2. Students enjoy learning: the average score is 4.68, with a standard deviation of 0.48, rated at the highest level.

3. *The instructor encourages students to be creative, engage in discussions, and participate in fun and interesting learning activities:* the average score is 4.63, with a standard deviation of 0.50, rated at the highest level.

*The next highest statistical values, in order, are:*

The instructor promotes group and individual work: the average score is 4.58, with a standard deviation of 0.51, rated at the highest level.

The instructor encourages students to seek knowledge from libraries, the internet, or other learning resources: the average score is 4.58, with a standard deviation of 0.51, rated at the highest level.

The instructor is dedicated to teaching, provides guidance, assistance, and facilitates students in conducting activities: the average score is 4.58, with a standard deviation of 0.51, rated at the highest level.

*The following items are rated at a high level, in order:*

The instructor prepares lessons well: the average score is 4.47, with a standard deviation of 0.51.

The instructor accepts students' opinions: the average score is 4.47, with a standard deviation of 0.51.

The classroom atmosphere is conducive to learning: the average score is 4.42, with a standard deviation of 0.51.

The content taught is up-to-date and applicable: the average score is 4.42, with a standard deviation of 0.51.

The instructor communicates learning objectives: the average score is 4.42, with a standard deviation of 0.51.



The instructor uses diverse teaching methods and materials: the average score is 4.42, with a standard deviation of 0.51.

The instructor pays equal attention to all students during teaching: the average score is 4.42, with a standard deviation of 0.51.

The instructor has appropriate personality, attire, and communication: the average score is 4.42, with a standard deviation of 0.51.

*The following items are also rated at a high level:*

Students are informed of the evaluation criteria in advance: the average score is 4.37, with a standard deviation of 0.50.

Students participate in the evaluation of their learning: the average score is 4.37, with a standard deviation of 0.50.

The instructor starts and ends classes on time: the average score is 4.32, with a standard deviation of 0.48.

*The item with the lowest statistical value is:*

The instructor evaluates students fairly: the average score is 4.21, with a standard deviation of 0.42.

## Discussion

The findings of this study demonstrate the effectiveness of the active learning model in enhancing English camp activity design skills. The significant improvements in analytical thinking, communication, collaboration, and creativity align with previous research on active learning and PBL (Pathomwong, 2022; Kulsong & Nakhan, 2023). The high level of student satisfaction further supports the model's practical applicability. However, studying has several limitations. The small sample size and specific context limit the generalizability of the findings. Future research should explore the model's effectiveness in larger and more diverse populations. Additionally, the long-term impact of the model on students' professional development should be investigated.

Objective 1: To develop an active learning teaching model to promote English camp activity design skills of English major students, Faculty of Education, Lampang Rajabhat University. The study on the active learning teaching model to promote English camp activity design skills of English major students, Faculty of Education, Lampang Rajabhat University, consisted of 6 components: 1. Instructor aspect, 2. Content aspect, 3. Teaching and learning activities aspect, 4. Media and learning support aspect, 5. Measurement and evaluation aspect, and 6. Learner aspect (for self-assessment). Each aspect was evaluated at the highest and very good levels in most cases. This aligns with Vişcu (2024). Active learning is an educational approach that engages students in the learning process through activities like group projects, discussions, problem-solving, and hands-on experiments, leading to improved understanding, retention, and critical thinking skills compared to traditional lecture-based methods. It also corresponds to Sholicha & El-Yunusi (2024), Active learning involves students actively participating in discussions, problem solving, and collaboration to construct their understanding. Teachers play a crucial role in promoting active learning in classrooms.

Objective 2: To study the results of using the English camp activity model based on active learning management of students.

2.1) To compare English camp activity design skills before and after active learning. The research found that the assessment scores in all 4 areas after learning were higher than before learning, with the active learning teaching model promoting English camp activity design skills. In this research, the researcher defined "active learning teaching model" as a model that encourages learners to seek knowledge and build their knowledge base, which aligns with learner-centered learning concepts. Learning comes from actual practice, from gaining knowledge to taking action, and the ability to apply knowledge through Project-based learning (PBL) to develop learning skills, creative thinking skills, emotional skills, communication skills, and student expression. PBL involves working together at every step, training leaders and followers, accepting others, and following agreed-upon rules. Therefore, measuring English camp



activity design skills before and after active learning will be measured through Project-based learning. This aligns with Semiletova (2024). Active learning emphasizes student engagement through activities that promote critical thinking and competency development. It contrasts with traditional lectures, which are often seen as passive, focusing instead on fostering student participation and enhancing the overall learning experience and Stoica (2024) Project-Based Learning (PBL) is indeed the foundation of itself, as it emphasizes an active learning approach where students engage in projects that are meaningful and relevant to their interests. This method encourages students to take responsibility for their learning process, fostering intrinsic motivation and engagement. By placing students at the center of their educational experience, PBL helps to ignite curiosity and satisfaction in learning, making it a powerful tool for enhancing motivation in educational settings. It also corresponds to Nascimento et al (2024). Project-Based Learning (PBL) is indeed the foundation of the methodology discussed in the paper. It emphasizes engaging students in challenging projects that require the application of theoretical concepts to practical situations. This approach fosters a direct connection between theory and practice, enhancing the learning experience. The project titled "My Home, My Energy" exemplifies PBL by integrating Mathematics and Physics, promoting awareness of energy consumption, and demonstrating the relationship between Statistics and energy use through a structured, sequential process and Active learning (Harris, 2022) the paper discusses active learning and its various forms, including lifelong learning, deep learning, learning to learn, growth mindset, thinking and learning, discovery learning, rote learning, and aids to recall. It also explores active learning methodologies and ways to develop higher-order thinking skills.

2.2) To study the satisfaction of English major students with the active learning model. The research found that the overall satisfaction assessment of students toward the active learning teaching model to promote English camp activity design was at a high level ( $\bar{x} = 4.47$ , S.D. = 0.09). This corresponds with Pathomwong (2022), where satisfaction with learning through the active learning model to promote English conversation skills for Mathayom 3 students was overall at a high level. It also aligns with Najit (2020), where students had an overall satisfaction level at a high level ( $\bar{x} = 4.07$ , S.D. = 0.04).

## Conclusion

This study developed and evaluated an active learning model to enhance English camp activity design skills among English major students. The results indicate significant improvements in key skill areas and high levels of student satisfaction. The study contributes to the field of English language teaching by providing a structured, evidence-based model that can be adapted to other educational contexts. Future research should focus on expanding the model's applicability and exploring its long-term impact.

This research aimed to develop an active learning teaching model to promote English camp activity design skills among English major students at the Faculty of Education, Lampang Rajabhat University. The findings reveal that the proposed model consists of six key components: instructor, content, teaching and learning activities, media and learning support, measurement and evaluation, and learner self-assessment. The model was evaluated at high and very good levels, aligning with previous studies on active learning models that enhanced English conversation and speaking skills.

The study also found that students' English camp activity design skills significantly improved after using the active learning teaching model. This supports the learner-centered approach, emphasizing project-based learning (PBL) to enhance critical thinking, creativity, collaboration, communication, and leadership skills. Comparisons with prior research on PBL confirm its effectiveness in improving students' learning outcomes and creative thinking abilities.

Furthermore, student satisfaction with the active learning teaching model was rated at a high level ( $\bar{x} = 4.47$ , S.D. = 0.09), consistent with previous research findings on active learning approaches in English language education. This suggests that the model not only fosters skill development but is also well-received by students.

Overall, the findings support the implementation of an active learning teaching model as an effective approach to developing English camp activity design skills, reinforcing the value of active, project-based, and learner-centered educational strategies.

However, a structured model can be designed for the development of an Active Learning Teaching Model for Enhancing English Camp Activity Design Skills:

**1. Core Concept: Active Learning Teaching Model**

- Enhancing English camp activity design skills
- Based on project-based learning (PBL)
- Encourages creativity, collaboration, critical thinking, communication, and leadership

**2. Key Components**

- **Instructor**
  - Facilitator of active learning
  - Provides structured guidance and feedback
- **Content**
  - Focuses on English camp activity design principles
  - Real-world applications
- **Teaching and Learning Activities**
  - Project-based learning (PBL)
  - Group discussions, hands-on activities
  - English camp design and implementation
- **Media and Learning Support**
  - Digital tools, videos, case studies
  - Online collaboration platforms
- **Measurement and Evaluation**
  - Formative and summative assessments
  - Rubrics, peer and instructor evaluations
- **Learner Self-Assessment**
  - Self-reflection on learning progress
  - Self-evaluation checklists

**3. Implementation Process**

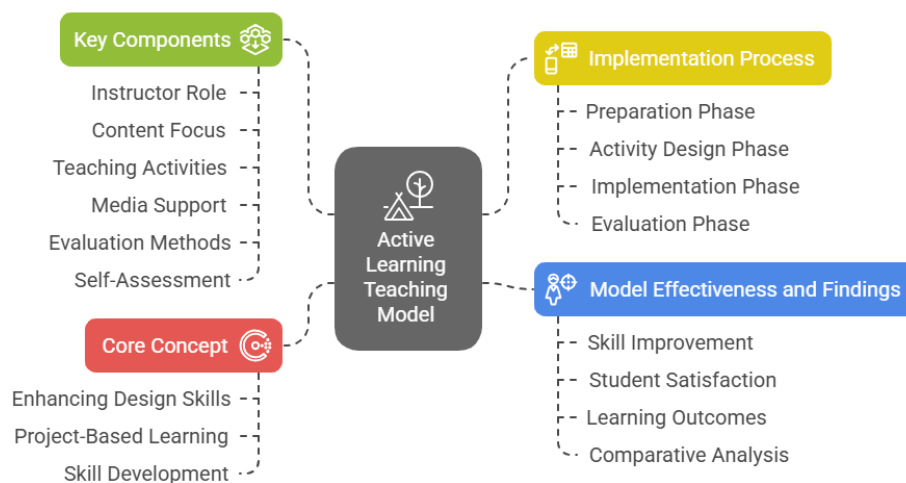
- **Preparation Phase:** Orientation, PBL introduction
- **Activity Design Phase:** Brainstorming, feedback sessions
- **Implementation Phase:** Execution, real-time observation
- **Evaluation and Reflection Phase:** Assessments, self-reflection, feedback

**4. Model Effectiveness and Findings**

- **Skill Improvement:** Enhanced English camp activity design skills
- **Student Satisfaction:** Rated high ( $\bar{x} = 4.47$ , S.D. = 0.09)
- **Learning Outcomes:** Confirms PBL effectiveness
- **Comparative Analysis:** Aligns with previous research

By implementing this model, educators can enhance students' practical skills in designing effective English camp activities while fostering a learner-centered, engaging, and collaborative learning environment.

### Active Learning Teaching Model for English Camp Design



**Figure 2** Enhancing English Camp Activity Design Skills through an Active Learning Model

### Recommendation

1. Application to Other Courses: The active learning model can be adapted to other courses that require practical skill development, such as lesson planning or learning media design.
2. Dissemination of Results: The findings should be shared through workshops and training sessions for educators at other institutions.
3. Future Research: Larger-scale studies are needed to validate the model's effectiveness across different contexts. Additionally, the integration of technology and interdisciplinary concepts should be explored.

### References

- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
- Harris, C. (2022). *Active learning*, in Book: *Learning to Teach in the Secondary School*. Routledge eBooks. <https://doi.org/10.4324/9781003201267-26>
- Kusonsong, S., & Nakhan, B. (2023). Active Learning Management with Professional Learning Community Process of Early Childhood Education Students. *Phetchabun Rajabhat Journal*. 25 (2), 67-78.
- Kusonsong, S., & Nakhan, B. (2023). Active Learning Management with Professional Learning Community Process of Early Childhood Education Students. *Phetchabun Rajabhat Journal*. 25 (2), 67-78.
- Lakshmi, A. (2007). *Activity-based learning: a report on an innovative method in Tamil Nadu*. Retrieved from: <http://www.ssa.tn.nic.in/Docu/ABL-Report-byDr.Anandhalakshmi.pdf>
- Lijanporn, S., & Khlaisang, J. (2015). The Development of an Activity-based Learning Model Using Educational Mobile Application to Enhance Discipline of Elementary School Students. *Procedia - Social and Behavioral Sciences*. 174, 1707-1712. <https://doi.org/10.1016/j.sbspro.2015.01.825>.



- Najit, T. (2020). Effects of Project-Based Learning to Promote English Presentation Skills for Mathayom 5 Students. This independent study of the Master of Education curriculum, English Teaching Program, Silpakorn University,
- Nascimento, F. G., Bargos, F. F., & Romão, E. C. (2024). Integração de matemática e física por meio da Aprendizagem Baseada em Projetos (ABP): o projeto 'Minha casa, minha energia'. *Caderno Pedagógico*, 21(13), e12294. <https://doi.org/10.54033/cadpedv21n13-310>
- NCSALL. (2006). *Activity-based Instruction: Why and How*. Retrieved June 12, 2018, from [www.ncsall.net/fileadmin/resources/teach/GED\\_inst.pdf](http://www.ncsall.net/fileadmin/resources/teach/GED_inst.pdf)
- Office of the Basic Education Commission. (2019). Guidelines for supervision to develop and promote active learning management according to the policy of reducing learning time and increasing knowledge time. Bangkok: Office of the Basic Education Commission
- Pathomwong, C. (2022). The Active Learning Development for Speaking Skills of the Mathayomsuksa 3 Students. *Journal of Modern Learning Development*, 7(4), 143–159. retrieved from <https://so06.tci-thaijo.org/index.php/jomld/article/view/254587>
- Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93, 223-231. <http://dx.doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- Semiletova, A. N. (2024). Active Learning: A New Perspective on Teaching in the Modern World. *Вестник Практической Психологии Образования*. 2(4), 152–164. <https://doi.org/10.17759/bppe.2024210414>
- Sholicha, N., & El-Yunusi, M. Y. M. (2024). Peran Guru dan Strategi dalam Meningkatkan Pembelajaran Aktif Siswa di Kelas IV SD Al-Huda Sidoarjo. *Indo-MathEdu Intellectuals Journal*. <https://doi.org/10.54373/imeij.v5i4.1559>
- Stoica, A.M. (2024). Project-Based Learning - a Tool to Increase Students' Intrinsic Motivation. *Educatia 21 Journal*. 29, 55–63. <https://doi.org/10.24193/ed21.2024.29.07>
- Vişcu, I. (2024). OPTIMIZING THE EDUCATIONAL ENVIRONMENT FOR IMPLEMENTING ACTIVE LEARNING METHODOLOGIES. *Acta et Commentationes, Sciences of Education*, nr. 3(37), 97-105. <https://doi.org/10.36120/2587-3636.v37i3.97-105>

