



# Bachelor's thesis: a language camp

The effects of a language camp on the English knowledge of children

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Campus Mechelen Kruidtuin, Lange Ridderstraat 44, BE-2800  
Mechelen

**Quinten De Min and Ina Willems**



## **Abstract**

This bachelor's dissertation deals with the influence of an English language camp on the English language skills of participants between seven and twelve years old.

This bachelor's dissertation has been divided into several parts; there is the literature study, the educational product, the application of the educational product and a final conclusion and reflection.

The literature study is split up into two main chapters and several subchapters. The first chapter describes the concept of a language camp: a first subchapter offers a definition to bring clarity in what is meant by 'language camp'. Then there is a subchapter devoted to specific activities that are organised during the language camp, here it will become clear that there is usually a specific theme to the activities or that there is a combination of language and a hobby or something alike. In the third subchapter the focus is on earlier research concerning the language camp. Here the differences between organisation, structure and results will be discussed. These data offer the possibility to predict the possible outcome of the research performed during our own language camp.

In the second chapter the focus will be on Project-Based Learning. Again a definition for the mentioned phenomenon will be produced based on various sources. In a second subchapter, previous research will also be focused on. These data and results offer an insight in the effectiveness of Project-Based Learning. In the last subchapter, a set of guidelines is offered to use Project-Based Learning effectively in the classroom and in general as well; there is also a variety of examples offered of successful examples of Project-Based Learning.

After an elaborate literature study, the educational product follows. It is divided into four smaller parts: introduction of the methodology, the target audience for the research, the instrument used during the research and the method to conduct the research. These titles are mostly self-explanatory.

The explanation of the educational product is followed by its application. In this segment a concise yet thorough overview is given of all the activities organised during the language camp. Each day is thoroughly explained in different steps; all necessary steps and materials are provided in this segment. This is done so that other researchers can follow these steps exactly and end up with similar results.

At the end of the application of the educational product, a final conclusion and reflection will be made. The final conclusion sheds a light on the results of this research and how they match with earlier conclusions, results and predictions. During the reflection the outcome will be looked at and possible adaptations or suggestions will be offered on how certain things can be done differently for future camps.

## **Acknowledgements**

This bachelor's dissertation has come a long way, it is the result of an academic year of hard work.

It hasn't always been easy finding the right sources, the correct lay-out, relevant content, etc.; many small and bigger obstacles have lain in our path. Luckily, we had a few people who granted us a lot of support and guidance along the way. They have provided valuable insights, interesting remarks and every once in a while they gave us the mental boost to go on with this dissertation. Now it is our time to thank them for everything they have done for us.

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we would also like to thank the organisation itself, HeppieKidzz. HeppieKidzz enabled us to apply our research instead of creating a hypothetical language camp.

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## **Introduction**

Many children enjoy their summer time at camps from different organisations. Some organisations try to motivate children to study during the summer holidays by organizing English, French, science, ... camps for young learners. Parents expect that their children will gain more knowledge and insight in the chosen topic. Teachers are always looking for ways to improve the knowledge and skills of their pupils, promoting these camps can be an interesting idea for teachers. As starting teachers, we are the curious type and we wanted to discover if these language camps could really improve children's knowledge and skills. If the camps prove to be successful, this approach can also be implemented in secondary school: teachers could form connections and collaborations to improve the learning of their pupils throughout the year in a more playful way.

In this bachelor's thesis, we will focus on the following research question: is it possible that a language camp influences the English knowledge and English skills of the participants from 7 to 12 years old? It might seem obvious that language camps will have an effect on learners, but as teachers, we cannot just believe that it will. A current debate also seems interesting: are teachers focusing too much on the playful aspect in their classroom? Language camps are built around the idea of playing while learning. If this improves the learning results of the participants, it might seem more acceptable for teachers to implement games and activities in their classrooms.

Our bachelor's thesis is divided into a few sections. The literature study will focus on two chapters: a Language Camp and Project-Based Learning. In the first chapter, we will focus on the origins of a language camp and the way that different organisations implement the English language in their camp. We will also shed some light on a few possible activities. The last focus in the first chapter zooms-in on the research that has already been done on the effects of a language camp. The second chapter will focus on the concept of Project-Based Learning. We will explain what Project-Based Learning is, what research says about it and how teachers can implement Project-Based Learning into their lesson plans or camps.

After the literature study, we will focus on the methodology. For our bachelor's thesis, we took our time to organise our own language camp. To collect results on

our research question, we made an English test which combines the skills and seen knowledge.

In the application of the educational product, we provide a step-by-step guide to organise our English camp. Our camp lasted for five days, we decided to focus on a different topic during every day. On Monday, we focused on introducing yourself. On Tuesday, we provided motivating activities to learn the colours and food items. On Wednesday, we brought Zootropolis to life and focused on the different animals. On Thursday, we prepared the participants for the Olympics, while discovering the different sports. During our last day we learned how to write poetry through Project-Based Learning.

In the last part of our bachelor's thesis, we focus on the results and we provide a reflection and a final conclusion on our thesis. All our materials can be found as an addition to this bachelor's thesis.

## **Literature study**

### **Chapter 1. A Language Camp**

In the following few paragraphs the topic of a language camp will be discussed. This chapter starts with a brief definition of a language camp (1.1), then there will be a focus on the origin of the language camp (1.1.1) as part of the concept 'summer camps'. Then the concept of the language camp and how this is interpreted (1.1.2) will be explained. Afterwards chapter 1.2 will provide examples of activities and chapter 1.3 will focus on the effects of a language camp.

#### **1.1 Definition of a language camp**

It is generally hard to find a suitable definition for a language camp, because the concept is seen as an educational version of a summer camp. That is why, in order to come to some sort of definition, a summer camp will be used as the foundation. According to Collins Dictionary and Oxford University Press (2018) the summer camp is an event organised by an organisation based on volunteers. Parents can pay a sum of money to send their children to this camp during the summer holidays; the camp can take place anywhere in the country. During this camp the children take part in many social, sportive and cultural activities. Adding to this the educational component. During the language camp the participants get to take part in many social, sportive and cultural activities while being taught a specific language (Collins English Dictionary, s.a.; Oxford University Press, 2018). In this situation the children will be immersed in many different activities linked to the target language. Important to know is that the idea of a camp no longer limits itself to the summer holidays. It now occurs during every 2-week holiday period and sometimes even 1-week holidays (Wikipedia, 2018).

So, a language camp is a type of educational camp, as there are many different ones, during which participants can learn a relatively new language in a comfortable, non-stressful way. The camps are organised in such a way that the participants learn this target language while playing and doing activities. The ultimate goal of a language camp is to build a strong foundation for starting participants and to fortify the already existing base when it comes to 'senior' participants; this all depends on the prior knowledge of the participants (Collins English Dictionary, s.a.; Oxford University Press, 2018; Wikipedia, 2018).

### **1.1.1 Origin of a language camp**

The very simple principle of a camp has been around ever since the first humans started settling in one place, but this wasn't in any way organised nor was it called an actual camp. The camp known nowadays was founded in the 1880s advertising itself as a temporary escape from the industrialising society, especially in America; although the number of camps was limited, that of participants was not. And that is why the offer of camps kept on rising till they had more than a thousand camps by 1918. The first World War did have something to do with this; as people, especially young families, saw their freedom being limited they realised that children should not be confronted with these gruesome events and that's why they sent their children to these camps (Friedman, 2013; Gehrson, 2016; Our Kids, 2018a; Our Kids, 2018b; International Center for Intercultural Research, Learning and Dialogue, 2018).

The basic aim of these camps was to reinstate contact between young children and nature as they lost their connection with it due to industrialisation, but also to offer them an escape from the horrid events that were taking place in that period (Friedman, 2013; Gehrson, 2016; Our Kids, 2018a; Our Kids, 2018b; International Center for Intercultural Research, Learning and Dialogue, 2018).

This camp got the name 'summer camp' as most of these camps were organised during the summer holidays, because most kids spent their time at home alone as the parents were busy working. When popularity grew organisations saw a higher demand and had to adapt to this; as a result not only the number of summer camps rose, but also the periods during which these camps were organised occurred more often. That's why nowadays there are also camps being organised during the winter holidays, Easter break and even during the autumn break there are some camps available (Friedman, 2013; Gehrson, 2016; Our Kids, 2018a; Our Kids, 2018b; International Center for Intercultural Research, Learning and Dialogue, 2018).

Today most of these camps always have a certain theme linked to them. There is a whole variety of camps offered on the market; every child can sign up for a camp he/she has dreamt of, nothing is too crazy nowadays. And one of these camps is the language camp often also linked to an additional theme depending on the organisation (Friedman, 2013; Gehrson, 2016; Our Kids, 2018a; Our Kids, 2018b; International Center for Intercultural Research, Learning and Dialogue, 2018).

### **1.1.2 The Language Camp: an insight into the organisation**

The actual organisation and activities depend on the type of organisation the parents decide to sign their child up for. There are organisations that pay more attention to the schoolish aspect of a camp and want an almost classroom-like setup in order for children to really learn a language; as a consequence, these camps will have clearly outlined lesson moments in a school-like environment. While other organisations will focus more on the playful side of it all, thus will try to make the participants become familiar with the language in a subtler way. This implies using the target language during games (CLIP Taalvakanties, s.a.; Depauw Belgium Language & Fun, s.a.; ESL, 2018; Schuermans, s.a.; Topvakantie, 2015; Vinea, 2018).

In general, we do see that most organisations make use of a fixed structure in order to properly organise their camp using timeslots. In the grid below, you will be able to see an example of such a structure. It is important to mention that this structure was made up for a fictional language camp; it is meant to give the reader a global idea of a possible structure. The information from various organisations was used in order to come up with this fictional structure (CLIP Taalvakanties, s.a.; Depauw Belgium Language & Fun, s.a.; ESL, 2018; Schuermans, s.a.; Topvakantie, 2015; Vinea, 2018).

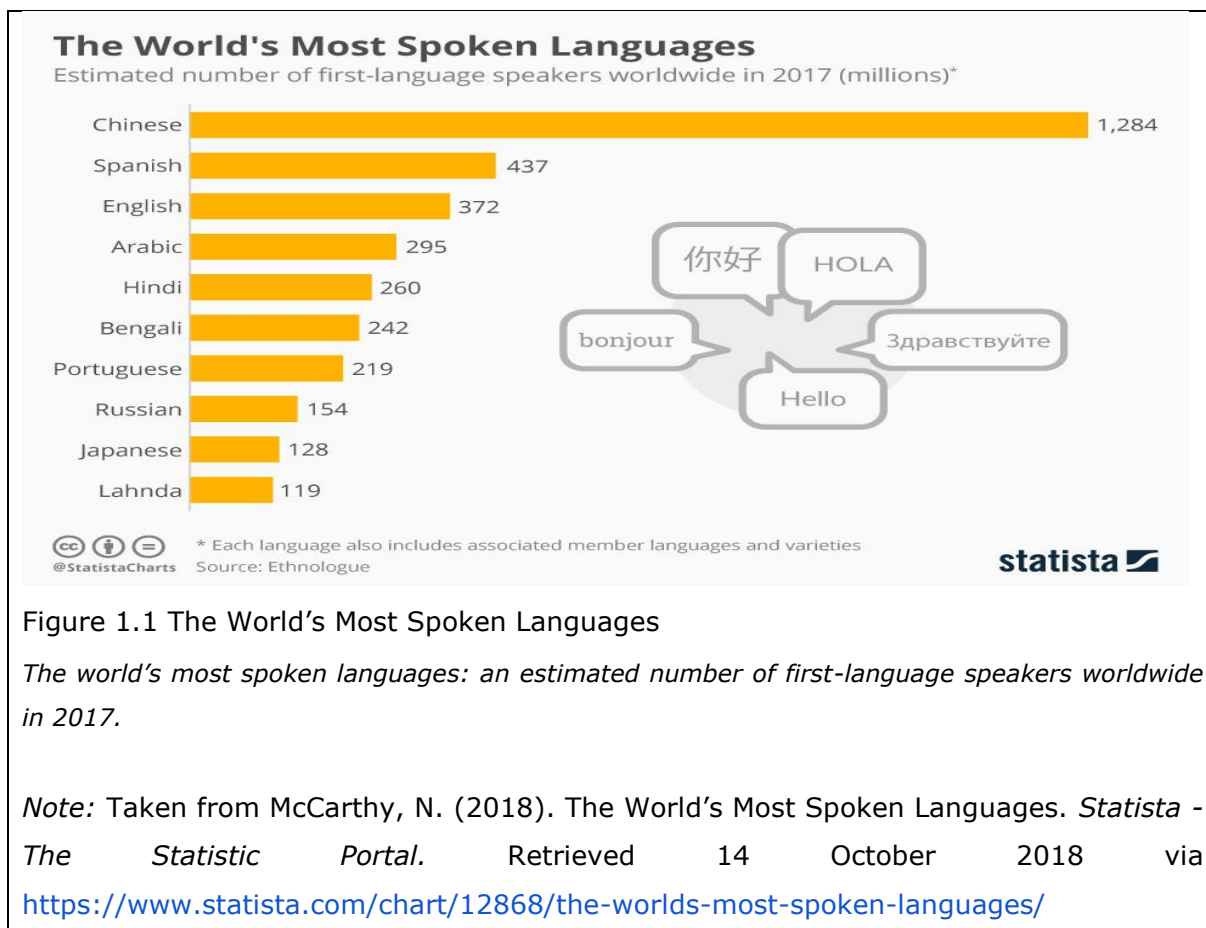
It is also important to mention that some organisations offer the possibility for children to stay and sleep on site as some camps take place far from home, leading to the addition of evening activities. This type of camp is not included in the schedule below, but the reader must be aware of its existence (CLIP Taalvakanties, s.a.; Depauw Belgium Language & Fun, s.a.; ESL, 2018; Schuermans, s.a.; Topvakantie, 2015; Vinea, 2018).

Time*	Activity
8.00-9.00	Reception and morning daycare
9.00-10.00	Activity 1
10.00-10.30	Snack time
10.30-12.00	Activity 2
12.00-13.00	Lunch break and free time
13.00-14.00	Activity 3
14.00-14.15	Fruit break
14.15-15.45	Arts & Crafts
15.45-16.00	Clean up
16.00-18.00	Evening care & pick up children

\* This schedule may be subject to changes; the hours mainly function as a help for the parents and the monitors.

As previously mentioned, the language camp often occurs in combination with another theme so that there is enough variation for the participants and enough possibilities for them to be active. Some examples of these themes are: horseback riding, adventure, beach, sports, surfing, sailing, dance, patisserie and many more. Most of these language camps are in French or English, of which the French language camp still enjoys the preference of the majority in Belgium. One possible explanation is that this occurs because French is the country's second language, although English is the third most widely used language in the world while French does not even occur on this list (CLIP Taalvakanties, s.a.; Depauw Belgium Language & Fun, s.a.; ESL, 2018; McCarthy, 2018; Schuermans, s.a.; Topvakantie, 2015; Vinea, 2018).





## 1.2 Activities During Language Camps

Language camp teachers have the advantage that they can choose their own activities, therefore there is no guideline for language camp activities. However, most teachers find inspiration from ESL game bundles and websites. In the following paragraphs, ten activities will be provided, these are ranked based on their level. It is important to note that there are endless possibilities and games.

The most common activities to discover, to learn or to revise a topic are *crossword puzzles* and *a word search*. These are suitable for all ages and these are fun and easy activities to engage children (La Berière, s.d.).

The *alphabet scramble* can be used to practise the alphabet. The teacher divides the class into two teams. The teacher writes the alphabet in a random order on the whiteboard. The teacher calls out a letter of the alphabet and the teams have to rush to wipe out the letter (ESL-Kids, s.d.).

*Bingo* can be used to practise or to revise the numbers. The teacher hands out bingo sheets and calls out a few numbers. The first person to cross out all the numbers in one row wins the game (ESL games, s.d.; ESL-Kids, s.d.).

The *colours game* can be used to learn or to practise the colours in English. The students sit in a circle and the teachers give each student a coloured ball. The teacher throws a coloured dice and says the colour that is on the dice. The students that are holding a ball in this colour throw it to each other while saying: "My ball is red" (ESL games, s.d.).

The fourth activity is a *shape contest*. The students form 4 groups and one person of each team sits with their back to the teacher; they each receive a bunch of shapes in front of them. The teacher shows a shape and the other team members have to tell the sitting person which shape is being shown. The students pick up that shape and run to the bell to ring it (ESL games, s.d.).

The fifth activity is called *Body Parts Musical Madness* and it is great to revise or practise the vocabulary on body parts. The students form pairs and the teacher starts the music. After a few seconds, the teacher stops the music and yells out "Hand to the ankle / knee to the ... / head to the ..." The previous steps are repeated until the end of the song. The students remember their movements to create a dance and afterwards they perform their body parts dance (ESL games, s.d.).

The *preposition race* can be used to practise or to revise the prepositions. Each pupil receives an object and they run across the room. The teacher says: "Put the object on the table", "put the object in the box" and the pupils race to do this correctly (ESL games, s.d.).

The *appearance game* can be used to revise the vocabulary on describing people and the present simple. One student steps outside of the room and the teacher hands a ring to a student in the room. The student re-enters the room and has to guess who has the ring by asking questions: "Does a girl have the ring?", "Does she have brown hair?" (ESL games, s.d.).

The eighth game is the *all change game*, this is interesting to practise vocabulary on clothing or describing people. The students sit in a circle and the teacher / the student in the middle says: "If you are wearing ... change seats / If you have ...

change seats". Students who recognise themselves in the statement have to rush to switch seats, while the person in the middle tries to sit on a chair (ESL games, s.d.).

The ninth game that will be discussed is the *airplane competition*. The students have to make paper airplanes. Afterwards, the teacher assigns points to different classroom objects and the students have to answer a question; if their answer is correct, they get to throw their airplane to one of the objects (ESL games, s.d.; ESL-Kids, s.d.).

The last activity is an *ongoing activity* to stimulate a positive classroom atmosphere. The students pin an envelope with their name on it to a wall. If the students are waiting, they have the chance to write a true positive statement about someone in the classroom. They have to write at least one positive statement each day and they have to choose a different person every day (Hashim, Leong & Sithamparam, 2001).

Language Camp teachers can choose to use the mentioned short activities, but the possibility of using Project-Based Learning is real. This will be further discussed in 2.4.

### **1.3 The Effects of a Language Camp**

In the following chapter the effects of a language camp will be discussed, depending on the sources it will be either impossible or possible to focus on both negative and positive effects of the language camp. In this chapter, it might also be possible that aside of language there is a part devoted to non-language related effects, such as: attitudes and well-being.

#### **1.3.1 Research of the Effects of a Language Camp**

It must be said beforehand that only few sources were found to be suitable for this chapter in our dissertation and even then, satisfaction was not reached as most of our sources show limited research data, and possibly biased opinions as well. The analysing and processing of these data was done carefully and with a critical mindset, in order to reduce the bias to an absolute minimum. In the next few paragraphs various results will be analysed step by step and result per result. At

the end of the chapter a conclusion will also be drawn from the step-by-step analysis.

The first research was done by Muhammad Aswad in Sulawesi, India; he did research on the effectiveness of an English camp that lasted for one week. Aswad (2017) states that the English camp mainly had a positive effect; this was due to three factors. The first factor was that of the camp context, meaning it wasn't as strict or regulated as in school; the second factor was the nature of teaching, instead of going for the traditional way of teaching, the teacher preferred a more interactive way of teaching. And the third factor had to do with language opportunities: the children felt that they had more opportunities to use the target language for authentic purposes.

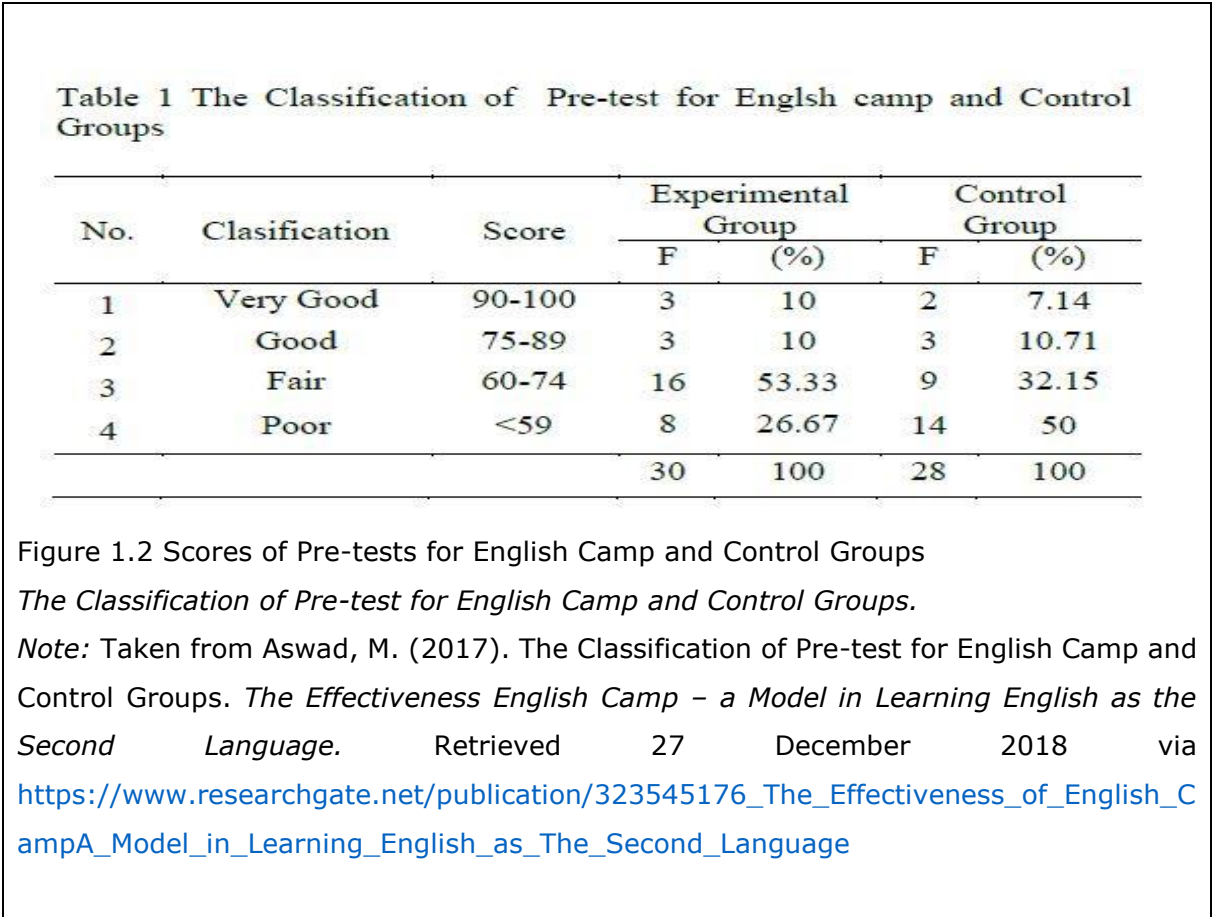
The question remains: What are the effects of a language camp? Aswad (2017) claims that there are various positive effects both language related and non-language related; the following paragraphs will focus on a selection of non-language related effects first.

One of the first positive effects, we shall refer to them as benefits from this point onwards, is the rise in self-confidence and self-esteem. This rise is due to the non-competitive nature of the camp; children participate in a camp solely to enjoy their time and have fun with others. When children are let loose and get the possibility to do things in their own way and at their own pace, they will eventually be successful. The camp teaches them that they are capable of more than they thought and raises their level of self-confidence (Aswad, 2017).

A second benefit of the camp was that the participants grew more independent. During camp, children get the possibility to choose from many different options, these decisions are made in a nurturing and safe environment. This causes the children to learn how to be more decisive without risking too much at a young age, the children learn how to make the 'right' choices and decisions without the feeling of being in danger. (Aswad, 2017).

A final benefit of the English camp is the development of better social skills. During the camp children must collaborate, make agreements and resolve disputes between participants. They have to learn what it is like to show respect to each other. As Aswad said: "Camp builds teamwork." In a way, the camp already prepares the participants for later in life (Aswad, 2017).

Now, the focus will be on the effect of the language camp on the actual language. To fully understand this research, it is important to give the reader all results that matter; so, it is wise to start with the pre-test results. Before the start of the language camp two groups, the camp group and a control group, had to do an English language test in order to assess their prior knowledge of English. (Aswad, 2017).



The same test was then taken again at the end of the language camp to see how the results had changed, if there was any change in the first place. After the second test, which will be called the post-test, these were the results:

**Table 2** The Classification of Post-test for English camp and Control Groups

No	Clasification	Score	Humor Group		Control Group	
			F	(%)	F	(%)
1	Very Good	90-100	14	46.67	3	10.71
2	Good	75-89	13	43.33	7	25
3	Fair	60-74	3	10	8	28.57
4	Poor	<59	-	0	10	35.72
			30	100	28	100

Figure 1.3 Scores of the Post-test for English Camp and Control Groups

*The Classification of Post-test for English Camp and Control Groups*

Note: Taken from Aswad, M. (2017). *The Classification of Pre-test for English Camp and Control Groups. The Effectiveness English Camp – a Model in Learning English as the Second Language*. Retrieved 27 December 2018 via [https://www.researchgate.net/publication/323545176\\_The\\_Effectiveness\\_of\\_English\\_Camp\\_A\\_Model\\_in\\_Learning\\_English\\_as\\_The\\_Second\\_Language](https://www.researchgate.net/publication/323545176_The_Effectiveness_of_English_Camp_A_Model_in_Learning_English_as_The_Second_Language)

Through his research Aswad (2017) concludes that the mean score of the post-test showed a huge difference between the two groups; the camp group had a mean score of 80.66 compared to the mean score of the control group which was only 66.14. Through these results and the difference, it can be said that the language camp had had a positive influence on the language proficiency of its participants in all four basic skills (Aswad, 2017).

The second research dealt with in this dissertation was done by Kris Rugasken and Jacqueline Harris (2005) who are part of the Ball State University. These researchers set up an English Language Immersion Program in Thailand. During this programme Jacqueline Harris conducted a study for her three-student class in order to see how much these students benefited from the programme, and if it actually contributed to their language development through writing.

Firstly, a few remarks must be made about this research. According to research standards the number of participants is too small. Normally speaking you need at

least 25 to 30 participants if a small-scale research is conducted. This implies that the objectivity and plausible representation of the target is at risk or endangered. However, due to limited research already conducted we implemented the results in order to show possible effects of the language camp. A second remark that might be made is the broadness of this research, as it only focuses on writing and does not include other skills. Whatever way one looks at it, writing is considered to be an important productive skill, especially when it is taught as a second language, and the results of this research were too interesting not to include (Yambo, 2015).

So, the language camp immersion programme focused on three students that wanted to improve their English. The organisers' main target was to improve their writing skills. In order to get a clear outcome, they conducted two tests: one 20-minute long writing test at the beginning of the camp and another 20-minute long writing test at the end of the camp (Harris, 2005).

According to Harris (2005) after taking both the pre-and post-writing assignments there was a 116% increase in the total number of words used during the assignment. When she counted the number of sentences used there was a 78% increase between pre-and post-assignment. The three students that participated all increased their use of nouns, verbs, adverbs, conjunctions, adjectives, articles, prepositions and pronouns. There was however one small exception: one student used one less article in his post-writing assignment.

So, according to this research great gains could be seen in word usage. Harris (2005) states that the students were more confident in writing down sentences, also creating sentences went easier and they felt more at ease when using all forms of words. This was due to the increased amount of contact the students had had with native English speakers. It gave the students many opportunities to develop their English language competency. Their writing made more sense at the end of the language immersion camp, and it seemed that the students were able to express their ideas better and had a better control of syntax.

The following research was conducted by Vandommele in 2016. In her research she focused on the effects of language immersion, comparing the effects of a summer school to the effects of a summer camp. Between these two immersion programmes there were two main differences: during the summer school the

children were taught by experienced language teachers, while the summer camp was organised by youth workers and local artists. Both programmes had the same goal: design a website targeting non-native newcomers.

It is here that a remark must be made; this research focused on the acquisition of Dutch for newcomers in Belgium who have a different mother tongue, the so-called NT2-group. As authors of this dissertation we are aware that the target language of our concept is not the same as that of Vandommele. However, we decided to include this research in our dissertation as it does answer the general question: 'What does research say about the effects of a language camp?'. Though the target language is different, the research still says something about the possible effects.

According to Vandommele (2016) both the summer school and summer camp had a positive impact on the language acquisition of the participants. Both groups made clear progress when it came to their writing skills. Remarkable to see was that the participants' speaking skills made more progress in summer school than that of those taking part in the summer camp. The participants of the summer camp became more fluent when executing oral tasks, but those that participated in summer school also gained insights in the syntactic complexity of speaking and they learned how to effectively communicate with others on top of becoming more fluent. Vandommele suggests that this is due to the fact that the experienced language teachers had a richer language pallet than the youth workers. Besides this, the participants in the summer school were also given more opportunities to speak with immediate feedback on what they said.

Vandommele (2016) concludes that it isn't language immersion itself that is important; it's the methods used that play an important role; this means that a language camp will have a lasting effect on language acquisition if there is: plenty of interaction, a rich language pallet, immediate (often subtle) feedback, a safe environment, many speaking opportunities, but most of all the camp requires motivating and challenging activities that engage participants to speak and work in the target language.

Our fourth and final research was conducted by Michelle Vyaene in 2017. Her research focused on language and non-language related effects of the language camp; her research took place through inquiries and interviews with parents and participants. The participants took part in different language camps which focused



on different languages such as Italian and French. There is no mentioning of an English language camp, so this research will be discussed in the same way as the research above.

According to Vyaene's research (2017) 90% of the children (research conducted with 150 participants including both children and parents) claim that they made decent progress concerning their vocabulary. 'Decent' is not specified in the research, so a clear idea of how much progress 'decent' implies remains unknown. Not only their knowledge of vocabulary improved, but according to the parents their children's pronunciation also improved thanks to the language camp. Vyaene (2017) also briefly mentions that both children and parents saw improvements when it came to writing skills, although these weren't specifically practised during the language camp, this became noticeable afterwards when the children were given their report cards at the end of a semester.

Besides having a positive effect on the participants' language proficiency, Vyaene (2017) also noticed other positive, non-language related effects. She states that participants feel a higher level of motivation to perform well in school afterwards. They are internally motivated by the success they felt during the language camp. From inquiries it becomes clear that the language camp sparks a higher level of interest in the foreign language and its culture. 84% of the participants also feel that they have become more socially active and are now able to take more initiative. This increased level of social activity appears to stay present in the long run as well, according to the parents.

In conclusion, language camps in general seem to always have a positive influence on its participants. These positive effects can be divided into two sub-influences: on the one hand a language related influence and the other hand an attitude related influence. Language related influences are: an increased knowledge of vocabulary, more fluency in oral tasks, a better and more coherent sentence structure, a better understanding of the grammar behind the language and finally the researchers saw an overall increase of all four language skills.

There were also attitude related influences, these were: a higher level of independence, the participants felt more self-confident when speaking the target language and had a higher self-esteem, and finally the participants of a language camp also develop lifelong social skills.

## **Chapter 2. Project-Based Learning**

In this section of the literature study the concept 'Project-Based Learning' (2.1), the research that has been done on Project-Based Learning (2.2) and the organisation of Project-Based Learning (2.3) will be discussed.

### **2.1 The Concept 'Project-Based Learning'**

In the following few paragraphs the concept of Project-Based Learning will be further discussed. This chapter starts with a brief definition of Project-Based Learning (2.1.1). Afterwards there will be a focus on the teacher's role (2.1.2) and the students' role (2.1.3).

#### **2.1.1 Definition of Project-Based Learning**

Project-Based Learning (PBL) can be described as a learning model in which the learners are given various projects. These projects should best revolve around complex issues learners could potentially encounter now or in their own future lives. It means that the learners feel closely related to the project's topic; this sometimes results in an elevated level of learner-centring where learners can choose the project's topic. This project should be set up in such a way that the learners are faced with challenging questions that lead to a submersion in deep inquiries, designing, problem-solving and communal decision-making. Project-Based Learning should always result in realistic products, presentations or other forms of representation (Chapman & Tan, 2016; Coffey, s.a.; Helle, 2006; Larmer, 2014; Licht, 2014; Thomas, 2000).

According to Blumenfeld et al. (1991), the essence of Project-Based Learning is that a question or problem serves to organise and drive activities; and these activities culminate in a final product that addresses the driving question.

Project-Based Learning has the potential to be used across different subjects, but is usually subject-specific. Its most widespread use occurs during the more scientific subjects such as engineering, physics or chemistry. However, throughout the past few years the use of PBL has become more common in non-scientific programmes such as languages, more specifically English. Project-Based Learning has the ability to function as a bridge between using English in class and using it in real life situations occurring outside the classroom. This can only happen when

learners are put in – simulated - situations that require them to use authentic communicative skills, e.g. when they have to interview others or are lost in a big city and have to ask for directions (Fried-Booth, 1997).

Project-Based Learning results in an increased development of various abilities and attitudes; these include: critical thinking combined with creative thinking in order to come up with viable solutions. It might be interesting to do PBL in smaller groups to avoid undermining your learners' creativity. Learners also learn how to manage their time better and they experience what it is like to work cooperatively with others. This way Project-Based Learning prepares learners to future situations and gives them an idea of what life is like on the work floor (Chapman & Tan, 2016).

Project-Based Learning is hailed for its beneficial side-effects on young (and older) learners. There is, however, one important disadvantage to it. When teachers want to implement Project-Based Learning into their own lesson schemes, they should keep in mind that it takes a lot of preparation and is time-consuming when done right (Helle, 2006).

### **2.1.2 Students' Role**

Project-Based Learning has many distinct features to its name; one of these features is the students' role in the whole process. During Project-Based Learning a shift in responsibility occurs: during 'normal' classes it is the teacher who provides the students with knowledge and information. In Project-Based Learning, however, it is the student that now becomes responsible for his own learning process (Thomas & Mergendoller, 2000).

One of the more important tasks in Project-Based Learning is the independent acquisition of knowledge. The students need this knowledge in order to set up a successful project at the end of the given time period. Instead of the teacher providing them with sufficient information, the students must now look for information themselves. This process can be done using various resources. Students are usually free to use whatever resources they can find; still the teacher can give them some tips or a bit of advice on which specific resources provide more information about certain topics. Looking for information also implies that students have to decide for themselves how they are going to outline the massive quantities of information; in order to do this the students have to communicate

with each other, because different students have different ideas and different interpretations of topics. In order to acquire reliable knowledge students might have to go beyond computers, encyclopaedias and books. It is possible that they might have to look for external sources (Chapman & Tan, 2016; Coffey, s.a.).

The second important task is that of "self-management", to use Coffey's (s.a.) words. Now self-management envelops a lot of different tasks, that is why this term seemed most suitable; the term and different tasks will now be explained in more detail. In Project-Based Learning students will have to manage themselves and their partners with whom they collaborate. They have to communicate in order to come to agreements on many different areas; students regulate their own schedules and timing. It means that they make agreements concerning when they will work together, look for information, do regular check-ups, have meetings with the teacher and when they deliver their final product. During the project, the students will have to set up goals concerning the amount of work done, regarding their timetable (Coffey, s.a.; Helle, 2006; Licht, 2014).

### **2.1.3 Teacher's Role**

As said earlier (2.1.2) the responsibility shifts from the teacher to the student. However, the teacher is still vital to the process of Project-Based Learning. The teacher just fulfils a different role; this role will be explained in the following paragraphs.

Instead of being the 'authoritarian' possessor of all knowledge which the teacher has to share with his students, he or she becomes more of a mentor/guide during Project-Based Learning. This means that the teacher will provide the resources, but not the actual information. He or she supports the students where needed and when the students struggle with something the teacher can provide them with advice. Important here is that the teacher provides the students with help. He or she is there to function as a guide; it is not up to the teacher to give the actual solutions to the problem. The amount of help the teacher gives to a group depends on the performance of the group itself; when a group is doing well and does not ask for help, then it is not up to the teacher to present him- or herself to this group (Chapman & Tan, 2016; Coffey, s.a.; David, 2008; Helle, 2006; Licht, 2014; Thomas, 2000).

To make sure all students are able to work on the project and play an active role in the process, they must first know what is expected of them. That is why the teacher is responsible for a thorough yet clear explanation of the assignment ahead of them. The teacher must provide them with clear instructions. Sometimes it might occur that a group of students has deviated from the original instructions and gets stuck along the way. That's where the teacher plays a vital role as he/she has to bring those groups back on track without explicitly telling them what to do; when a group struggles with doing so, the teacher can become a temporary member of the group asking the members various questions in order for them to gain insight. Thomas and Mergendoller (2000) claim that a teacher can assume the role of co-teacher and be a peer member. By doing so, he or she can enhance the intellectual conversations within the group and provide decent guidance. This way metacognitive processes also take place, which eventually might occur without help from the teacher; the only requirement to guarantee this is that Project-Based Learning occurs frequently during class (Chapman & Tan, 2016; Coffey, s.a.; Licht, 2014).

## **2.2 Research on Project-Based Learning**

In the following few paragraphs the research on Project-Based Learning will be further discussed. This chapter starts with a brief explanation of the human brain. Afterwards there will be a focus on the studies and a nuance to these studies.

### **2.2.1 The Human Brain**

To understand why Project-Based Learning is effective, it is necessary to understand the human brain and its link to Project-Based Learning. Research proved that the human brain is unique, therefore teachers should listen to their pupils to design a worthy project, since they each have their own unique abilities and interests. Secondly, it is proven that all brains are not equal because the context and the ability influences the learning process; this means that projects should have mixed ability levels in order to make everyone feel comfortable and challenged at the same time (Boss & Kraus, 2013; Caine & Caine, 1991). Thirdly, the brain is highly plastic and can be changed by experience. Consequently, the brain changes in response to cognition and neural pathways are strengthened in response to repetition. Project-Based Learning offers pupils the chance to practise

and repeat several thinking routines which strengthen their brains. Lastly, the brain connects new information to old information. In order to make these connections the new information has to fit into the existing scheme of how the world works otherwise the information will be discarded. Project-Based Learning focuses on the real world which is why it is elementary for the brain to acquire new information (Boss & Kraus, 2013; Caine & Caine, 1991).

### **2.2.2 Effects of Project-Based Learning**

Studies on Project-Based Learning have been conducted in several subjects. The following subjects will be discussed: science, mathematics and social studies. Science education research is a fertile area for Project-Based Learning, because it emphasizes the importance of student inquiry. A research done by Drake and Long in 2009 with fourth graders demonstrates that students in a Project-Based Learning classroom learned more science content than students in a more traditional classroom; this conclusion is based on their results in the Michigan Assessment of Educational Progress. Their research also showed that pupils in a Project-Based Learning classroom had a 68.24% time-on-task behaviour compared to 58.75% time-on-task behaviour in a traditional classroom. (Bender, 2012) It also shows that pupils in a Project-Based Learning classroom, who are used to solving problems, had better strategies for solving problems. Students responded that they: consider what they already know, ask questions, observe, experiment, make a plan or hypothesize. When compared to the students in a traditional classroom, it is noticeable that they have fewer problem-solving strategies. These students responded that they: observe the problem and experiment in order to solve the problem (Boss, Larmer & Mergendoller, 2015; Drake & Long, 2009; Thomas, 2000).

In the field of mathematics, it is important to notice that not many researchers have conducted studies that compare mathematics in a Project-Based Learning classroom and in a traditional classroom. One well-known study *The adventures of Jasper Woodbury* focuses on the curriculum development in a traditional classroom and a Project-Based Learning classroom. This study demonstrated that the middle school students using the Project-Based Learning approach developed greater skills and showed a more positive attitude to mathematics compared to the students in a traditional classroom (Boss, Larmer & Mergendoller, 2015). Another

thorough study focused on the effects of Project-Based Learning on mathematics learning. Jo Boaler compared two schools: Amber Hill, which used a traditional approach and Phoenix Park, which used a Project-Based Learning approach. After a three-year study, the students completed the British General Certificate of Secondary Education exam. The Phoenix Park students had higher results because they learned to use mathematics in different situations whereas the Amber Hill students only learned to use mathematics in a textbook (Boaler, 2002; Boss et al., 2015; Bender, 2012; Thomas, 2000).

It is basic knowledge for teachers to know that the gap between rich and poor has an immense influence on the pupils' grades. Halvorsen researched this topic and the social studies subject in connection with Project-Based Learning in 2014. Four second-grade classrooms were studied to discover if Project-Based Learning could be used to increase the learning of the lower SES-students in order to make their results equal to those of the higher SES-students. The experiment was successful since students scored higher on post-tests in three domains: reading, writing and social studies. Therefore, Halvorsen concluded that the study confirms that Project-Based Learning is a promising approach for a disadvantaged population (Boss et al., 2015; Donachie, 2017; Halvorsen et al., 2014).

### **2.2.3 Nuance**

These results are promising, but it is important to nuance these extremely good results, because most researchers do their research for an organisation in order to achieve a good result. Krajcik, Blumenfeld, Marx, Bass, Fredricks and Soloway did a research in 1998 and concluded that students showed proficiency at generating plans and following procedures. However, students had difficulties with generating science questions, time-management, transforming data and developing logic arguments to support their claims. Edelson, Gordon and Pea mention similar results in 1999. They report that students failed to participate, students were not able to access the necessary technology and that they lacked background knowledge to form the logical arguments (Edelson, Gordon & Pea, 1999). A third research done by Achilles and Hoover in 1996 showed that pupils failed to work together due to the lack of social skills. However, it is important to notice that a minimum of data is presented in this study (Achilles & Hoover, 1996). Moreover, teachers mention that they have reoccurring problems when doing a project. The

first problem is their timing, the projects usually take longer than anticipated. The second problem is their classroom management since students have to work in groups with minimum guidance. The third problem is control, the teachers have the feeling that they are not in control of what the pupils are learning. The fourth problem is the support of student learning, teachers find it difficult to scaffold students' activities. The fifth problem is the use of technology and the last problem is the assessment; it is difficult for teachers to design an assessment that requires that students demonstrate their understanding (Thomas, 2000).

As a conclusion, it is noticeable that Project-Based Learning increases the pupils' results or keeps them stable. There is never a decrease in their results. The connection between the increased motivation and the higher results cannot be ignored and should be considered, because these are important factors in explaining this conclusion (Boss et al., 2011; Boss et al., 2015; Bender, 2012).

### **2.3 Organisation of Project-Based Learning**

Organising a Project-Based Learning project is exceedingly time-consuming for teachers, but it is essential that teachers spend enough time on a project to make it beneficial for students. Since projects should be beneficial, many researchers spend time on designing a ready-to-use guide in order to help teachers with designing a project. Therefore, this section of the literature study provides two ready-to-use guidelines.

#### **2.3.1 The First Guideline of Project-Based Learning**

According to Boss, Larmer and Mergendoller (2015) Project-Based Learning has a new respectability and an ever-growing number of proponents. Accordingly, a Google research yields readers over 3,000,000 results. This number is a clear indicator of why teachers don't know how to design their own project, therefore Boss, Larmer and Mergendoller (2015) wrote a clear overview in their book 'Setting the Standard for Project-Based Learning'.

The first step in designing a project is to consider a suitable context. This step is mainly focused on the administrative side of Project-Based Learning: the teachers have to decide which pupils will follow the project and which subjects will be included, it is important to note that teachers can choose to only include their own



subject in the project. Furthermore, teachers have to decide on the duration of the project. Secondary school teachers cannot organise a project for certain pupils, but they must decide which classes will work around a project. However, the full power of Project-Based Learning comes from investigating a topic from different points of view, therefore teachers must implement various fields into their project. Teachers who are new to Project-Based Learning might find it difficult to decide on the length of a project, the guidelines mention that a simple project will take 8 to 10 hours. It is important for teachers to plan and to design a project that is worth the 10 hours of work (Boss et al., 2015).

The second step in designing a project is to generate an idea for the project: teachers can choose to use someone else's project, but the project will be more valuable if teachers design their own project. There is no guideline for coming up with ideas for a project, but there are a few sources of inspiration that are worth mentioning: issues in your school, current events, real-world problems and the interests of the pupils (Boss et al., 2015).

The third step in designing a project is to build a framework for the project. Firstly, teachers should set the knowledge and skills goals. The most important aspect in this step is to be very clear and specific about the goals in order to stay focused on these goals during the process. Secondly, teachers should select a major product. A major product is the outcome of the project; it is important to make sure that the major product proves that the targeted goals are met by the pupils. Thirdly, the teachers have to decide how the projects will be made public; a wide variety of choices are possible, which makes it important to stay focused and to choose an option that the pupils are comfortable with. It is possible to test the project in the real world, to give a presentation to an audience, to conduct an event or to display the project in a public space. Lastly, it is important to choose a driving question that is challenging and interesting at the same time. This can be achieved by having an open-ended question that is aligned with the learning goals and that suits the interests and the backgrounds of the pupils (Boss et al., 2015).

### **2.3.2 Using the Project in The Classroom**

Once these steps are completed, the project is ready to be used in a classroom. There are four important steps that teachers should keep in mind when managing

a project: they have to launch the project by offering the driving question. Secondly, they have to give the pupils time to gain knowledge on the subject. Thirdly, the teachers should review the work of the pupils and steer them into a practical direction. Lastly, the pupils will have to present their products (Boss et al., 2015).

Boss et al. (2015) remind readers that Project-Based Learning is not a dessert project at the end of a lesson. Dessert projects target the motivation to finish a lesson, because it is a fun activity, but it does not stimulate the students to learn. Project-Based Learning should be the most central learning activity during a lesson.

### **2.3.3 A Second Guideline**

When this guideline is compared to another guideline, it becomes clear that these are the universal steps for creating a project. However, the order of the steps can differ. Boss and Krauss (2013) mention the same steps in a different order in their book 'Thinking Through Project-Based Learning: Guiding Deeper Inquiry'. Their first step is to identify a project-worthy concept, this means that teachers have to consider all the fundamental concepts in their subjects.

The second step is to explore the significance and relevance of the concepts. The teachers that are designing a project should focus on the relevance of their concepts. Teachers have to think about the importance of the concepts today, tomorrow and in a lifetime. By doing so, teachers make sure that they offer a meaningful topic to their students (Boss & Kraus, 2013).

The third step is to find a real-life context, during this step teachers consider the interdisciplinary connections and they look for ways to extend their project beyond their own subject (Boss & Kraus, 2013).

The fourth step is to engage critical thinking, this can be done by asking the students to compare, to predict, to identify patterns and so on. It is crucial to decide which of these elements can be implemented in the project in order to improve the project (Boss & Kraus, 2013).

The fifth step is to write a project sketch, the teachers should write a clear overview of what the pupils will be learning during the project and which activities will be included in the project (Boss & Kraus, 2013).

The last step is to plan the setup. There are three small elements left that provide the framework for the project. Teachers should come up with a meaningful project title; it should be short but memorable. Secondly, teachers should design a driving question that leads to more questions, it is important to have an open-ended question for the best results. Lastly, teachers should find a suitable but motivating entry event. This can be a newspaper article, a letter, a provocative video or other attention-getting events (Boss & Kraus, 2013).

As a conclusion, it is noticeable that organising a project has a few recurring steps. These steps are: generating an idea for your project, choosing a context and building a framework with a driving question. These steps form the basis for creating your own project and should be considered by the new and experienced project creators (Boss & Kraus, 2013; Boss et al., 2015).

#### **2.4 Examples of Project-Based Learning**

Two ready-to-use projects (a poetry slam and a game night) will be discussed in the following paragraphs.

The first project is a poetry slam. The driving question for this event is: "How can I create a poem that will make my voice heard?" The first step is to schedule the poetry slam and decide on a theme for the poetry slam. An example for a positive theme could be "What did I learn during this language camp?" The second step is to collect videos of poetry slams and to introduce these to the participants; they have to research the format and the rules for a poetry slam. The third step is to discuss how poetry can be used to share a message, the different types of poetry can be discussed in this step. Afterwards, the students are ready to start writing their draft version. Teachers have to encourage them to write what they see, hear, taste, touch and smell when they think about the theme. It is important that the teacher and the other students provide feedback to work towards a rough draft. The fifth step is to let students read their rough drafts in groups and afterwards they discuss the reaction of the audience. They have the opportunity the change

their poem. Lastly, the students should have the time to practise their poem and then it is time for the poetry slam event (Smith, 2018).

The second project is a game night. The driving question for the game night is: "How can we create a board game for a family game night that goes with the theme of our book?" This question can easily be changed to a camp theme instead of a book theme. The first step is to read a book or to look into the theme of the camp. The second step is the research board game; the students have to research which board games are popular and why. The third step is to brainstorm on ideas for a game that matches with the theme, it can be inspiring to play a few board games with the students. The fourth step is to create a board game: the game board, instructions, player pieces... Afterwards, the games are ready to be played and the youth workers or teachers can host a game night with all the self-made games. This might not be the most suitable idea for young learners, but the youth workers or teachers can use these guidelines to prepare their own games for the language camp (Smith, 2018).

## **Conclusion**

In the past paragraphs various elements have been discussed. These will be summarised again in the next few paragraphs. Firstly, a definition of the Language Camp was given. This was described as an educational camp which focuses on learning a foreign language through various activities and games.

Then, there was a focus on the origin of the Language Camp. The principle of the camp was founded during the Industrial Revolution and gained popularity during World War I. Later on, the Language Camp was part of a variety of summer camps offered by many different organisations.

Thirdly, an insight in the organisational part of the Language Camp was offered. Here could be read that the structure usually depends on the kind of organisation. There were two main types of structure: the more schoolish structure or a playful organising of the Language Camp. There was one thing all camps had in common: the usage of the timetable. Often the Language Camp is also linked to another main theme.

Next, an array of activities was offered. Here it was said that youth workers and teachers were completely free to choose whatever activities they liked. There is a wide variety of possible meaningful activities; varying from airplane competitions to a shape contest and many others. It was also mentioned that Project-Based Learning could be used in the Language Camp.

Then, the effects of the Language Camp were discussed. Through extensive literary research it became noticeable that the Language Camp has a general positive effect on its participants. These advantages are both language-related and attitude-related.

In the second chapter the focus moved to Project-Based Learning. Various components of Project-Based Learning were discussed in this chapter. Starting off with a definition of the concept, then research on Project-Based Learning was discussed, also the effects and organisation of Project-Based Learning were included.

Firstly, a definition of Project-Based Learning was set up. The concept can be described as a learning model in which pupils work around a project. The project is often a complex societal issue, which is why Project-Based Learning can be used across multiple subjects. It was also said that the development and execution of

such a project encouraged important academic attitudes but was often considered as too time-consuming.

Secondly, a glance at some research was given. This started with the relation between Project-Based Learning and the human brain. It was said that Project-Based Learning lends its effectiveness to the unique characteristics of the human brain. They are in perfect synchronisation with each other and stimulate each other constantly. When looking at research, it was also obvious to look at the effects mentioned in the research. Most of the results mentioned were very promising and rooted for a deeper implementation of Project-Based Learning in the curricula. However, some problems concerning the concept did appear in some counter-research. The biggest problems with Project-Based Learning were time-management, classroom management, provision of enough support and the designing of proper assessment.

Lastly, the organisation of Project-Based Learning was also discussed. In this final part three steps could be distinguished; the first step was generating an idea, here teachers were suggested to look at their surroundings for good ideas. The second step was choosing an appropriate context for the project. And the final step was to build a framework for the pupils and offering them a driving question for their project.

## **Educational Product**

In this chapter of the bachelor's thesis the methodology will be discussed. Firstly, the introduction (1) and the research question will be discussed. Secondly, the target audience (2) will be specified. Thirdly, the diagnostic test (3) will be explained and lastly, the method (4) for the research will be clarified.

### **1. Introduction of the methodology**

In this bachelor's thesis the following research question will be examined: Is it possible that a language camp influences the English knowledge and English skills of the participants aged from 7 to 12 years old? To answer this research question, the following smaller research questions will be answered: What is a language camp? How can a language camp influence the English knowledge and English skills of the participants aged from 7 to 12 years old? What is Project-Based Learning? How can Project-Based Learning be implemented in a language camp?

### **2. Target audience for the research**

The participants will participate in a language camp organised by HeppieKidzz. This organisation organises camps for children from 2.5 years old up till 12 years old. This age group will be the target audience for this bachelor's thesis. This implies that the participants' foreknowledge of English will be rather limited to non-existing as they have had no former educational introduction to English. The participants will be initiated in the English world by playing in English, by experiencing English and by learning English.

In this part it is also important to mention that during the language camp of Heppiekidzz the number of participants is not fixed; this implies that the number of participants on Monday can be much lower than that on Friday, and vice versa.

### **3. Instrument used during the research**

The participants will have to complete a language test that focuses on the language skills and knowledge. The first part of the test is on the personal data in which information on the sex, age and mother tongue will be collected. The speaking skill will be tested by introducing themselves, the participants have to introduce

themselves at the beginning and at the end of the language camp. The listening skill and the vocabulary on body parts will be tested by acting out the song 'Head, shoulders, knees and toes'. The speaking and listening part will be filmed to have a clear overview of the evolution in these skills. The reading skill and the vocabulary on the colours and animals will be tested by reading a story, afterwards the participants have to colour in the animals in the mentioned colour in the text. The writing skill and the vocabulary on sports will be tested by writing a short response to an invitation to a football or ballet party. The test is included as an attachment (attachment 1 and attachment 2) to this bachelor's thesis.

#### **4. Method to conduct the research**

The first step to come to this language camp is setting up a letter addressing the participants' parents in order to get approval for recording and taping the participants' performances during the diagnostic test. The request for approval (attachment 3) and diagnostic test (attachment 1 and attachment 2) are both included in the attachments.

The second step is the testing itself, the execution of the diagnostic test takes place on the first day of the language camp. For this test it is estimated that each participant will need around 30 minutes to complete it. During the test the four skills: reading, writing, listening and speaking will be tested in regard to vocabulary and grammar.

The third step is the actual language camp, this camp lasts five days and each day will deal with a different theme. These themes have already been included in the diagnostic test and for that reason they will form the core of each day. On Monday, the first day of the camp, the main focus will be on introducing yourself, letters of the alphabet and the numbers from zero to 100. On Tuesday, the day will be about food and colours. The third day, Wednesday, will revolve around animals. On the fourth day the main focus will be on the wide variety of sports offered nowadays. On day five the plan is to include Project-Based Learning in the format of a poetry slam. All the materials for these days are included in the attachments (attachment 4,5,6,7 and 8).



At the end of the language camp the diagnostic test will be repeated and graded again. This is necessary to determine whether the participants made progress or not.

In the next chapter 'The Application of the Educational Product' the schedule of each day will be discussed in more detail.

## **The Application of The Educational Product**

### **Day 1: Introducing yourself and the numbers**

#### **1.1 Game: one against all and BINGO!**

##### **Aims**

- C1. The participants can recognise the letters of the alphabet.
  - C2. The participants can use the letters of the alphabet in a spoken sentence.
  - C3. The participants can recognise the numbers in a written or spoken text.
  - C4. The participants can pronounce the numbers correctly.
  - C5. The participants can present themselves by using the alphabet and the numbers.
- DAS1. The participants are willing to read the tasks in English.
- DAS2. The participants are willing to speak English.

##### **Material**

- One against all-paper
- BINGO balls
- BINGO sheets
- Word search
- Macramé
- Fork and knife
- Rope
- Football
- 3 balls
- Hardboiled eggs
- Cones
- Water balloons

##### **Process**

Step 1: explain the activity to the participants.

“STOP! We heard that you would like to enter our English world. However, all our houses are full and we don’t think that you are ready to enter! We could make an exception for you, if you complete some of our tasks. We will leave an alphabetical list and we will keep track of the tasks that you’ve completed.”

Step 2: the participants have to look at a piece of paper with all the tasks on it. The tasks always start with a letter of the alphabet, they earn BINGO balls by completing these tasks.

Amaze the teachers by teaching them a short dance.

Build a shoe tower with 20 different shoes.

Count the blades of grass in the surrounding area.

Display 10 different rocks from the smallest to the biggest.

Elevate one of your friends above your shoulders.

Find a nickname for all the children in this group.

Gallop across the whole domain.

Hand out the name tags.

Invent 25 new words.

Juggle with 3 balls for 30 seconds.

Kick the football 40 meters far.

Land an egg safely.

Make a macramé bracelet for your two teachers.

Navigate your partner through a maze.

Organise yourselves from 1 till ... without talking.

Penalty time! Score 20 penalties in a goal while a teacher is the keeper.

Quiet! Be quiet for 3 minutes.

Run 50m in under 10 seconds.

Solve the word search.

Tie a knot in a rope using a fork and a knife.

Untie the knot with a fork and a knife.

Vocalize! Sing a beautiful song all together.

Write everyone's name on a name tag.

Xylophone! Make your own music instrument.

Yard sale! Find an item on the domain and try to sell it to one of your teachers.

Zigzag across the domain without getting hit by the small water balloons.

Step 3: when the participants have collected all the BINGO balls, they go inside to play BINGO. They receive a BINGO card and the teachers call out the numbers. After a while, the participants practise the pronunciation by calling out the numbers themselves.

## **1.2 Break: test and compliments**

### **Aims**

C1. The participants can present themselves by mentioning their name, age and town.

C2. The participants can indicate the body parts on the song 'Head, shoulders, knees and toes.'

C3. The participants can recognise animals on a drawing.

C4. The participants can colour in the animals in a given colour.

C5. The participants can write a short response to an invitation.

C6. The participants can write a nice remark about someone.

DAS1. The participants are willing to create a positive learning environment.

DAS2. The participants are willing to write a short text in English.

### **Material**

- Envelopes
- Paper
- Pencils
- Test

### **Process compliments**

One of the teachers will stay with the children, while the other teacher prepares the snack. The children have to write at least one compliment and deposit the compliment in someone's envelope. At the end of the day they collect their compliments and they can read them. This creates a positive environment which makes it easier to learn.

*Note: the process of writing compliments will be repeated during every break and every day.*

### **Process test**

Step 1: the teacher hands out the test to each of the participants.

Step 2: the participants complete the test.

Step 3: the participants hand in their test.

### **1.3 Craft: my colourful name**

#### **Aims**

C1. The participants can recognise the letters of the alphabet in their own name.

C2. The participants can spell out their names using the letters of the alphabet.

C3. The participants can apply the letters of the alphabet to their first names during craft time.

DAS1. The participants are willing to read and listen to the instructions.

DAS2. The participants are willing to read an English book.

#### **Material**

- Cardboard
- Pencils
- Scissors
- Yarn
- Glue
- Circular shaped cardboard (inner circle cut out)

#### **Process**

Step 1: take a piece of cardboard and a pencil.

Step 2: draw out the first letter of your first name on the cardboard.

Step 3: take the scissors and cut out the shape of your letter.

Step 4: take the circular pieces of cardboard and some yarn.

Step 5: wrap the yarn around the circles from the inner circle outward.

Step 6: keep wrapping till the cardboard is completely gone.

Step 7: cut the yarn into two sides. Cut it from the outer circle.

Step 8: take one more string of yarn.

Step 9: stuff the yarn between the outer circular pieces of cardboard.

Step 10: tie a knot in the middle so that both sides stay together.

Step 11: glue your pom pom onto your letter.

Step 12: continue until your letter is covered in pom poms.

(Step 13: if the participants have finished, they can write a nice remark or read an English book.)

## **Day 2: colours and food**

### **2.1 Game: capture the coloured fruits**

#### **Aims**

- C1. The participants can name fruits, vegetables... in English.
- C2. The participants can name the different colours in English.
- DAS1. The participants are willing to work together.
- DAS2. The participants are willing to communicate in English.

#### **Materials**

- Stratego cards
- Coloured fruits

#### **Process**

Step 1: explain the activity to the participants.

“Good morning young cooks! I wanted to teach you how to cook with different fruits and vegetables, however the rival restaurant stole our ingredients. You will receive different roles in my kitchen, and you have to try to reach the other restaurant. If someone tags you, you have to show your role and if you have a lower role, you have to return to the kitchen to get a new job. If you reach the other restaurant, you can buy one ingredient from their seller and bring it to our restaurant. Place it under the right colour to keep it safe.”

Step 2: the participants receive a role.

Step 3: the participants run around and try to tag each other. If they have a higher role, they receive the card of the other participants. The cards have a specific price on the back.

Step 3: the participants run to the other restaurant and try to buy an ingredient.

Step 4: the participants run back with the bought ingredient and label it under the correct colour.

Step 5: the participants continue with their sabotage until they have four of each ingredient.

### **2.2 Craft: a fruity collage**

#### **Aims**

- C1. The participants can show the translation of an English fruit name in a creative way.

C2. The participants can name the fruits correctly.

C3. The participants can name the different colours correctly.

DAS1. The participants are willing to read and listen to the instructions.

DAS2. The participants are willing to read an English book.

DAS3. The participants are willing to write a short sentence in English.

### **Materials**

- Paper
- Glue
- Scissors
- Paint testers
- Pencils
- Coloured post-its

### **Process**

Step 1: collect three papers and draw the outline of three different fruits.

Step 2: cut different shapes out of the paint testers.

Step 3: glue the shapes on the piece of paper.

Step 4: repeat the steps until your fruit is completely covered with paint testers.

Step 5: write a "This is not a / an X" under your fruit, mention the correct English name of your fruit.

Step 6: choose a post-it in the used colour and write the colour on the post-it.

Step 7: attach the post-it next to your fruit.

(Step 8: if the participants have finished, they can write a nice remark or read an English book.)

## **Day 3: animals**

### **3.1 Game: clue and bowling**

#### **Aims**

- C1. The pupils recognise the animals based on describing hints.
- C2. The pupils can name the animals based on a picture.
- C3. The pupils can translate the names of the animals to Dutch.
- DAS1. The participants are willing to read the hints in English.
- DAS2. The participants are willing to communicate in English.

#### **Materials**

- Cones
- Hints
- Bowling with animals
- Bowling ball

#### **Process**

Step 1: explain the activity to the participants.

“Welcome in Zootropolis, we have heard that some animals are threatening the safety of our city. Some good citizens gave us hints on the animals that are a danger to our city. Can you collect the hints and try to find the right animal? Form two teams and run towards each other, you will play: claw, bite and stomp. If you reach the entrance of the other team, you will receive a hint. If your team successfully deciphers the hints, you can go to the bowling area. Knock down the right animal to win a point.”

Step 2: the participants form two teams and the first participants run towards each other and they play: claw, bite, stomp. The winner continues and meets another participant from the other team. The goal is to reach the entrance of the other team.

Step 3: if a team reaches the entrance, they receive a hint regarding a specific animal.

Step 4: step 2 and step 3 are repeated.

Step 5: if a team successfully deciphers all the hints, they can go to the bowling area and throw the ball towards the right animal. If they knock down the right animal, they receive a point.



Step 6: the steps are repeated until they have knocked down all the guilty animals.

### **3.2 Craft: rainforest in a jar**

#### **Aims**

C1. The participants can recognise the seen animals.

C2. The participants can recognise the environment that an animal lives in.

C3. The participants can name the different animals.

DAS1. The participants are willing to read and listen to instructions.

DAS2. The participants are willing to read an English book.

DAS3. The participants are willing to write specific vocabulary in English.

#### **Materials**

- Mason jars
- Rainforest figures
- Mini rocks
- Mini plants
- Styrofoam
- Glue
- Flags

#### **Process**

Step 1: glue the Styrofoam onto the lid of the mason jar.

Step 2: place the mini plants and mini rocks in the Styrofoam.

Step 3: glue the mini plants and mini rocks on the Styrofoam.

Step 4: place the animals in the plants and glue them in their place.

Step 5: take the little flags and write the name of the animal on the flag.

Step 6: place the flags next to the animal in the jar.

Step 7: close the jar.

(Step 8: if the participants have finished, they can write a nice remark or read an English book.)

## **Day 4: sports**

### **4.1 Game: trying out for the Olympics**

#### **Aims**

C1. The participants can recognise different sports based on a given picture.

C2. The participants can name the different sports in English.

C3. The participants can translate different sports to Dutch.

C4. The participants can derive from the picture cards what they will have to do themselves.

C5. The participants can play a sport based on the English name.

DAS1. The participants are willing to play some sports together.

#### **Materials**

- Sports cards
- Volleyball
- Tennis ball and rackets
- Soccer ball
- Bowling ball (soft ball) cones
- Basketball
- Baseball bat + ball + glove
- Rope skipping rope

#### **Process**

Step 1: explain the activity to the participants.

“We are two leaders of the Olympic committee and are looking for new, young participants to compete in our Young Olympics. And today we are going to test you for a few sports. In order for you to do these sports and show us what you got; you will have to run through the forest and find the different cards that are hidden in this area. Afterwards, we will play the sports together to discover what the sport means.”

Step 2: the participants run through the forest and look for sports cards.

Step 3: the finder of the card tells the group which sport he has found.

Step 4: the participants play the sport together to figure out what the sport means and they try to translate the name of the sport to Dutch.

Step 5: the process is repeated when one sport is finished.

## **4.2 Craft: foosball table**

### **Aims**

- C1. The participants can name different sports in English.
- C2. The participants can translate different sports to Dutch.
- C3. The participants can name typical sport expression.
- DAS1. The participants are willing to read and listen to instructions.
- DAS2. The participants are willing to read an English book.
- DAS3. The participants are willing to write a short sentence in English.

### **Materials**

- Shoebox
- Wooden skewers
- Green paper
- White pencil
- Scissors
- Wooden pegs
- Small ball
- Paint (white, blue, red)
- Paint brushes
- Talk post-its

### **Process**

- Step 1: draw a middle line, circle and two goals on the green paper.
- Step 2: cut two holes in the shoebox to create the goals.
- Step 3: paint the outside of the foosball table white.
- Step 4: paint the wooden pegs in two colours to form two teams.
- Step 5: make holes for the wooden skewers.
- Step 6: place the green paper at the bottom of the shoebox.
- Step 7: place the wooden skewers through the holes.
- Step 8: attach the wooden pegs to the wooden skewers.
- Step 9: write some sport sayings on the post-its and attach these to the wooden pegs / players.
- Step 10: Place a ball in the middle of the football field.
- (Step 11: if the participants have finished, they can write a nice remark or read an English book.)

## **Day 5: project-based learning**

### **5.1 PBL: poetry slam**

#### **Aims**

C1. The participants can use the topics they have learned in poetry.

C2. The participants can come up with words that rhyme.

DAS1. The participants are willing to write simple words in English.

DAS2. The participants are willing to perform in front of each other.

DAS3. The participants are willing to listen to each other's poems.

#### **Materials**

- Paper
- Markers
- Crayons
- Colours

#### **Process**

Step 1: introduce the theme of the poetry slam 'camp' and tell the participants: "the theme of our poetry slam will be camp, but this includes everything we have done and said and played."

Step 2: show the participants an example of a poetry slam. Any poetry slam will do. Tell the participants they'll be doing something similar.

Step 3: show the participants a few examples of simple, short poems.

Step 4: "Poetry should be about what you experienced during this camp. Try to write what you feel"

Step 5: give the participants a piece of paper. Let them write what they feel/think on this paper in the format of a brainstorm.

Step 6: let the participants write short sentences about these feelings.

Step 7: let the participants show what they have during intervals.

Step 8: revise the poems with the participants.

Step 9: let the participants process adaptations.

Step 10: let the participants practice their poems in small groups.

Step 11: The participants perform their poems in front of all other remaining participants.

## **5.2 Test**

### **Aims**

C1. The participants can present themselves by mentioning their name, age and town.

C2. The participants can indicate the body parts on the song 'Head, shoulders, knees and toes.'

C3. The participants can recognise animals on a drawing.

C4. The participants can colour in the animals in a given colour.

C5. The participants can write a short response to an invitation.

### **Materials**

- Test

### **Process**

Step 1: the teacher hands out the test to each of the participants.

Step 2: the participants complete the test.

Step 3: the participants hand in their test.

## **5.3 Craft: creative with poetry**

### **Aims**

C1. The participants can write their poem down correctly.

DAS1. The participants are willing to invent a creative way to show off their poem.

DAS2. The participants are willing to read and listen to instructions.

DAS3. The participants are willing to read an English book.

### **Materials**

- Paper
- Glue
- Scissors
- Paint
- Pencils
- Paint brushes

## **Process**

Step 1: the participants decide how they want to represent their poem. They can do this by crafting an interesting object, by using colours and fonts...

Step 2: the participants craft their object if wanted.

Step 3: the participants write their poem in a creative way.

Step 4: the participants show their creative poem to the rest of the participants.

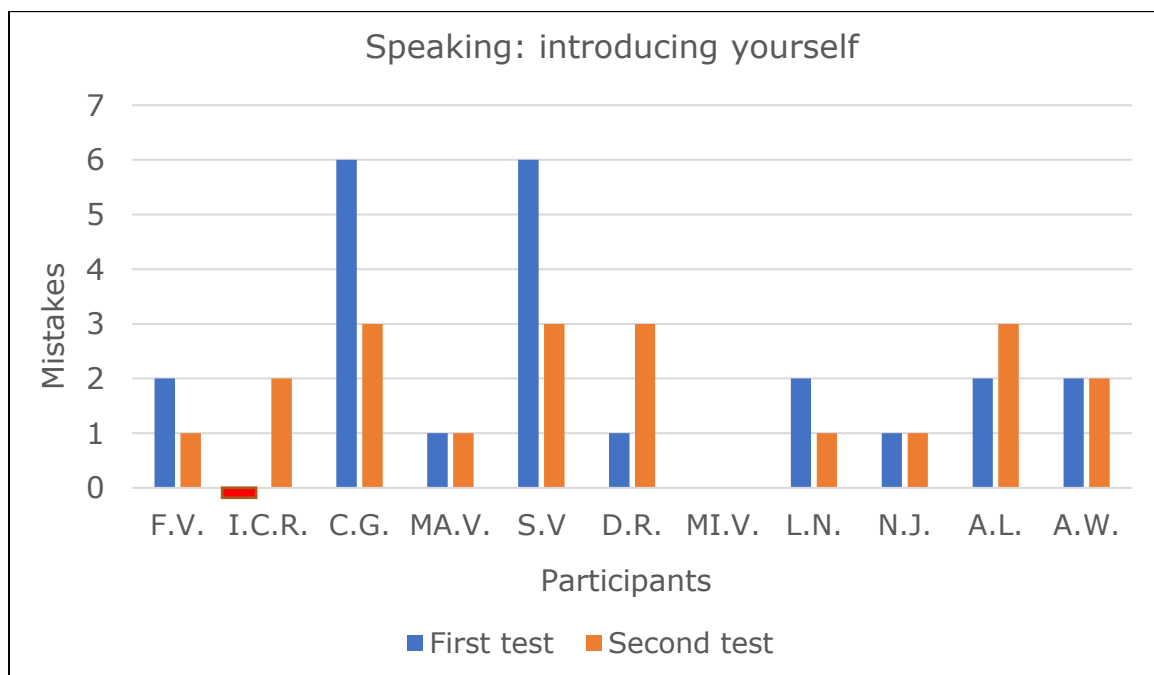
(Step 5: if the participants have finished, they can write a nice remark or read an English book.)

## Results

In the following chapter, an insight into the results of this research will be given. Not all the tests are included in the attachments. Based on the results, a few interesting tests have been selected and these specific tests will be addressed in the text. Each of the skills will be accompanied by remarks and nuances about the process and results, but also possible explanations will be provided, in case this is required for the sake of clarity.

One remark that must be made beforehand is that there was a significant difference between the taking of the two tests and that was the size of the group. The first test was done with the complete group, consisting of 12 participants. The second test was taken either individually, in pairs or with the remaining participants. This was caused by the fact that the participants enrolled per day, the parents chose which days their child would come to the camp. This had implications for the taking of the test; some participants could do the test completely alone, others did them while another participant was also taking the test, and the remaining participants did their test individually, but in the presence of other participants. This is important to mention, as it might have had a possible influence on the process and results of the test.

### 1. Speaking and introducing yourself



*Figure 1. The Scores of the Speaking Skills Based on the First and Second Test.*

The first skill that was tested was speaking; this was done in the format of 'giving a brief introduction of yourself'. The participants were given a few sentences that they could prepare for and complete with their own personal data. After some preparation time the participants were asked to say the sentences out loud. The participants' voices were recorded with a smartphone, during the correction process, mistakes were counted based on completeness and pronunciation of the words. Each missing word or falsely pronounced word was counted as a mistake.

The graphs point out that four of our participants had a decrease of 50% when it came to mistakes made in the second test compared to the first test (attachment 9.4). Three of the participants remained stable with an equal mistake count during the first and second test. And three other participants had a higher mistake count during the second test compared to their first test (attachment 9.1). One of the participants had no data concerning the speaking exercise in test 1 due to technological problems that were only discovered after the camp was done. The results of this participant are not to be taken into account. One of the participants had a perfect track during the speaking exercise, he made no mistakes during both tests.

Although these results seem promising, some nuances and remarks must be made concerning the outcome. Firstly, the number of mistakes could have been influenced by the motivation and stress level of the participants. Some of them were seemingly nervous, or were tensed because they had to say a few sentences aloud in a foreign language; a language that was still relatively unknown to the participants. This was especially the case during the first test; during the second test a change of composure was noticeable. During the second test, the participants were much more at ease, some of them even seemed completely comfortable using the foreign language. This comfortability might have led to some degree of nonchalance among a few participants, which might be a possible reason for the increase of mistakes among some. The increased degree of comfortability when using the foreign language is promising for the language camp, and for further research concerning the attitude towards language camps.

Secondly, during the correction and analyses of the speaking exercise, it became clear that many of the participants did not say their surname. This leads to thinking



that there is a possible misconception of terms like 'name', 'first name' and 'surname'. These terms seem similar and the participants might not have made that distinction. This is only a possible hypothesis; the subject of this hypothesis should be further studied and tested, if a solid conclusion wants to be made.

## 2. Listening and body parts

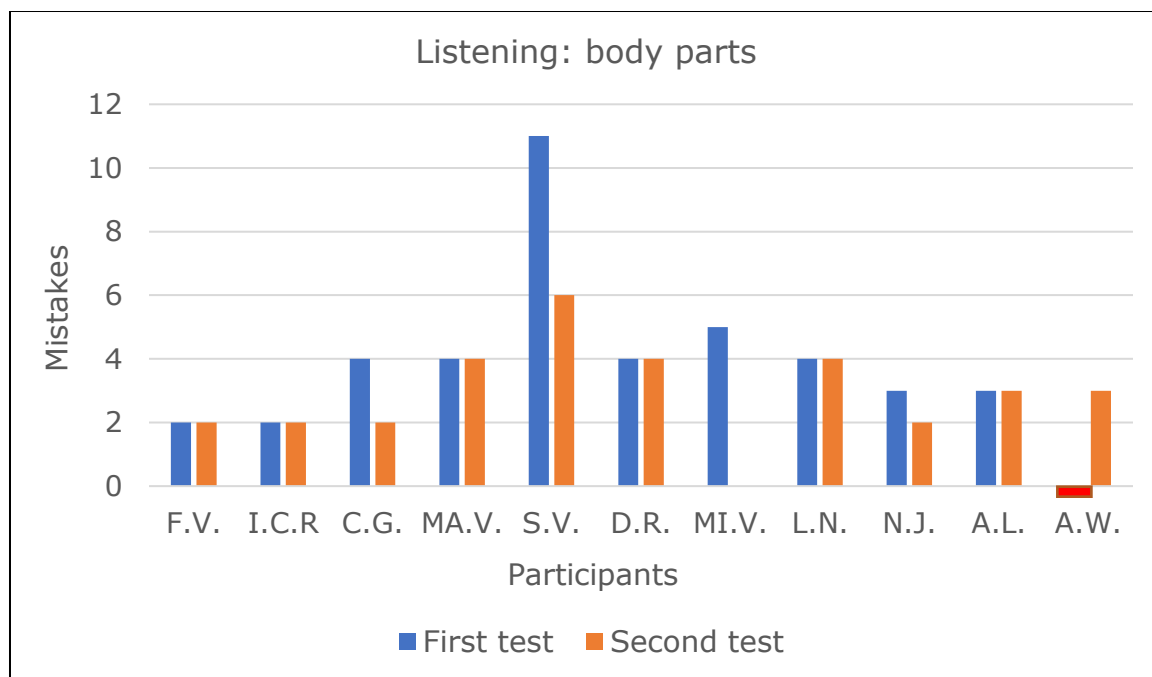


Figure 2. The Scores of the Listening Skills Based on the First and Second Test.

The second skill tested was that of listening; this was done in the format of 'head, shoulders, knees and toes'. The participants had to act out the lyrics of the song, having to touch the correct body part when it was called out. The lyrics were repeated, the essential testing of the participants was done during the second half of the song during both tests. During the correction of this skill, attention was paid to two main mistakes; the first mistake was pointing at the wrong body part, and the second mistake was forgetting to point at a body part when it was called out. To make sure all mistakes were seen and counted, the exercise was recorded.

The first thing that becomes obvious right away is that only four out eleven participants have improved over the language camp when it comes to the part of listening. One participant was able to halve the error count from four to two, while another managed to enable a decrease of 45% in the error count. Another participant went from three mistakes in the first test to two mistakes in the second test.

A final participant that made improvement managed to go from five mistakes in the first test to nil.

Secondly, it is noticeable that the majority of the participants keep their error count stable throughout both testing phases. Participants who made two mistakes during the first test would also make two mistakes during the second test. It isn't too surprising to see that the participants with stable error counts made the exact same mistakes during both testing phases. These mistakes were found to always take place during the stage where the participants have to point at their eyes, ears, nose and mouth. Unfortunately, one participant's data weren't properly recorded during the first test, this leads to her data being invalid for this research.

Similar to the discussion of the first graphs, a few remarks must be made concerning the process and outcome of the listening exercise. The following remark will deal with the content and pace of the song itself; the song deals with certain body parts, being: head, shoulders, knees and toes, but also eyes, ears, nose and mouth. The first series of body parts is executed perfectly by the participants, they probably know this already from the similarity to the Dutch version, thus it becomes predictable. The second series, however, proves to be more difficult. Most of the mistakes made were made during this series. During observation of the recordings it becomes noticeable that the switches between the different facial parts prove to be more difficult. Based on facial expressions, it becomes clear that the participants realise that they make these mistakes, but change or correction does not occur during the exercise; neither during the first nor second testing phase.

A possible explanation for lack of correction might be peer pressure. Participants watch each other carefully and mimic each other to a certain extent; a possibility here might be that the participants do not correct their mistakes, simply because others aren't doing it either. This hypothetical explanation is based on the difference noticed during the testing phase done with individuals without peers present, compared to the testing in larger groups with the constant presence of the peers.

### 3. Reading and animals and colours

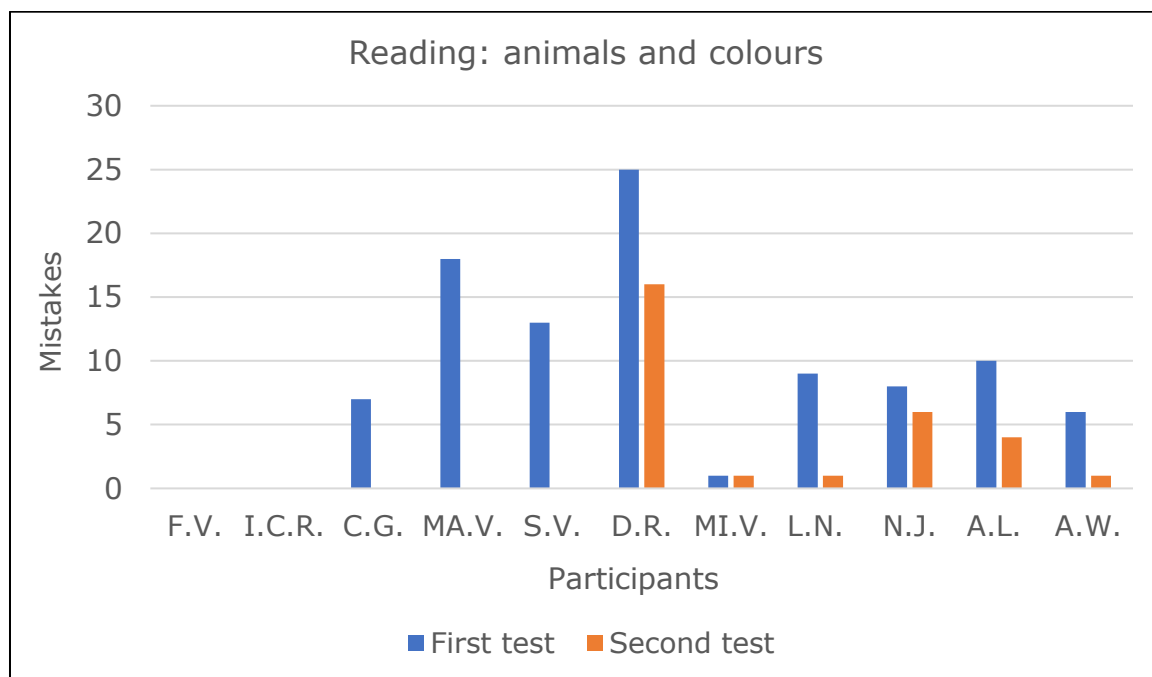


Figure 3. The Scores of the Reading Skills Based on the First and Second Test.

The third skill tested was that of reading; the participants had to read a text about animals living in the forest. Each of these animals was given a specific colour. The participants had to read the text and then colour in the animals using the colours mentioned in the text. The younger participants were given a text of which the structures were simpler and shorter, while the others were given a text with more complex structures. Mistakes were counted as follows: each animal that wasn't coloured in or had the wrong colour was considered as a mistake, the maximum possible error count was 34. Fortunately, none of the participants reached the maximum error count.

During the correction of the participants' reading skills a few things became noticeable, capturing the immediate attention. Five of the participants managed to get zero mistakes during the second testing phase; knowing that three out of five still made several mistakes during the first phase, this improvement is more than noteworthy. It doesn't end here, five other participants also managed to improve their results, managing to attain a difference of at least two mistakes less between the first and second test. One participant remained stable with one mistake made in both tests.

Concerning the reading part of the test, few remarks can be made. The only two things that were obvious during the correction of the test were the following: one of the participants did not do the final part of the text during the second test, this had only a small impact on the participant’s error count; it can be assumed that this participant simply did not notice the final part, as she did colour in the other animals correctly. Two other participants (MA. V. and D.R.) experienced trouble during their tests. During the first test both participants stopped completing the reading exercise at a sudden point, this leads to the higher error counts. Participant D.R. did the exact same thing during the second test. It can be assumed that, considering their age, the participants lost their focus during this part of the test. (Attachment 9.2 and attachment 9.3)

**4. Writing: sports**

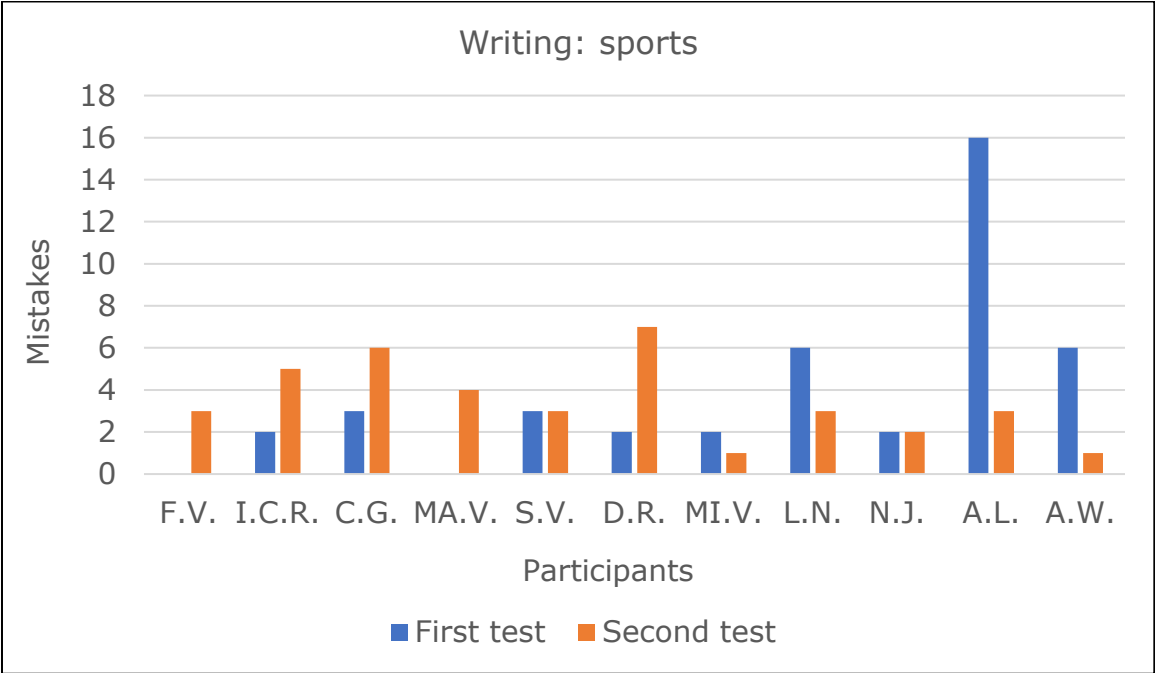


Figure 4. The Scores of the Writing Skills Based on the First and Second Test.

The final part of the test was writing; this focused on writing a response to an invitation the participants had received from a 'friend'. The participants could choose to write a response to one of two possible invitations. In the task description example sentences were offered, so that the participants could use them to complete the exercise. This exercise was hardest to correct, eventually it was decided upon that each word written incorrectly was counted as a mistake. This leads

to the following assumption: the more a participant writes, the more mistakes he/she can make. This assumption will be further discussed in the last paragraph, when the nuances are discussed.

Only four of the eleven participants made progress in their writing skills. These participants improved their skills, making fewer mistakes during the second test compared to the first test (attachment 9.1). These participants made use of the example sentences, using them as the basics and adding smaller pieces of information to them. The next results could be seen as negative, but were expected. The majority of the participants managed to make more mistakes during the second test than they did during the first test (attachment 9.2 and attachment 9.3). The reason behind this phenomenon is simple: the participants wrote longer and more complex sentences during the second test. This follows the logic mentioned earlier: the more a participant writes, the more mistakes he/she can make.

These results, the hard data, can't be called promising or positive as most of the participants have a higher error count. However, there is a good reason to celebrate, being: the interpretation of these results. During the first test, most of the participants write down single words or nothing at all resulting in low error counts. This can be linked to the limited preparedness and willingness of the participants to write in the foreign language. Writing in a foreign language, without much prior knowledge, can be experienced as daunting and discouraging.

During the second test, the participants made more mistakes. They wrote words down phonetically, thus making more mistakes. The participants wrote much more, they wrote longer sentences and used more complex words; they also used vocabulary they had seen during the language camp. This is promising for this research; it showed that the participants were more willing to write in English based on the structure and length of the sentences. The participants also experienced less fear to write in English and had an expanded vocabulary, based on the choice of words.

The increase of mistakes might be partially explained by referring to the nature of the language camp. During the camp itself, the participants never actively worked with the language, except for the final day. The camp focused on language immer-

sion, implying that the participants were passively learning the language by listening to it, playing games in English, etc. instead of being taught English in school-like environments.

That is why, during this final part of the test, the focus must be shifted from hard data to the participants' willingness and attitude towards the foreign language.

## **Reflection and Conclusion**

In this final chapter, the focus of this dissertation will be on reflecting about the product and setting up a final conclusion. In total, five different aspects will be dealt with, starting with possible alterations then discussing reservations, then going on with implications for professional growth and field of practice, ending with possible tracks for further research, and a brief overall conclusion.

### **1. Alterations to the product**

The first thing to be discussed is the possibility to adapt the product and provide possible alterations, if the product was to be executed again. In the following paragraphs a few ideas and propositions will be provided.

One of the first alterations would be to provide more moments during which a youth worker could anchor the 'theory' seen during the language camp. Theory is between brackets, since the nature of the camp lead to the inability to provide solid theory concerning the content of the camp days. This moment of anchoring would fit perfectly within the camp's schedule, and would be interesting to implement after the second half of the activity, which ends shortly before the leisure time.

A second alteration would be to implement more speaking opportunities throughout the different activities. The activities designed lent themselves perfectly for the purpose of integrating speaking activities. After the camp, it became clear that not all of these opportunities were used to the fullest. If the language camp were to be done again, more speaking activities would be implemented. An example could be during the 'animal bowling', here the participants had to find out which animals were threatening the city based on tips. To implement more speaking activities, it might have been a good opportunity to have asked the participants which animal they were going to aim at. A second example is 'fruit Stratego'; instead of letting the participants take the fruits they wanted to buy and give us the money, it would be better for the participants to ask for the fruits they want to buy.

A third and final alteration would focus on the test. During the testing phase, the listening exercise was done in larger groups, thinking it was easiest to do it this

way. However, after correction and observation, the phenomenon of peer pressure became a clear factor in the execution of the exercise. In order to avoid peer pressure from having an influence on the process, it is interesting to individualise the testing of the listening exercise as well as other key stages.

## **2. Critical reservations**

In the following part, it is time to have a look at some of the critical reservations about the concept of the camp and the execution. The remarks will focus on the concept of the camp, comparing it to other camps, but also in relation to the activities that were organised.

The first reservation experienced during the camp was the way the camp was organised. Upon enrolment the participants' parents could choose the days their child would come to the camp; this means some participants missed one or more days, sometimes missing crucial vocabulary. This is a decision made by the parents and the organisation itself, but could lead to an inefficient, and inconclusive learning curve for the participants. Being present throughout the entire week probably has more effect on the participants' knowledge; this assumption has not been confirmed and could be interesting for further research.

A second reservation focuses more on the daily schedule, which has an effect on the learning efficiency of the participants. The daily schedule and general set-up of the camp enforced and encouraged a motivating and playful way to familiarise the participants with the foreign language. The organisation of playful activities was mandatory, resulting in the absence of fixed 'learning moments' which are normal when looking at other organisations. This absence has possibly lead to a certain degree of inefficiency of learning the language. Profiling a camp as a language camp is a delicate matter, the focus of the camp was to familiarise the participants with the foreign language, while the initial intent was to teach them the language through meaningful activities. There is a difference between language familiarisation and language teaching; the first being the goal of this specific camp and the latter being the way other organisations do it. This difference quite possibly has an influence on the learning efficiency of the participants.

A final reservation focuses on the execution of the product, the way these few days were filled in. It was deliberately decided to organise these specific activities, such



as: 'claw, stomp, bite', 'fruit Stratego', 'animal bowling', etc. and that not all of these activities might have the same outcome or reach the same level of language acquisition is known. Organising different activities might have a different outcome or more efficiency when it comes to learning the language. Awareness about the outcome of specific activities is needed before organising a camp, yet it cannot be expected to be able to predict everything into the slightest detail; some things are to be tested and reflected upon, which is what is being done here.

### **3. Implications for professional development**

The organisation of a language camp had three major implications for our professional growth, these being: the encouragement of pupils to participate in a language camp, an increased knowledge of playful learning, and lastly co-teaching in the wider sense of the concept. These three will be further discussed in the following paragraphs.

The first implication for personal development is the necessary acknowledgement of the usefulness of a language camp. As teachers we both have had first-hand experience with organising a language camp and with the results that follow. Scepticism towards something new is always present, but staying open-minded is important; the fact that we got to experience a language camp and test the skills resulting in conclusive, positive results is important. It is vital for the continued existence of the language camp. Now that we have had these close encounters with the language camp, it has become essential for our personal development to encourage pupils to participate in such a camp, but also to include the approaches from the language camp into our own teaching habits.

This leads to the next implication, which is 'personal teaching habits'. Each person has his or her own teaching habits and likes to stick to them. During this language camp we became more familiar with the importance and usefulness of playful learning. Often playful learning is used in primary schools from the ages 6 till 12, but this approach often dies throughout secondary school. As secondary teachers, rediscovering the 'playful learning/teaching' approach was more than interesting. Especially finding out that it does still have its effect on young learners might be interesting in the first grades of secondary school. Even more for English as this subject will now be introduced in the first year of secondary school, leading to 12-

year-olds being taught a foreign language while still being a child adapting to the ways of secondary school. Implementing this habit might make the shock smaller.

The third implication is that of co-teaching. During the language camp we both worked on the structure and content of the camp, we changed roles and agreed who would say or do what. We took our own responsibilities and supported each other where necessary. The language camp gave us a good idea of what co-teaching means and how we could implement it in our professional careers. This positive experience with working as 'co-teachers' makes it more interesting to try out co-teaching in a professional atmosphere as well. We noticed that the concept has a lot of benefits to it, such as: spread attention, more time to focus on individual participants, train strengths and weaknesses, etc. Implementing the concept would improve and ease our own professional habits.

#### **4. Implications for the field of practice**

The experience and insight gained during the language camp resulted in two implications for the field of practice, being the school. The two implications for the school are the altering teaching habits and implementing a second foreign language earlier on.

The first implication has already been explained during 'the implications for professional development'. It is vital to realise that changing the personal teaching habits does not only have its implication on the professional development of one person, but expands its influence over a whole team of teachers, a complete school's vision, mission and approach. Implementing playful and creative learning more often proved to be beneficial for the participants' attitude and competences. Implementing this approach might be beneficial for young learners in a school context as well, especially for those that have just switched from primary school to secondary school. Using this approach might have a positive effect on the difficult adaptation process some pupils experience.

The second implication for schools and their practices is to include a second foreign language at an earlier age. The first step in this proposition is already in process, since the government decided to reform the first grade of secondary school. In this reformation learning English as a foreign language has become more important, introducing it in the first year of secondary school. During the language camp, it was intriguing to see that even the youngest participants had an active interest in

English and came in contact with it almost incessantly. This leads towards a belief that it might be interesting and rewarding to implement English in primary school as well, being it in an introductive format, a playful way, a non-binding experimental seminar or using Project-Based Learning.

## **5. Possible tracks for further research**

In the following paragraphs a light will be shed upon several other tracks that are interesting for further research. So far, three possible tracks have potential, if further research were to be done.

One possible track is to focus on the attitude towards the foreign language at the beginning and end of the language camp. During the language camp, it was noticeable that the participants became more comfortable when using the language. This was merely based on observation and there has been no data recorded which confirms these observations. That is why it might be interesting to research the attitude and comfortability of the participants when using the language to see whether there is a positive evolution.

A second track focuses on the participants' presence during the language camp. Different language camps work with different enrolment conditions; some camps enable the participant to select a few days, while other organisations choose to organise camps which force the child to be present every day of the week. It might be interesting to conduct further research into the difference in learning curves and outcomes of two types of participants. In this research a researcher would compare the results of participants who missed one or more days and participants who attended all camp days.

A third and final track that is worth researching is the effect of peer pressure specifically on the performances of young learners learning a foreign language. Research about the effects of peer pressure are omnipresent in today's sociological field of study. This research often focuses on the performances of adolescents since this is the most sensitive period in a person's life. It might be interesting to discover more about the performances of young learners, aged between 7 and 12 years old, and how peer pressure influences these performances specifically when producing language. In this research two fields of study could be combined: both sociology and linguistics, which makes it even more interesting.

## **6. Conclusion**

In this final part, a general conclusion on the product will be offered, mainly focusing on the process and results of the language camp. Finally, an answer on the research question will also be provided.

During the language camp the participants came in contact with the English language, they were immersed in the language by use of spoken instructions, written instructions and games that were done in English. The goal of this research was to see if a language camp had an influence on the language acquisition of children aged between seven and twelve years old. Hereby, the results are briefly yet proudly summarised.

The participants were tested on the four basic skills: speaking, listening, reading and writing. They participated in two tests; during the first test the participants struggled with the language, made mistakes, but also felt insecure when they were asked to produce language. Throughout the camp the participants were offered various tools and games to passively improve their knowledge of the English language. After five full days of activities and crafts, the participants had to retake the test. Instead of complaining, like they did the first time, the participants started completing the test immediately and with vigour.

After detailed observation and concise correction of the tests, the following conclusion can be drawn: the language camp had an overall positive effect on the participants' level of English and their understanding of the language. Across three of the four skills, a decrease in mistakes can be seen thus resulting in an overall increase of the participants' achievements and results. Only one of the skills, writing, showed an increase of mistakes. This can be explained by the fact that the participant barely wrote anything down during the first test, while during the second test the participants showed a higher willingness and a more comfortable attitude towards this exercise. This increase in willingness and the more open attitude also matter in this research as the hard data aren't representative of the observations made during the language camp.

In conclusion, it is safe to say that, based on the research and the educational product, an English language camp has a positive effect on the English language acquisition of young learners aged between seven and twelve years old. A positive effect on both knowledge acquisition and attitude-related changes.

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# Attachments

## 1. Diagnostic test: young learners

### Beste deelnemer

Wij zijn Ina Willems en Quinten De Min, twee laatstejaarsstudenten aan de Thomas More Hogeschool. In het kader van onze bachelorproef doen wij onderzoek naar de effecten van een Engels taalkamp op vlak van Engelse vaardigheden en Engelse kennis bij zeven tot 12-jarigen.

In het kader van ons onderzoek hebben wij een test opgesteld, de test zal tweemaal worden afgenomen om zicht te hebben op de evolutie van de taalkennis- en vaardigheden. Deze test begint met een bevraging van de persoonsgegevens, nadien worden grammatica en woordenschat getest aan de hand van de vier basisvaardigheden: schrijven, spreken, luisteren en lezen. We schatten dat deze test per persoon een 30-tal minuten in beslag zal nemen. De gegevens van deze test zullen volledig anoniem verwerkt worden.

### Dear participant

We are Ina Willems and Quinten De Min, two final-year students at the Thomas More University College. In the context of our bachelor dissertation we are doing research on the effects of an English language camp focussing on English language skills and English knowledge. The target audience of our research are children between seven and twelve years old.

To support our research we set up an English test, this test will be done twice in order to have a clear view on the evolution of the participants' knowledge and skills. The test starts off with an inquiry on personal data, afterwards grammar and vocabulary will be put to the test in accordance with the four basic skills: writing, speaking, listening and reading. We estimate that the test will take around 30 minutes per person. All the collected data will be processed anonymously.

### PERSONAL DATA

What are your initials? \_\_\_\_\_

What is your sex? (geslacht)

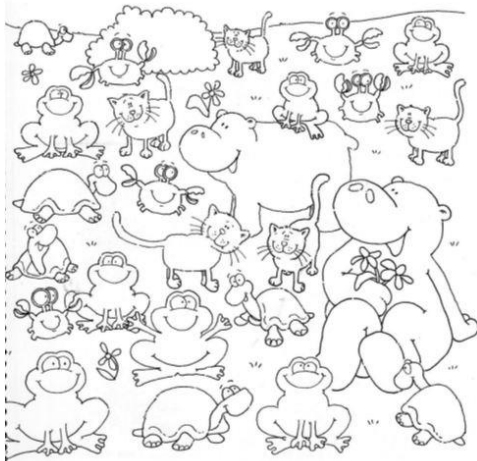
- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): \_\_\_\_\_



### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
 I am .... (Your first name and surname / Jouw voornaam en achternaam)  
 I am .... years old (Your age / Jouw leeftijd)  
 I am from .... (Your hometown / Jouw woonplaats)  
 Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHePdrf-g>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

In the river lived the Froggy family.

Mommy and Daddy Froggy were **purple** because they were old.

The other five frogs: Ollie, **Solly**, **Wally**, Jolly and **Squally**, were **blue**.

The kings of the river were the **hippo** family.

These two hippos had a beautiful **red** skin.

The crabs had big claws and tiny little eyes.

One of the crabs had an **orange** shell because of the sun.

The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Six tortoises were hiding from the red hippos.

Mommy tortoises had a **pink** shell.

Then there were Daddy and two of his sons: **Turtie** and **Gurtie**, they had a **green** shell

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big **yellow** shell and pretended to be stones in the sand.

Two of the Cats, **Rosky** and **Boss** had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

### WRITING AND SPORTS

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ..., thank you for your invitation, I will be there, I won't be able to make it because....



Greeting / Hallo: \_\_\_\_\_

Thanking / Bedanken: \_\_\_\_\_

Accept or decline / Aanvaarden of afwijzen: \_\_\_\_\_

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

[ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be)

[quinten.demin@student.thomasmore.be](mailto:quinten.demin@student.thomasmore.be)

We would like to thank you for your participation. If you have any questions or concerns do not hesitate to contact us on our e-mail addresses:

[ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be)

[quinten.demin@student.thomasmore.be](mailto:quinten.demin@student.thomasmore.be)

## 2. Diagnostic test: older learners

Beste deelnemer

Wij zijn Ina Willems en Quinten De Min, twee laatstejaarsstudenten aan de Thomas More Hogeschool. In het kader van onze bachelorproef doen wij onderzoek naar de effecten van een Engels taalkamp op vlak van Engelse vaardigheden en Engelse kennis bij zeven tot 12-jarigen.

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Dear participant

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To support our research we set up an English test, this test will be done twice in order to have a clear view on the evolution of the participants' knowledge and skills. The test starts off with an inquiry on personal data, afterwards grammar and vocabulary will be put to the test in accordance with the four basic skills: writing, speaking, listening and reading. We estimate that the test will take around 30 minutes per person. All the collected data will be processed anonymously.

### PERSONAL DATA

What are your initials? \_\_\_\_\_

What is your sex? (*geslacht*)

- Male
- Female
- Not specified

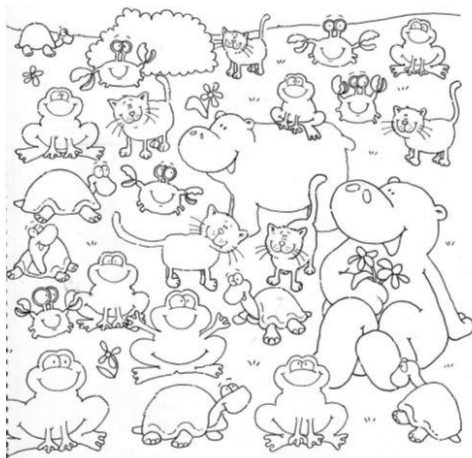
How old are you? (*leeftijd*)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (*moedertaal*)

- Dutch
- English
- French
- Other(s): \_\_\_\_\_

The cats warned the hippos to never enter **Catland** again, otherwise the hippos might end up with claw scars next time.



### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
 I am \_\_\_\_ (Your first name and surname)  
 I am \_\_\_\_ years old (Your age)  
 I am from \_\_\_\_ (Your hometown)  
 Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHgPorf-U>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

Once upon a time there was a big forest in which all the animals lived together. The animals were very special. They all had different colours.

In the forest was a river and in the river lived the Froggy family. They were frogs. In total there were seven frogs. Mommy and Daddy Froggy were **purple** because they were old. The other five frogs: Oily, **Bobby**, **Wolly**, Jolly and **Spolly** were **blue**.

The kings of the river were the **Hippo** family. These two hippos had a beautiful **red** skin. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: **Turtle** and **Gurtle**. These three were a bit luckier, because they had **green** shells.

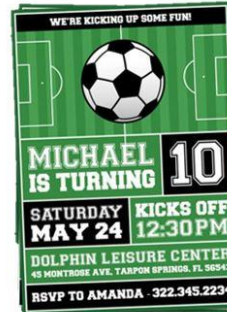
Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a **big yellow** shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

As the hippos were chasing Mommy Tortoise, they lost track of her as they ran into **Catland**. **Catland** was very dangerous, because it was ruled by five soldier cats.

Two of the Cats, **Rosky** and Boss, were the leaders; you can see this because they had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

### WRITING AND SPORTS

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello \_\_\_\_, thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: \_\_\_\_\_  
 Thanking: \_\_\_\_\_  
 Accept or decline: \_\_\_\_\_

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

[ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be)  
[quinten.demin@student.thomasmore.be](mailto:quinten.demin@student.thomasmore.be)

We would like to thank you for your participation. If you have any questions or concerns do not hesitate to contact us on our e-mail addresses:

[ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be)  
[quinten.demin@student.thomasmore.be](mailto:quinten.demin@student.thomasmore.be)

### 3. Letter to the parents

---

Beste ouders

Wij zijn Ina Willems en Quinten De Min, twee laatstejaarsstudenten aan de Thomas More Hogeschool te Mechelen. In het kader van onze bachelorproef doen wij onderzoek naar de effecten van een Engels taalkamp op vlak van Engelse vaardigheden en de Engelse taalkennis bij 7- tot 12-jarigen.

In het kader van ons onderzoek hebben wij een test opgesteld. De test zal tweemaal worden afgenomen om zicht te hebben op de evolutie van de taalkennis- en vaardigheden. Deze test begint met een bevraging van de persoonsgegevens en nadien worden grammatica en woordenschat op speelse wijze getest aan de hand van de vier vaardigheden. Om zicht te hebben op de evolutie van de luister- en spreekvaardigheden zou het voor ons handig zijn om de deelnemers tijdens dit onderdeel te mogen filmen. Deze filmfragmenten worden enkel door ons bekeken en de gegevens worden anoniem verwerkt, wij gebruiken de filmfragmenten enkel om de evolutie te beoordelen en te verwerken in ons onderzoek.

Omwille van de nieuwe privacywetgeving is het belangrijk dat de ouders toestemming geven om foto- en filmmateriaal vast te leggen van kinderen. Indien u het geen probleem vindt dat uw kind gefilmd wordt in het kader van ons onderzoek, ontvangen wij graag een bevestigende handtekening van u.

Wij willen u alvast hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, kan u ons altijd contacteren op: [ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be) of [quinten.demin@student.thomasmore.be](mailto:quinten.demin@student.thomasmore.be)

Handtekening voor akkoord:

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## 4. Materials for Monday

### 4.1 Instructions

#### **My colourful name**

##### **Material**

- Cardboard
- Pencil
- Scissors
- wool
- Glue
- Cardboard circles



##### **Process**

**Step 1:** take cardboard and a pencil.

**Step 2:** draw out the first letter of your name.

**Step 3:** take the scissors and cut out your letter.

**Step 4:** take the small circles and wool.

**Step 5:** wrap the wool around the circles from the middle.

**Step 6:** keep wrapping.

**Step 7:** cut the wool from the outside.

**Step 8:** take one more piece of wool.

**Step 9:** wrap it around the middle of the ball.

**Step 10:** tie a knot in the middle so that both sides stay together.

**Step 11:** stick your pom pom on your letter with glue.

**Step 12:** continue until your letter is covered in pom poms. |



## 4.2 Overview of the day

### Monday: letters & numbers

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
/ei/	/bi:/	/si:/	/di:/	/i:/
<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>
/ef/	/dʒi:/	/eɪtʃ/	/aɪ/	/dʒeɪ/
<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>
/keɪ/	/ɛl/	/ɛm/	/ɛn/	/ou/
<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>
/pi:/	/kju:/	/ɑr/	/ɛs/	/ti:/
<b>U</b>	<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>
/ju:/	/vi:/	/'dʌbəl ju:/	/ɛks/	/waɪ/
<b>Z</b>				
/zɛd/				

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
One	two	three	four	five	six	seven

<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
Eight	nine	ten	eleven	twelve	thirteen	fourteen

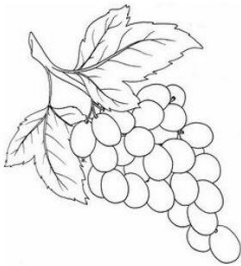
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
Fifteen	sixteen	seventeen	eighteen	nineteen	twenty	twenty-one

## 5. Materials for Tuesday

### 5.1 Stratego cards

<b>1</b> Kitchen Boy	<b>2</b> Pantry supervisor
<b>3</b> <u>Vegetable cook</u>	<b>4</b> <u>Soup cook</u>
<b>5</b> <u>Pot washer</u>	<b>6</b> <u>Dishwasher</u>
<b>7</b> <u>Apprentice</u>	<b>8</b> <u>Junior cook</u>
<b>9</b> Cook	<b>10</b> <u>Saucier</u>
<b>11</b> <u>Under Chief</u>	<b>12</b> Kitchen Chef

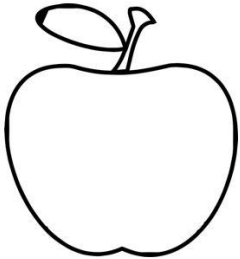
**5.2 Coloured fruits**



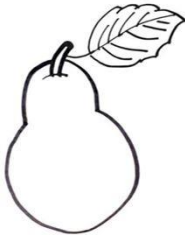
**Green grapes**



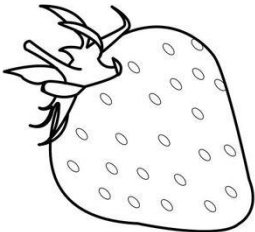
**Yellow banana**



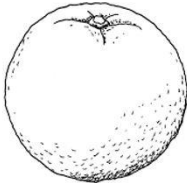
**Red apple**



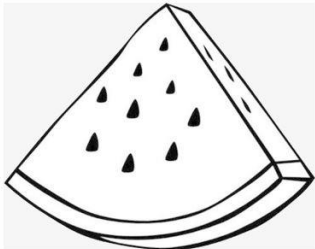
**Green pear**



**Red strawberry**



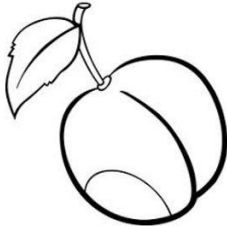
**Orange orange**



**Pink watermelon**



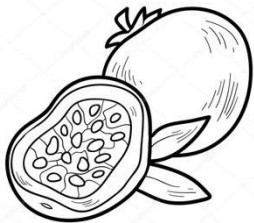
**Pink raspberries**



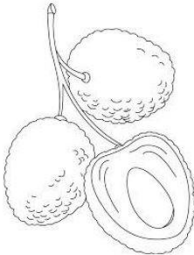
**Purple plum**



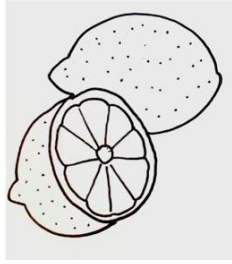
**Yellow pineapple**



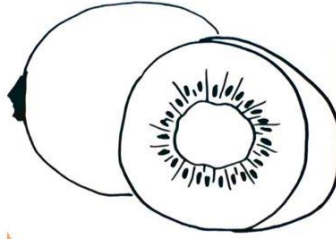
**Brown passion fruit**



**Brown lychee**



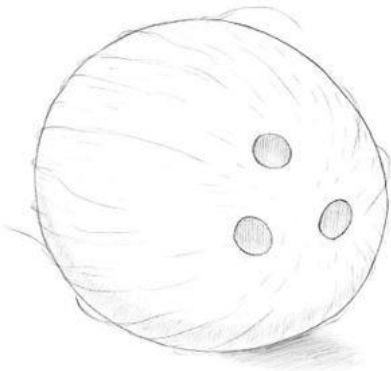
**Yellow lemon**



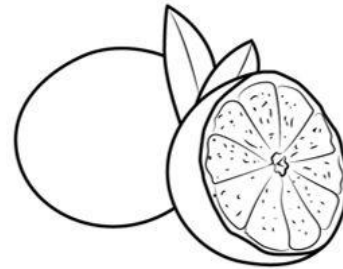
**Green kiwi**



**Red cherries**



**Brown coconut**



**Green lime**



## 5.3 Instructions

### A Fruity Collage

#### Materials

- Paper
- Glue
- Scissors
- Paint testers
- Pencils
- Coloured post-its



#### Process

**Step 1:** take three papers.

**Step 2:** draw the shape of three fruits.

**Step 3:** cut different forms out of the paint testers.

**Step 4:** glue the shapes on the fruit .

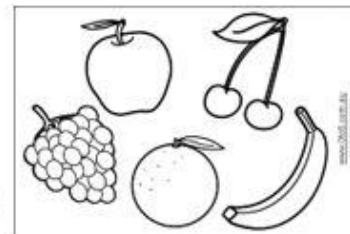
**Step 5:** repeat until your fruit is completely covered with paint testers.

**Step 6:** write "This is not a / an ..." under your fruit, write the correct English name of your fruit.

**Step 7:** choose a post-it in the used colour.

**Step 8:** write the colour on the post-it.

**Step 9:** stick the post-it next to your fruit.



5.4 Overview of the day

Tuesday: colours & food



Purple red blue orange green

Yellow pink black white brown

Grey

Cherry banana strawberry apple



Raspberries coconut kiwi pineapple



## 6. Materials for Wednesday

### 6.1 Hints

Clues: Hints for the Animals

1. I hiss when I'm angry.
2. I can be poisonous.
3. I have a forked tongue.
4. I can be very long.
5. I have no legs.
<b>_____</b>
1. I am fluffy.
2. I bark and say 'awooo'.

5. People keep me in a cage or zoo.
<b>_____</b>
1. I am very fluffy.
2. I have big teeth.
3. I have big ears.
4. I am fast.
5. I eat carrots.
<b>_____</b>
1. I have a sharp beak.

3. My nose is wet.
4. I lick people.
5. I am smaller than a dog.
<b>_____</b>
1. I make funny sounds.
2. I can fly.
3. I'm a small bird.
4. I'm very colourful.
<b>_____</b>

2. I have long claws to grab nuts.
3. I'm big and colourful.
4. I'm a bird.
5. I can speak.
<b>_____</b>
1. I can be fluffy but also bald.
2. My big brother is the lion.
3. I make 'purr' sounds.
<b>_____</b>

4. I drink a lot of milk.
5. I'm the baby version.
1. I eat plants.
2. I have a lot of hair.
3. I have big teeth.
4. I make squeaky sounds.
5. I like cuddling.

1. I'm small.
2. I have a very small tail.
3. I eat everything.
4. I stuff everything in my mouth.
5. I make a lot of babies.
1. I like swimming.
2. I live in a bowl.

3. I poop in my own home.
4. I breathe in the water.
5. I have orange scales.
1. I have a tail.
2. I eat nuts.
3. I have four paws.
4. I stand on two paws and eat with the others.

5. I look like a mix of a hamster and rat.
1. I live in the water.
2. I'm green.
3. I'm famous from 'Finding Nemo'.
4. I have a shell.
5. I live in my shell.
1. You can eat me.

2. I taste like salt.
3. I come in all shapes and sizes.
4. Some of me are dangerous.
5. I live in the seas and oceans.
1. I have pointy ears.
2. I have sharp claws.
3. Don't make me angry or I scratch.



4. I like playing.
5. I eat mice.
1. I can sniff very well.
2. I wag my tail.
3. They call me a good boy.
4. They use me to protect the house.
5. I can be big or small.

6.2 Animals



## 6.3 Instructions

### **Rainforest in a jar**

#### **Materials**

- Mason jars
- Rainforest figures
- Mini rocks
- Mini plants
- Styrofoam
- Glue
- Flags



#### **Process**

**Step 1:** take a mason jar and open it.

**Step 2:** take the Styrofoam and place it on the lid.

**Step 3:** glue the Styrofoam on the lid of the mason jar.

**Step 4:** place the mini plants and mini rocks on the Styrofoam.

**Step 5:** glue the mini plants and mini rocks on the Styrofoam.

**Step 6:** place the animals in the plants and glue them in their place.

**Step 7:** take a little flag.

**Step 8:** write the name of the animal on the flag.

**Step 9:** place the flag next to the animal in the jar.

**Step 10:** close the jar.



6.4 Overview of the day

Wednesday: animals

Snake



puppy



parakeet



rabbit



parrot



kitten



guinea pig



hamster



goldfish



gerbil



Turtle



fish



cat



dog





## 7. Materials for Thursday

### 7.1 Sports cards

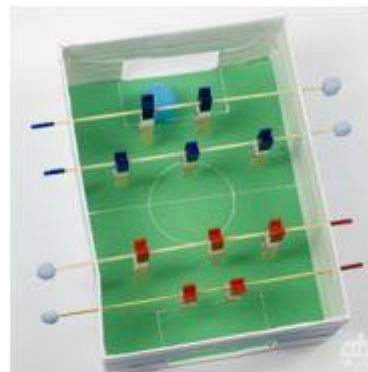


## 7.2 Instructions

### Foosball table

#### Materials

- Shoebox
- Wooden skewers
- Green paper
- White pencil
- Scissors
- Wooden pegs
- Small ball
- Paint (white, blue, red)
- Paint brushes
- Talk post-its



#### Process

**Step 1:** draw a middle line, circle and two goals on the green paper.

**Step 2:** cut two holes in the shoebox to create the goals.

**Step 3:** paint the outside of the box white.

**Step 4:** paint the wooden pegs in two colours to form two teams.

**Step 5:** make holes for the wooden skewers.

**Step 6:** glue the green paper on the bottom of the shoebox.

**Step 7:** stick the wooden skewers through the holes.

**Step 8:** put the wooden pegs on the wooden skewers.

**Step 9:** write some sport sayings on the post-its and stick these to the players.

**Step 10:** Place a ball in the middle of the football field.

## 7.3 Overview of the day

### Thursday: sports

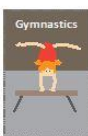
Boxing



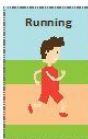
Figure Skating



Gymnastic



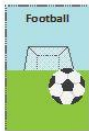
Running



Cheerleading



Football



Hockey



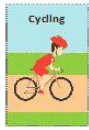
Skateboarding



Skiing



Cycling



Golf



Rugby



Surfing



Swimming



Weightlifting



Badminton



Tennis



Wrestling



Baseball



Volleyball



Archery



Basketball



## 8. Materials for Friday

### 8.1 Instructions

#### Creative with poetry

##### Materials

- Paper
- Glue
- Scissors
- Paint
- Pencils
- Paint brushes



##### Process

**Step 1:** think of what you want to write.

**Step 2:** write your poem in a creative way.

**Step 3:** draw, cut, craft, paint something visual.

**Step 4:** show it to the others.





## 9. Results Heppiekidzz

### 9.1 Test A.L.

maardog

Beste deelnemer

Wij zijn Ina Willems en Quinten De Min, twee laatstejaarsstudenten aan de Thomas More Hogeschool. In het kader van onze bachelorproef doen wij onderzoek naar de effecten van een Engels taalkamp op vlak van Engelse vaardigheden en Engelse kennis bij zeven tot 12-jarigen.

In het kader van ons onderzoek hebben wij een test opgesteld, de test zal tweemaal worden afgenomen om zicht te hebben op de evolutie van de taalkennis -en vaardigheden. Deze test begint met een bevraging van de persoonsgegevens, nadien worden grammatica en woordenschat getest aan de hand van de vier basisvaardigheden: schrijven, spreken, luisteren en lezen. We schatten dat deze test per persoon een 30-tal minuten in beslag zal nemen. De gegevens van deze test zullen volledig anoniem verwerkt worden.

Dear participant

We are Ina Willems and Quinten De Min, two final-year students at the Thomas More University College. In the context of our bachelor dissertation we are doing research on the effects of an English language camp focussing on English language skills and English knowledge. The target audience of our research are children between seven and twelve years old.

To support our research we set up an English test, this test will be done twice in order to have a clear view on the evolution of the participants' knowledge and skills. The test starts off with an inquiry on personal data, afterwards grammar and vocabulary will be put to the test in accordance with the four basic skills: writing, speaking, listening and reading. We estimate that the test will take around 30 minutes per person. All the collected data will be processed anonymously.

#### PERSONAL DATA

What are your initials? A.L.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): Hebrew

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening

I am 1 (Your first name and surname)

I am 11 years old (Your age)

I am from .... (Your hometown)

Goodbye / See you later / It was nice to meet you

*Kerlergen*



### LISTENING AND BODY PARTS

Listen to the song 'head, <sup>+</sup> shoulders, <sup>+</sup> knees and toes' (<https://www.youtube.com/watch?v=ZanHgPprl-0>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

Once upon a time there was a big forest in which all the animals lived together. The animals were very special. They all had different colours.

In the forest was a river and in the river lived the Froggy family. They were frogs. In total there were seven frogs. Mommy and Daddy Froggy were **purple** because they were old. The other five frogs: Olly, Bolly, Wolly, Jolly and Snolly were **blue**.

The kings of the river were the Hoppo family. These two hippos had a beautiful **redskin**. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

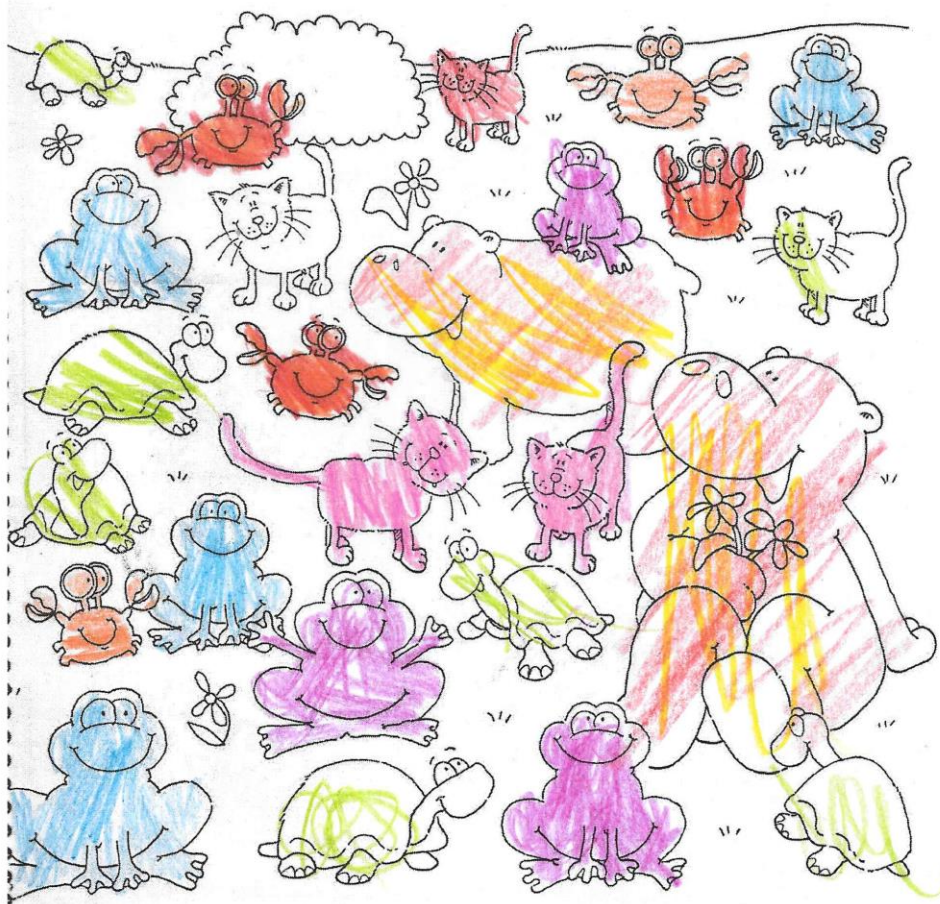
One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had **green** shells.

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big **yellow** shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

As the hippos were chasing Mommy Tortoise, they lost track of her as they ran into Catland. Catland was very dangerous, because it was ruled by five soldier cats.

Two of the Cats, Rosky and Boss, were the leaders; you can see this because they had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

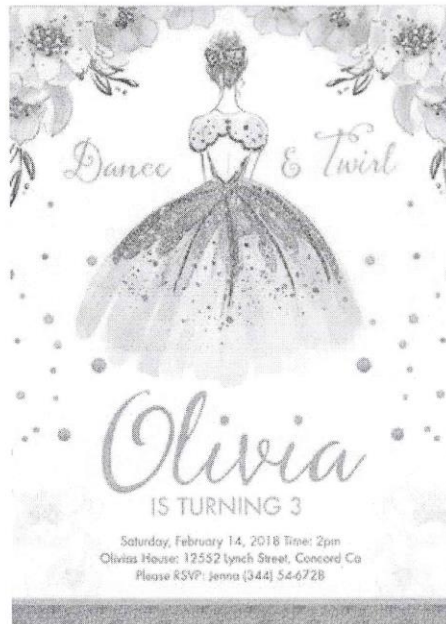
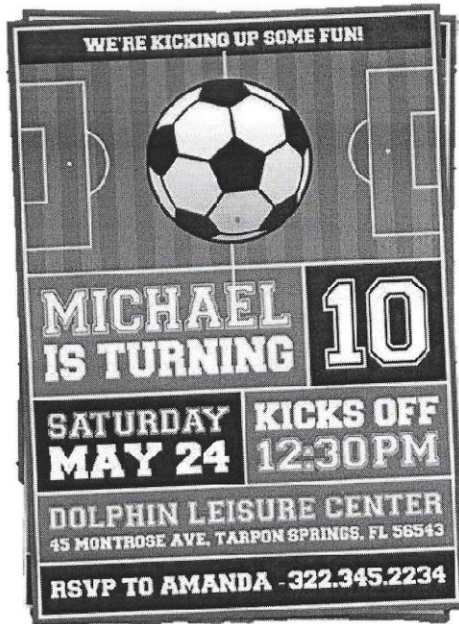
The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.





**WRITING AND SPORTS**

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ... , thank you for your invitation, I will be there, I won't be able to make it because...



Greeting:

Thanking:

Accept or decline:

*Best Olivia  
dank je dat ik mag komen  
want ik moet naar de zolder  
dat gaat niet*

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

[ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be)

[quinten.demin@student.thomasmore.be](mailto:quinten.demin@student.thomasmore.be)

We would like to thank you for your participation. If you have any questions or concerns do not hesitate to contact us on our e-mail addresses:

[ina.willems@student.thomasmore.be](mailto:ina.willems@student.thomasmore.be)

donderdag

Beste deelnemer

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In het kader van ons onderzoek hebben wij een test opgesteld, de test zal tweemaal worden afgenomen om zicht te hebben op de evolutie van de taalkennis -en vaardigheden. Deze test begint met een bevraging van de persoonsgegevens, nadien worden grammatica en woordenschat getest aan de hand van de vier basisvaardigheden: schrijven, spreken, luisteren en lezen. We schatten dat deze test per persoon een 30-tal minuten in beslag zal nemen. De gegevens van deze test zullen volledig anoniem verwerkt worden.

Dear participant

We are Ina Willems and Quinten De Min, two final-year students at the Thomas More University College. In the context of our bachelor dissertation we are doing research on the effects of an English language camp focussing on English language skills and English knowledge. The target audience of our research are children between seven and twelve years old.

To support our research we set up an English test, this test will be done twice in order to have a clear view on the evolution of the participants' knowledge and skills. The test starts off with an inquiry on personal data, afterwards grammar and vocabulary will be put to the test in accordance with the four basic skills: writing, speaking, listening and reading. We estimate that the test will take around 30 minutes per person. All the collected data will be processed anonymously.

PERSONAL DATA

What are your initials? A.L.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): Hebrew

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
I am ..... (Your first name and surname)  
I am ..... years old (Your age)  
I am from .... (Your hometown)  
Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHgPprl-0>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

Once upon a time there was a big forest in which all the animals lived together. The animals were very special. They all had different colours.

In the forest was a river and in the river lived the Froggy family. They were frogs. In total there were seven frogs. Mommy and Daddy Froggy were **purple** because they were old. The other five frogs: Olly, Bolly, Wolly, Jolly and Snolly were **blue**.

The kings of the river were the Hoppo family. These two hippos had a beautiful **redskin**. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had **green** shells.

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big **yellow** shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

As the hippos were chasing Mommy Tortoise, they lost track of her as they ran into Catland. Catland was very dangerous, because it was ruled by five soldier cats.

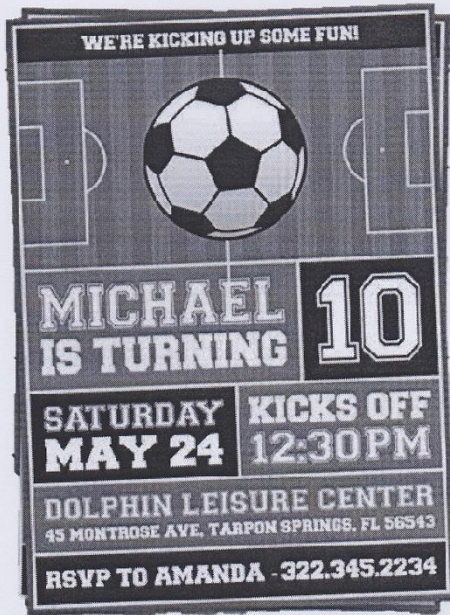
Two of the Cats, Rosky and Boss, were the leaders; you can see this because they had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.



**WRITING AND SPORTS**

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ..., thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: *hello olivia*  
Thanking: *thank you for your invitation*  
Accept or decline: *I will be there*

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

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## 9.2 Test D.R.

maandag

Beste deelnemer

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Dear participant

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To support our research we set up an English test, this test will be done twice in order to have a clear view on the evolution of the participants' knowledge and skills. The test starts off with an inquiry on personal data, afterwards grammar and vocabulary will be put to the test in accordance with the four basic skills: writing, speaking, listening and reading. We estimate that the test will take around 30 minutes per person. All the collected data will be processed anonymously.

### PERSONAL DATA

What are your initials? D. R.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French

Other(s): ~~mother Dutch only~~

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / **Hello** / Good morning / Good afternoon / Good evening  
I am ..... (Your first name and surname)  
I am ..... years old (Your age)  
I am from ..... (Your hometown)  
Goodbye / **See you later** / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHgPprl-0>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

Once upon a time there was a big forest in which all the animals lived together. The animals were very special. They all had different colours.

In the forest was a river and in the river lived the Froggy family. They were frogs. In total there were seven frogs. Mommy and Daddy Froggy were **purple** because they were old. The other five frogs: Olly, Bolly, Wolly, Jolly and Snolly were **blue**.

The kings of the river were the Hoppo family. These two hippos had a beautiful **redskin**. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

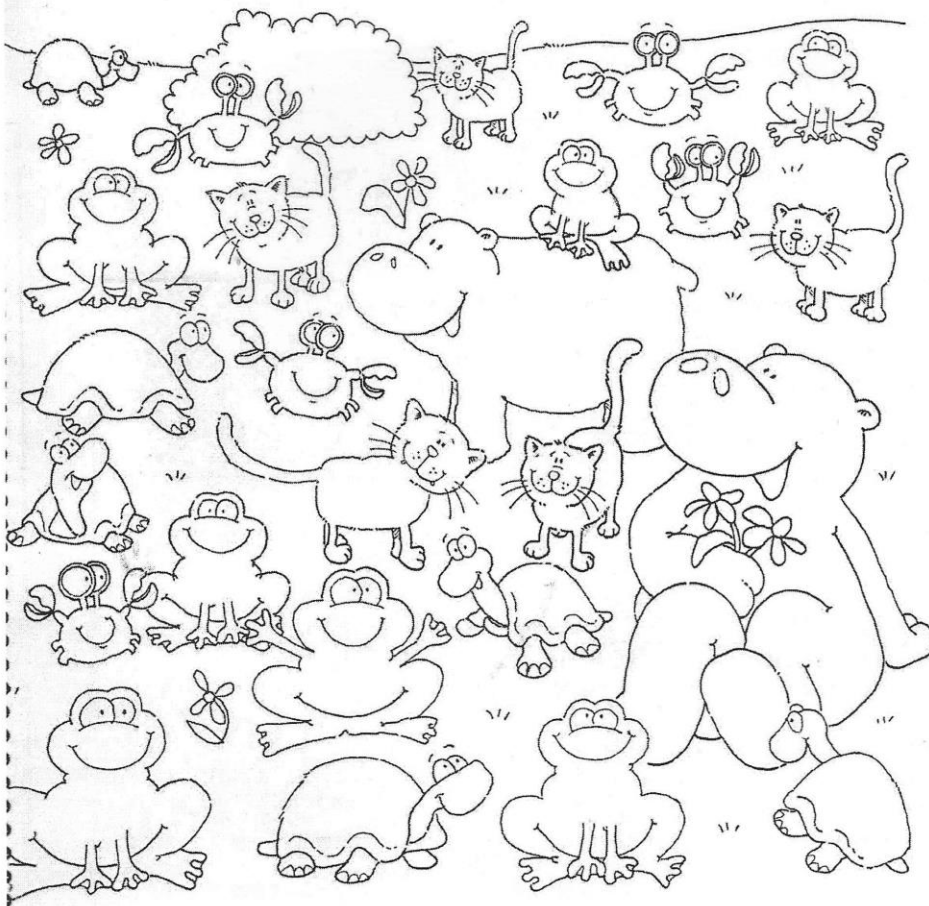
One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had **green** shells.

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big **yellow** shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

As the hippos were chasing Mommy Tortoise, they lost track of her as they ran into Catland. Catland was very dangerous, because it was ruled by five soldier cats.

Two of the Cats, Rosky and Boss, were the leaders; you can see this because they had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

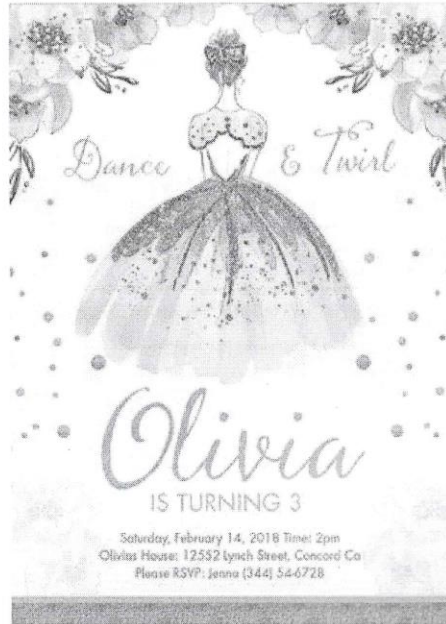
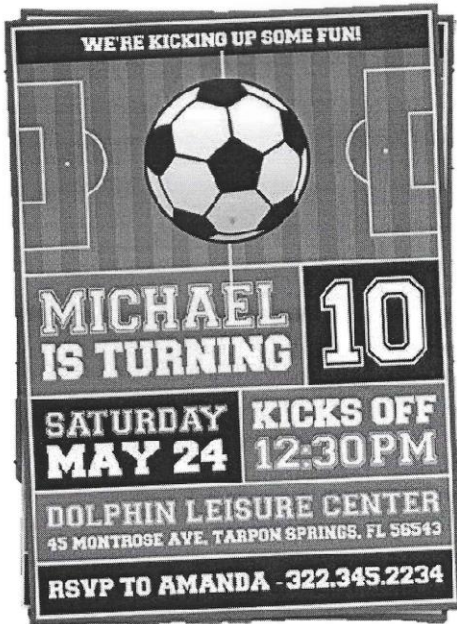
The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.





**WRITING AND SPORTS**

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ... , thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: *hello*

Thanking: \_\_\_\_\_

Accept or decline: \_\_\_\_\_

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

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woensdag

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---

**PERSONAL DATA**

What are your initials? D. R.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): \_\_\_\_\_

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
I am ..... (Your first name and surname)  
I am ..... years old (Your age)  
I am from ..... (Your hometown)  
Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHgPprl-0>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

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The kings of the river were the Hopppo family. These two hippos had a beautiful **redskin**. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had **green** shells.

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big **yellow** shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

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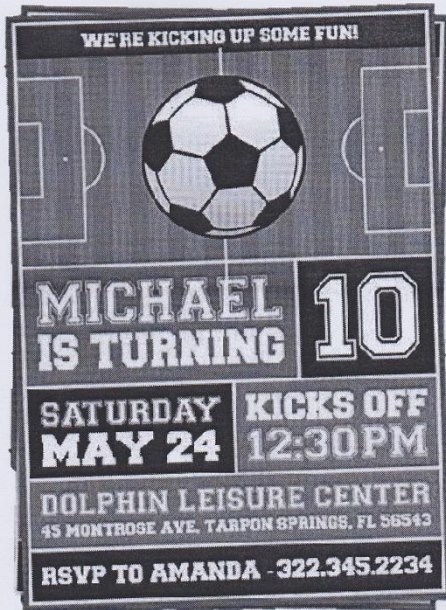
Two of the Cats, Rosky and Boss, were the leaders; you can see this because they had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.



WRITING AND SPORTS

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ... , thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: hello  
Thanking: thank you for the invitation that I will be there  
Accept or decline: yes I am

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

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### 9.3 Test MA.V.

maandag

Beste deelnemer

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#### PERSONAL DATA

What are your initials? MA. V.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): Nederlands

i h D

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
I am ..... (Your first name and surname)  
I am ..... years old (Your age)  
I am from ..... (Your hometown)  
Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHgPprl-0>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

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In the forest was a river and in the river lived the Froggy family. They were frogs. In total there were seven frogs. Mommy and Daddy Froggy were **purple** because they were old. The other five frogs: Olly, Bolly, Wolly, Jolly and Snolly were **blue**.

The kings of the river were the Hoppo family. These two hippos had a beautiful **red** skin. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

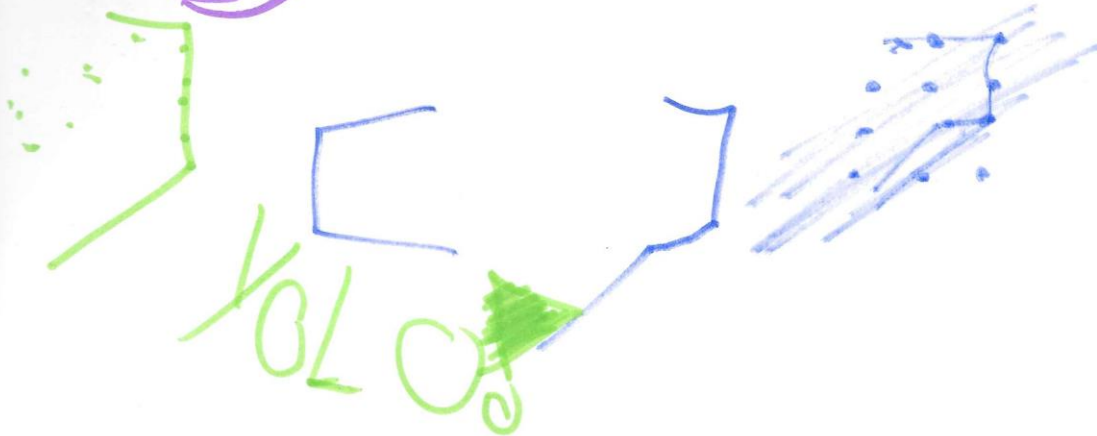
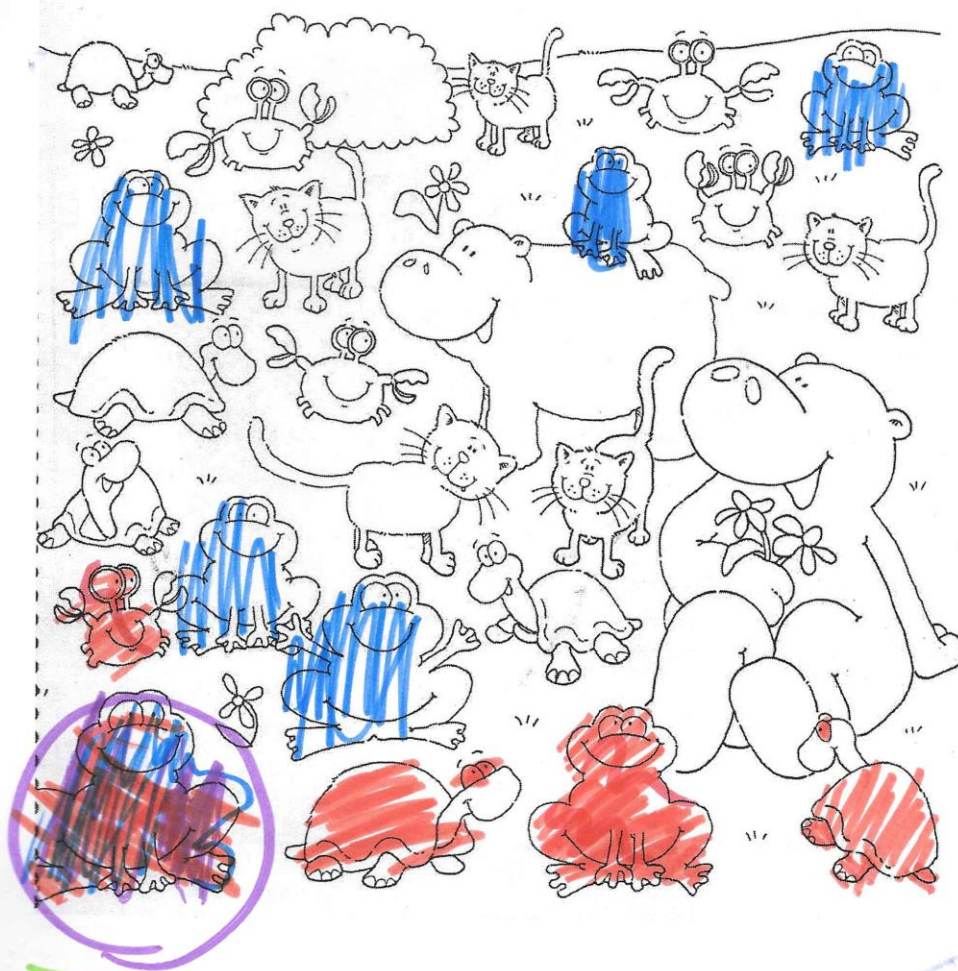
One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had **green** shells.

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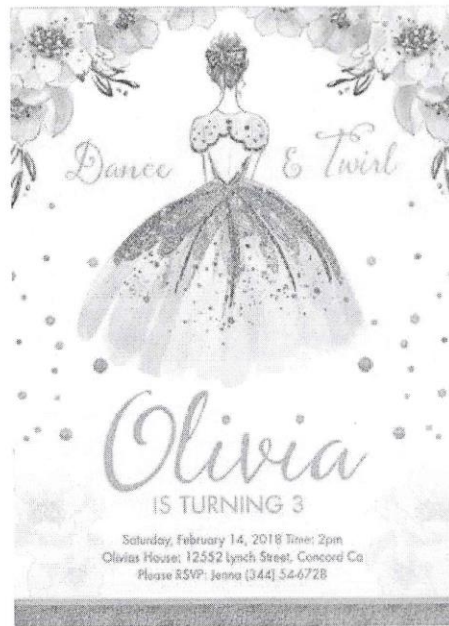
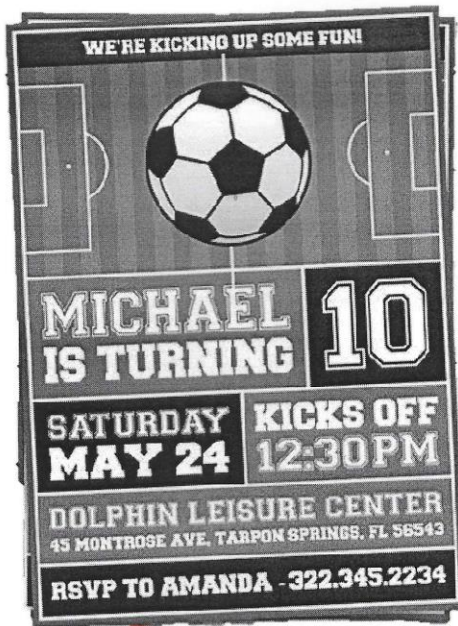
The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.





**WRITING AND SPORTS**

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ... , thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: *Hi!*  
Thanking: *THX - thank you*  
Accept or decline: *ACCEPT: OKEY! decline: No*  
*SORRY!*

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

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Urydog

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**PERSONAL DATA**

What are your initials? MA.V.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): \_\_\_\_\_

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
I am .... (Your first name and surname)  
I am ... years old (Your age)  
I am from .... (Your hometown)  
Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

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The kings of the river were the Hoppo family. These two hippos had a beautiful redskin. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an orange shell because of the sun. The other four crabs still had their red shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the red hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

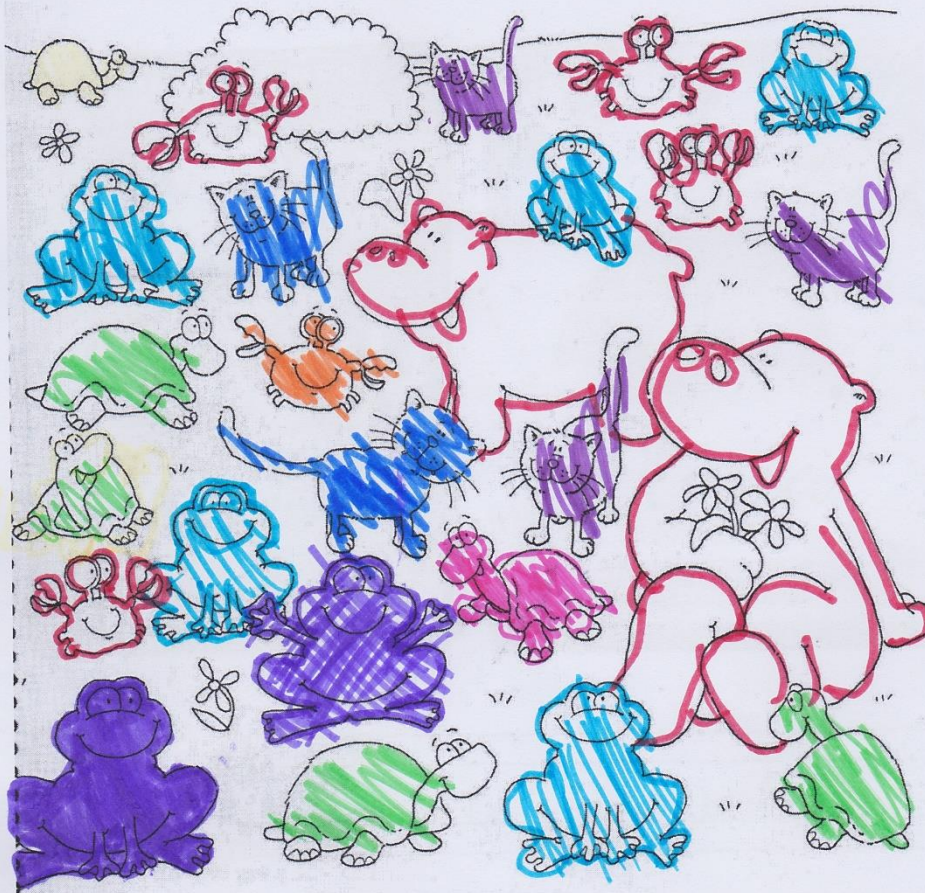
One tortoise, Mommy, had a pink shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had green shells.

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big yellow shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

As the hippos were chasing Mommy Tortoise, they lost track of her as they ran into Catland. Catland was very dangerous, because it was ruled by five soldier cats.

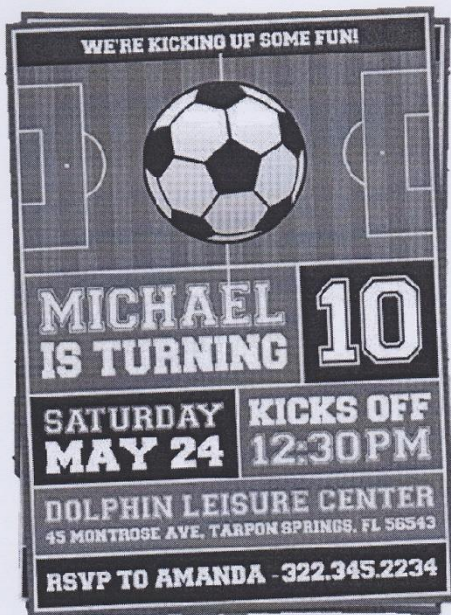
Two of the cats, Rosky and Boss, were the leaders; you can see this because they had blue fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had purple fur.

The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.



**WRITING AND SPORTS**

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ... , thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: *Hello*  
Thanking: *Thank you*  
Accept or decline: *Yes i can go to your party and i go*

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

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## 9.4 Test S.V.

maandag

Beste deelnemer

Wij zijn Ina Willems en Quinten De Min, twee laatstejaarsstudenten aan de Thomas More Hogeschool. In het kader van onze bachelorproef doen wij onderzoek naar de effecten van een Engels taalkamp op vlak van Engelse vaardigheden en Engelse kennis bij zeven tot 12-jarigen.

In het kader van ons onderzoek hebben wij een test opgesteld, de test zal tweemaal worden afgenomen om zicht te hebben op de evolutie van de taalkennis -en vaardigheden. Deze test begint met een bevraging van de persoonsgegevens, nadien worden grammatica en woordenschat getest aan de hand van de vier basisvaardigheden: schrijven, spreken, luisteren en lezen. We schatten dat deze test per persoon een 30-tal minuten in beslag zal nemen. De gegevens van deze test zullen volledig anoniem verwerkt worden.

Dear participant

We are Ina Willems and Quinten De Min, two final-year students at the Thomas More University College. In the context of our bachelor dissertation we are doing research on the effects of an English language camp focussing on English language skills and English knowledge. The target audience of our research are children between seven and twelve years old.

To support our research we set up an English test, this test will be done twice in order to have a clear view on the evolution of the participants' knowledge and skills. The test starts off with an inquiry on personal data, afterwards grammar and vocabulary will be put to the test in accordance with the four basic skills: writing, speaking, listening and reading. We estimate that the test will take around 30 minutes per person. All the collected data will be processed anonymously.

### PERSONAL DATA

What are your initials? S. V.

What is your sex? (geslacht)

- Male
- Female
- Not specified

How old are you? (leeftijd)

- 7 years old
- 8 years old
- 9 years old
- 10 years old
- 11 years old
- 12 years old

What is your mother tongue? (moedertaal)

- Dutch
- English
- French
- Other(s): \_\_\_\_\_

### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
I am ..... (Your first name and surname) Stine  
I am ..... years old (Your age) 17  
I am from .... (Your hometown) Leurbergen  
Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

Listen to the song 'head, shoulders, knees and toes' (<https://www.youtube.com/watch?v=ZanHgPprl-0>) and act it out. This part will be filmed to have a clear overview of your evolution.

### READING, COLOURS AND ANIMALS

Read the story and colour the animals in the picture in the mentioned colour.

Once upon a time there was a big forest in which all the animals lived together. The animals were very special. They all had different colours.

In the forest was a river and in the river lived the Froggy family. They were frogs. In total there were seven frogs. Mommy and Daddy Froggy were **purple** because they were old. The other five frogs: Olly, Bolly, Wolly, Jolly and Snolly were **blue**.

The kings of the river were the Hoppo family. These two hippos had a beautiful **redskin**. All the other animals were afraid of the hippos, because they were so big and fat and had very big teeth.

Under the rocks lived a family of crabs. These crabs had big claws and tiny little eyes. One of the crabs had an **orange** shell because of the sun. The other four crabs still had their **red** shells, because they stayed under the rocks when the sun was shining.

Deep inside the forest, in the high grass, there were six tortoises hiding from the **red** hippos. But hiding was very difficult for the tortoises because their shells were very colourful.

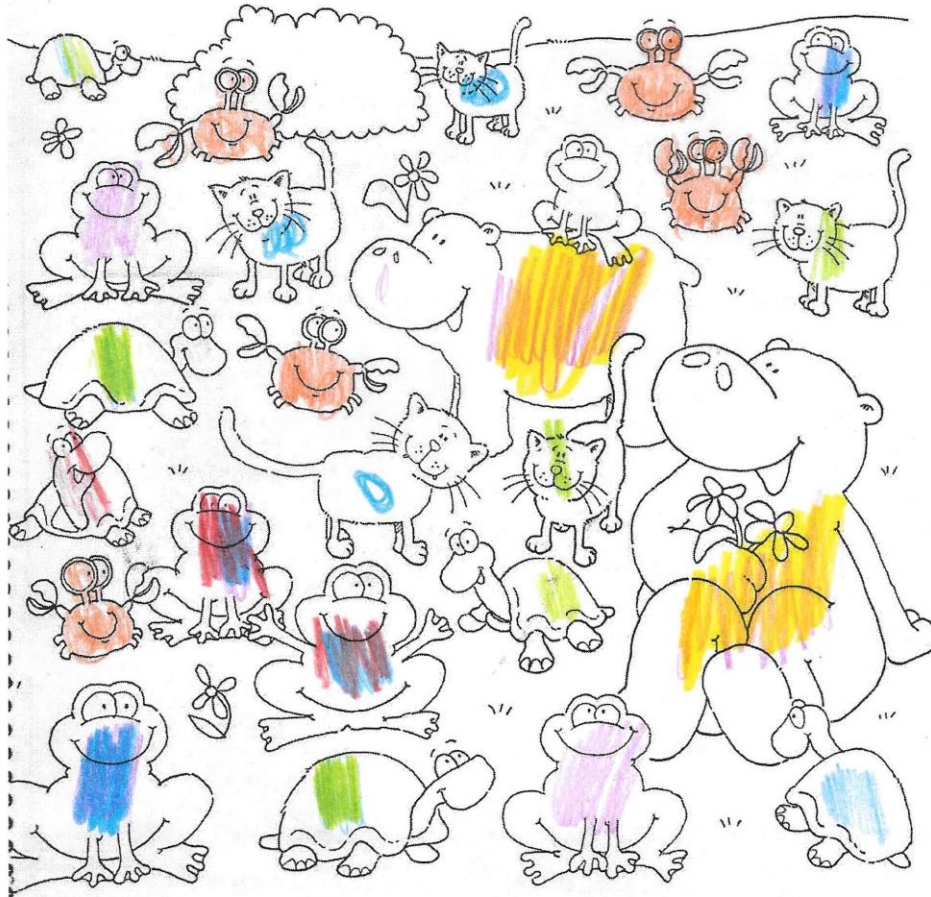
One tortoise, Mommy, had a **pink** shell, so she was easily seen by the hippos and had to run as fast as she could. Then there were Daddy and two of his sons: Turtie and Gurtie. These three were a bit luckier, because they had **green** shells.

Lastly, there were the two daughter tortoises: Jill and Heidi. These two tortoises had a big **yellow** shell and pretended to be stones in the sand. The hippos were too dumb to see that the two stones were actually Jill and Heidi.

As the hippos were chasing Mommy Tortoise, they lost track of her as they ran into Catland. Catland was very dangerous, because it was ruled by five soldier cats.

Two of the Cats, Rosky and Boss, were the leaders; you can see this because they had **blue** fur. The three other cats, Bibby, Joe and K were normal soldier cats, they had **purple** fur.

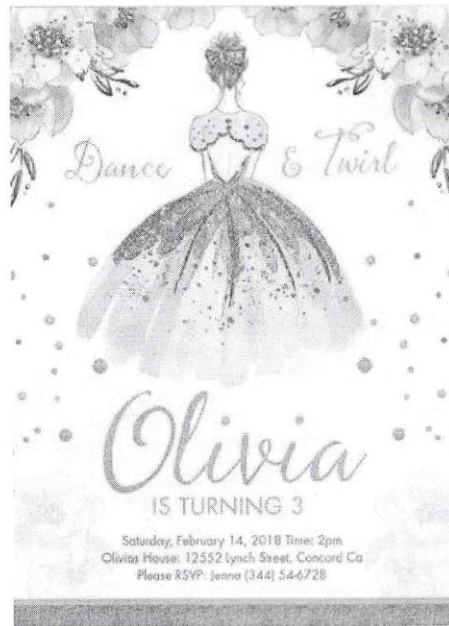
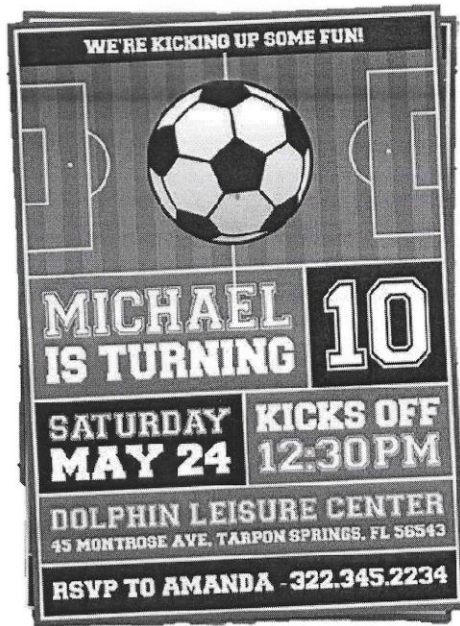
The cats warned the hippos to never enter Catland again, otherwise the hippos might end up with claw scars next time.





**WRITING AND SPORTS**

Choose one of the following invitations and write a short response to their birthday party invitation. You can use the following words: Hello ... , thank you for your invitation, I will be there, I won't be able to make it because...



Greeting: Saturday may, hello.  
Thanking: mommy thank you for your invitation  
Accept or decline: I will be there I won't be able to make it because

Wij willen u hartelijk bedanken voor uw medewerking aan dit onderzoek. Indien u toch met vragen zit over dit onderzoek, dan kan u ons altijd contacteren op onderstaande adressen:

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donderdag

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### SPEAKING

Introduce yourself in English by completing the following lines with your personal information. This part will be filmed to have a clear overview of your evolution.

Hi / Hello / Good morning / Good afternoon / Good evening  
I am ..... (Your first name and surname) *Stone*  
I am *11* years old (Your age)  
I am from .... (Your hometown) *Leerkbergen*  
Goodbye / See you later / It was nice to meet you



### LISTENING AND BODY PARTS

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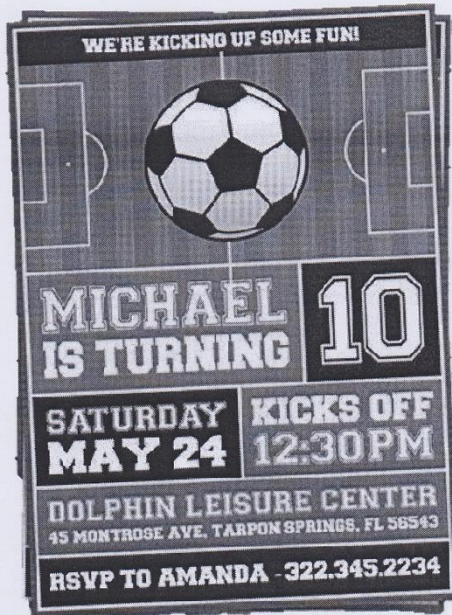
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